

Draft Outline of Division Charter

Drafted by the Charter Committee of the
English, Foreign Language and Speech Division.
Version 12/12/00

I. Purpose, Ratification and Change of the Charter—Bill Woolum

II. Division Goals.

The EFLS Division:

- Shares a common commitment to students and to building and sustaining a learning-centered environment at the College.
- Aims to build a collective sense of civic, social, and communal responsibility; reflect and inspire creativity, encourage critical thinking, and respect each student's integrity.
- Seeks to build an inclusive and respectful climate for all members of the L.C.C. community. We recognize the continuing obstacles that members of minority groups face in our community, and we are committed to building a climate of inclusion and respect for all people who work, study and visit Lane. While we don't assume that all groups face the same obstacles, by "minority groups" we mean those marked by race, class, gender, ethnicity, sexual orientation, physical ability, size, and age.
- Endeavors to help students develop a goal of lifelong learning by teaching effective communication skills, language skills and critical thinking skills.
- Works to create classroom environments which encourage students to take responsibility for their own learning under the guidance of the instructor.

III. Division Governance

A. Representation: The Division Chair, all faculty, and classified staff who regularly attend Division meetings will have the right and responsibility to participate in decision making within the Spirit of Consensus as outlined in the discussion of Jack Gibb's work (*see Appendix*).

1. Standing committees for the Division will include two representatives from the English Department, one from Speech and one from Foreign Language selected by processes determined by each department. The Standing Committees will not number more than three in a year so as not to tax the representation from the departments.
2. The Division Chair will be a member of each committee as is feasible and will be kept fully informed in writing of discussions within these committees when not present. The committees will formulate recommendations and bring those recommendations back to the full Division when decisions will impact the full Division. Department representatives will be expected to keep their departments informed of ongoing discussions and potential decisions made within the committee.

B. Decision making.

1. The Division will abide by the Spirit of Consensus language (**Include here**). If consensus fails, a 2/3rds majority of the Division may determine that a decision is needed. In such a case, the Division will vote by tabulating a

2/3rd's majority of each department. This process will apply to charter ratification and amendments to the charter.

2. Other than administrative and supervisory decisions specifically reserved for the Chair, Division meetings are the highest decision making body of the Division.
3. Workload/Time Commitment Changes in the new committee structure. The Charter Committee understands that the replacement of the Division Council with standing and ad hoc committees creates some anxiety about fair representation and time commitment. However, since standing committees meet less often than the Division Council, we have concluded that we can still maintain fair representation with less time commitment.
4. Standing Committees:
 - a. Budget Committee (to meet two or three times a year)
 - b. Facilities and Equipment Committee (to meet twice a year)
 - c. Personnel Allocation Committee (to meet once a year)
5. Ad Hoc Committees:
 - a. Bond Construction Committee
 - b. Hiring committees for support staff or Division chair
 - c. Other

C. Process:

1. The articles of this charter will govern the activities of the English/Foreign Language and Speech Division as long as they are not at variance with LCC Board Policy, Administrative policies or LCCEA/LCCEF collective bargaining agreements.
2. Division meetings will be held twice a year to establish or review Division priorities set for the year or when it is clear that the action or participation of the entire Division staff is necessary for full discussions and decisions. When feasible, all members of the Division will receive necessary background material that will allow for fully informed decisions. That material will be determined by ad hoc or standing committees reporting back to the full Division or by the Division Chair.
3. Division meetings: Refer to Section VI, "Division Meetings"

IV. Division Membership

The EFLS Division is comprised of the following individuals and groups:

- Faculty Members (Full-time and Part-time)
- Support Staff
- Division Chair

Every member is seen as an integral part of the Division, and a vital part as well. Faculty members, support staff and the Division chair hold mutual respect for each other, regardless of different viewpoints, pedagogical strategies and/or position within the Division. We acknowledge that not all Division members may share the same degree of power or expertise. We also acknowledge that the inherent worth and value of all Division members is assumed, and does not need to be earned.

V. Division Members' Functions and Responsibilities

A. Faculty

a. Instructional Functions and Responsibilities:

Faculty members will adhere to all requirements and responsibilities in the collective bargaining agreement and in accordance with college policy.

Instructional functions and responsibilities include the following:

- Provide high quality instruction within the curricular vision and according to the objectives established according to individual departments and the Division.
- Hold a minimum of one office hour/week for each class taught
- Advise students of college and department/Division policy as necessary
- Maintain a respectful educational environment in which differing views may be expressed

b. Department/Division/College Functions and responsibilities include the following:

- Attend department and Division meetings
- Participate in hiring committees as needed and make hiring recommendations according to college policy, including Affirmative Action and EOP requirements.
- Initiate and share authority in Division and college governance not restricted by contractual limitations.
- Participate in program development, coordination, and contribute to the growth of a collaborative, cooperative department/Division governance system.
- Participate in an ongoing basis in the evaluation and assessment of minimum qualifications, knowledge, skills and abilities of full-time faculty.

B. Support Staff Functions and Responsibilities.

The primary function of support staff is to facilitate instruction. Support staff will adhere to all requirements in the collective bargaining agreement and in accordance with college policy. Functions and Responsibilities include the following:

- Collaborate with instructors, administrators and other support staff members in addressing needs within individual departments and the Division as a whole.
- Attend Division meetings when required
- Support staff are full, participating members of the EFLS Division, and are recognized as professionals in their field.

C. Division Chair Functions and Responsibilities

1. The Division Chair's primary function is to administer and coordinate department/Division activities and programs. To reach this goal, the Chair will work cooperatively and involve Division staff in the development and implementation of priorities, policies and procedures relating to department operation.

2. The Division Chair shall be considered the peer of other Division members in the decision making process. However, the Division chair shall have the responsibility to keep Division policies and actions in conformance with college policy.
3. As the executive of the Division, it shall be the responsibility of the Division chair to be the primary executor of Division decisions and to be a major information source and official representative and spokesperson for the Division. When officially representing the Division, the chair shall represent the Division's position or consensus.
4. Other specific duties and responsibilities to be performed by the Division chair shall include, but not be limited to, those outlined in the EFLS Administrative Procedures Manual.

VI. Division Meetings

Division meetings provide a forum for all members of this Division to meet as one group. This forum provides a way to address and resolve matters of importance to the entire Division. To that end, the following structure will be utilized as a way to ensure that Division meetings are well-organized, productive and satisfying for members.

A. Scheduling

Division meetings will be scheduled at times when most faculty can attend. There may be a Division meeting scheduled by the Division chair during fall term in-service. Additional meetings may be scheduled during the academic year if both the Division chair and/or 20% of the faculty determine that the agenda is of sufficient urgency to warrant meeting as a Division.

B. Agenda

Agendas for Division meetings will be determined by the Division chair in cooperation with the EFLS faculty (both full and part-time). Any Division member may submit topics or concerns for consideration for a Division meeting. Items should be submitted at least one week prior to the scheduled meeting for consideration and inclusion. Agenda items must be of Division-wide scope and issues that are worthy of Division consideration; otherwise agenda items and issues will be referred to Division standing committees or an appropriate department. Meeting agendas will be provided to all Division members prior to the meeting, and will include time parameters for each agenda item.

C. Process

- Each time we have a Division meeting, two people will participate in the 'leadership' of the meeting: the chairperson (generally the Division chair) and a facilitator. If the Division chair is not available to conduct a regularly scheduled Division meeting, then another Division member designated by the chair will conduct the meeting.
- The chair will be concerned with the presentation of agenda items, content issues, and questions.

- The facilitator will monitor the structural concerns of the meeting. This will include but not be limited to: adjusting time parameters on agenda items at the beginning of each meeting; designating a structured span of time for questions; being aware of time constraints and calling time on items when needed; keeping meeting 'on task;' asking, 10 minutes before a meeting ends, if any points made during the meeting need clarification; and assisting the Division chair in any way requested.
- The facilitator will be rotated between departments during the school year, so each department will be asked to supply a facilitator at least once a year. Since the role of the facilitator will be to maintain structure and encourage inclusion of all views, she/he will not represent any department or special interest.
- In the area of decision making, the Division will abide by the spirit of consensus language included here: [spirit of consensus language]. If consensus fails when a decision is needed (as determined by a 2/3rds majority of the Division), the Division will vote by tabulating a 2/3rds majority of each department. Voting members include full time faculty, classified employees and part-time faculty (in attendance at meeting). Part-time faculty must have worked in the EFLS Division for three or more quarters over the preceding two years to qualify as voting members.
- The office/support staff will have responsibility for taking minutes of meetings, making minutes available in a timely fashion (both through email and posted in the workroom), raising issues to ensure the efficient operation of the Division office, and participating in Division discussions and decisions. Classified employees must be contracted to work half-time or more to be a voting member of the EFLS Division.

VII. Curriculum

Each department will set its own guidelines for curriculum, keeping in mind the following Divisional criteria:

- Curriculum is designed and evolves with students' needs in mind.
- Faculty take responsibility for reviewing educational trends in their discipline.
- The SLI has established a program whereby faculty members within each discipline on campus may take a course release in order to become familiar with advances in their field. Faculty can draw on the resources of the SLI discipline contact person for their field to access recent scholarship and pedagogy. (See SLI web page under "Discipline Contact") Curriculum takes into consideration community needs.
- Courses are designed and maintained with transferability to other state institutions.
- Faculty wishing to develop new courses for the Division should keep in mind budgetary considerations.

- Learning Community courses. The Division recognizes the importance and value of Learning Communities to the students and the college, and encourages development of new learning community courses whenever resources are available.

VIII. Evaluations.

Evaluations will be conducted according to the contracts of Division members.

Each department may develop its own peer-evaluation system.

IX. Division/Departmental Workload

A. College Policy—College Policy and Procedure System

1. Work week

Instructors teaching a full load (1.0 FTE) are to be on campus (or alternate assigned work site) a minimum of 30 hours per week, including final exam week. The work week generally includes the five working days (Monday through Friday), although some Saturday assignments may be made. The Division chair must make exception to the five-day workweek.

2. Office Hours

Instructors teaching a full load (1.0 FTE) will have at least one scheduled office hour for each class taught, and will also be otherwise generally available to students for consultation. The Division chair must approve exceptions. Instructors will submit their schedules for each quarter, including final exam week, to the Division chair for approval.

B. Departmental Workloads: Background and Context

The following is a description of the workloads for each of the three departments in the EFLS Division. The workloads for each of the three departments are not equal. Due to this disparity, Division members recognize that unequal workloads may result in low morale and defensiveness amongst Division members. Such defensiveness cannot and does not aid in the building of the spirit of consensus.

- Foreign Language instructors teach 3 courses (5 credits per course). Instructors spend 4 contact hours per week per course teaching, (12 hours per week) as well as participating in the coordination of the language lab(s), individual student tutoring and outreach centers. Foreign Language instructors have a minimum of 3 office hours per week.
- Speech Communication instructors teach 5 course (3 credits per course). Instructors spend 3 contact hours per week per course teaching (15 hours per week), and hold a minimum of 5 office hours per week. Many Speech Communication instructors include research and project papers as part of their courses, and time spent evaluating, editing and responding to these assignments is a part of their workload.
- English instructors teach 4 courses (3 credits per course). Instructors spend 3 contact hours per week per course in teaching (12 hours per week) and hold a minimum of 4 office hours per week, and may often include one-on-one student conferences. English instructors teach Composition courses as a part of their workload, and these courses include a great deal of time spent evaluating, editing and responding to written assignments. Composition courses require a distinct level of labor-intensive

participation on the part of instructors.

- The English and Foreign Language departments have appointed coordinators for their respective programs. These are contracted faculty members who are given course-release time to fulfill their respective duties. The Speech Communication department does not have a coordinator for its program. Responsibilities which might otherwise be addressed by the coordinator are distributed amongst contracted faculty.

All instructors are required to spend at least 15% of contract time involved in other department, Division and college activities. These may include participation in the following programs and committees:

- Departmental/Division/College hiring committees,
- Involvement in specialized and ongoing college programs including Diversity and Strategic Learning Initiatives
- Ad hoc committees
- Participation in curriculum development programs

The current contract mandates that workload, including direct instructional activities, office hours, student conferences, evaluating assignments and participation on other committees shall not exceed a 40-hour work week over the cumulative period of the academic year.

C. Departmental Workloads: Issues of Equity

1. **Participation:** While the three departments of the division are not equal in size, members of all three departments participate in committees and activities which affect the Division as a whole. Among other things, this participation may include budget and equipment concerns, hiring committees, and Division governance.
2. **Department Size:** The English department includes 18 full-time faculty members. The Foreign Language and Speech Communication Departments are considerably smaller, with each currently including 5 full-time faculty members.
3. **Departmental Cost:** Historically, both the Foreign Language and Speech Communication departments have been the most inexpensive for the Division in terms of Expenditure totals, including Expenditure per FTE. (*Reference: Annual Budget Report*)
4. **Problems with Committee Coverage-to-Department Size Ratio:** Due to the comparatively smaller departments of Foreign Language and Speech Communication, there are fewer faculty members amongst whom to divide responsibilities. This has resulted in a trend in which these individuals must be involved in multiple committees and tasks, at times consistently exceeding the 40-hour per week maximum mandated by the contract.
5. **Working to Solve Representation/Equity Issues:** Workload and equity issues affect all Division members, given that the Division operates both within the structure of individual departments as well as a larger operating system of the EFLS Division. Thus, Divisional members will work collaboratively and creatively in addressing inequities in workload requirements, as a means to ensure the effective maintenance of the Division.

X. Budget—Bill Woolum

XI. Recruitment and Selection (incomplete as of this draft)

- A. Full-time
- B. Part-time
- C. College-Wide
- D. Division-wide
- E. Department-wide

Appendix:

Gibb's notions of Supportive/Defensive communication patterns

Charter Group: "Spirit of Consensus."

The following is a summary of the Supportive Vs. Defensive communication patterns identified by Gibb (1961).

- **Description (Vs. Evaluation):** Provide specific, detailed information. Stick to the "issue at hand." Avoid judgmental statements, blanket statements about others and what "their" problem might be.
- **Problem Orientation (Vs. Control):** Seek ways to brainstorm and problem-solve. Be creative in addressing the "problem", solutions which might benefit all concerned. Here the "good of the group" is more important than "getting my way."
- **Spontaneity (Vs. Strategy):** Spontaneity suggests the willingness to respond to the concerns which are being raised at this time, vs. thinking of ways of use, manipulate and discard others for one's own benefit.
- **Empathy (Vs. Neutrality):** Empathy suggests at least a willingness to listen to another fully, to see the 'world from their eyes.' Neutrality suggests indifference, an I-don't-care-whatever kind of attitude
- **Equality (Vs. Superiority):** This does not mean that we are all the "same", but rather we all have particular talents and strengths, and are worthwhile to the division as a whole. It is the basic assumption, the basic knowledge that this value exists. It does not have to be proven or earned.
- **Provisionalism (Vs. Certainty):** Provisionalism suggests a willingness to be open-minded, to realize that I might not have all the information, or all the accurate information, and I may not be seeing the 'entire picture.'