



Joint Meeting with Academic Senate and Educational Administrators

ADOPTED MINUTES

October 20, 2008

Board Room 626

3:00 - 4:00 p.m.

1. Call to Order

President Lamb called meeting to order at 3:07 p.m.

2. Roll Call:

Educational Administrators: Philip Andreini, Jay Field, Robert Johnson, Maire Morinec, Don Mourton, Robert Myers, David Redfield, Leslie Rota, Robin Steinback, John Urrutia, Erin Vines

Absent/Excused: Robert Johnson, Maire Morinec, John Urrutia

Academic Senate: Robin Arie-Donch, Susanna Crawford, Erin Farmer-*ex officio*, Ferdinanda Florence, Ruth Fuller, Lisa Giambastiani, Michael Goodwin, Debbie Kalish, Jeffrey Lamb, Jeanette McCarthy, Lou McDermott, Rennee Moore-*ex officio*, John Nagle, Carl Ogden, Thom Watkins

Absent/Excused: Thom Watkins

Mary Swayne, Senate Administrative Assistant

Others Present: Rich Christensen, Human Resources Director; Rob Simas, Research and Planning Director; Charles Shatzer, Workforce Community Development/Foundation Associate Vice President; Tracy Schneider, Student Learning Outcomes Coordinator; Joshua Stein, Basic Skills Initiative Coordinator; Brad Paschal, Math & Science/Biological Science; Charles Spillner, Math & Science/Chemistry

3. Approval of Agenda – October 6, 2008

➤ Motion to Approve Agenda – Senator Ogden; M/S/P – Unanimous

4. Information/ Discussion Items

➤ Full-time Faculty Hiring Priorities for 2009-2010 – Vice President Steinback

- Distributed Faculty Hiring for 2009–10 Recommendations (pending available funding)
- Review of 2007–08 Spring Deans proposals for new and replacement faculty positions based upon criteria established at SCC that includes quantitative and qualitative data
- Quantitative data provided by Research and Planning included: full–time equivalent students, full–time faculty loads, total number of sections, percentage of sections taught by full–time faculty, and part–time faculty, total weekly student contact hours for the division

- Qualitative data measures: Faculty Obligation Number (FON) based upon percentage of classes taught by FTES full-time versus part-time faculty, takes into account full-time equivalent students
- Reviewed 2006–2007, 2007–2008 Full-Time Faculty Obligation report; range of FON 2009 less than FON last year

Vice President Steinback explained that the range of Faculty Obligation Number (FON) 169.60 is less than the previous year of 172.60, having declined by 4 since it was initially posted. The number is revised based on whether colleges recalculate or not and send in their recalculations for the previous years' FTES. SCC may or may not recalculate. VPAA Steinback explained how the Faculty Obligation Number could go down if SCC has been increasing full-time equivalencies in head count and students: When SCC filed the Period 2–320 Report for apportionment, we claimed 300 fewer full-time equivalent students than 2007–08, at that time, than we did on the Period 2–320 the previous year. SCCs' categoricals are based upon the 320 estimates at Period 2. This resulted in a lower FON and also lower categorical funding sources.

As to hiring priorities, VPAA Steinback proposed that, after meeting with Executive Council and pending available funding, SCC should replace the four (4) faculty members that retired this year, and replace them by Discipline (See Attachment). If additional funds become available, then we could, in order of priority, hire for the 11 disciplines listed (See Attachment). There were 14 faculty positions recommended by the division Deans this year; and out of respect for what the Deans do in working with the faculty in their divisions, she represented all of the faculty positions.

Comments/Questions: An in-depth discussion of the P2 process and funds allocated followed. Dean Andreini asked why, if the database is working right, the P2 isn't closer to the facts. Dr. Mourton responded that traditionally schools do not submit Fall FTES production until they have a sense of what Spring is going to be. Senator Moore asked whether the Full-time faculty numbers include hours of release time and sabbatical, or if all full-time faculty are counted the same, and Vice President Steinback explained that there is no distinction made; all faculty are counted as putting in full-time class hours. In response to this, and to general questioning about the process, Vice President Steinback recommended that at a future meeting of the Academic Senate and Educational Administrators, there be an informational presentation on 320 Reporting, P1, P2, and P3. President Lamb expressed that in addition to having the State Academic Senate do a presentation on SCC's Accreditation process, the State Senate is also willing to do talk about this and the budget areas.

President Lamb then asked Vice President Steinback to provide a narrative on how the new positions were ranked in order of priority shown for Numbers 5 to 14. Vice President Steinback presented a synopsis on the ranking of each position, including answers to questions voiced by attendees. President Lamb asked about the Senate's role in the priorities process. Vice President Steinback referred to the process used last year, where the Academic Senate could agree or disagree with the priority list as presented, and noted that these recommendations are then forwarded to the Superintendent/President who will take them to the Board.

Referring to a specific position, Senator McDermott asked if SCC is out of compliance for not having Adapted Physical Education personnel, to which Dean Myers responded that the position requires a Masters degree in Physical Education plus State wide certification, and it is difficult to find qualified candidates, and further that there is no statewide regulation that says colleges must have full-time faculty to serve this population. Attendees questioned and discussed Positions #3 and 11, a part-time replacement and a new full-time position. Dean Andreini explained that the faculty member changed his mind about going on a reduced load, and instead fully retired, so Position #3 is a full-time English replacement. Dean Andreini pointed out that

whatever the merits are in asking for a position, that his Division is trying to amp up their Basic Skills faculty, since English is a gatekeeper discipline, as is Math. To have English fall down to Position #11 does not recognize that this is a main need, and he would like to see it move up in subsequent periods. Vice President Steinback suggested consideration be given to changing the process for the gray line positions.

➤ Motion to Accept the 2009–2010 Recommendations List – Senator Ogden; Seconded by – Senator Florence; M/S/P – Unanimous

➤ Basic Skills Committee Update – Josh Stein

- Distributed: Basic Skills Report, and Solano College's *Pathways to Success* Program October 20, 2008 (See Attachment)
- Components of the Basic Skills Report and SCC *Pathways to Success* Program graphics were explained

Mr. Stein stated that the space in Building 100 can now be used without waiting five (5) yrs for the renovations. It could be the "one-stop" shop for students. The graphics proposal was jointly created with Mr. Paschal, the Learning Communities Coordinator.

- State wants integrated connection of efforts, overlapping of programs

Comments and Questions: Dean Andreini asked where would SCC be if we could be more assertive about seeking external funding like Title 3, or Title 5. Mr. Stein stated that that has come up in SGC, as Enrollment Management taskforce is working through Title 3. External funding is part of this as is being creative with our internal funding sources.

- Major challenges are coordination of unified campus-wide efforts; inter-connectivity between "traditional" basic skills and "at-risk" areas; inter-connectivity between Academic Affairs and Student Services not limited to Basic Skills Initiative

President Lamb pointed out that Basic Skills seed money is only a path to categorical funding. Additionally, he noted that while VPAA Steinback was instrumental in finding funding in the current budget, as we find answers to funding problems it would be good to have written procedures available for future use as to how that funding and others like it become available. This could mean that although BSI and other groups on campus are grateful for VPAA Steinback's ingenuity and resourcefulness, we should start thinking about dealing with the Office of Academic Affairs rather than an individual. A big concern for the faculty is to make sure we know what the Office is doing instead of what the individual does.

Senator McDermott questioned if there is a way SCC can trace what high schools the students are coming from, because maybe a better use of our time than BSI would be to go to the high schools and inform them that their students are not performing and ask for their help in determining the problem? Mr. Stein explained that CSU and UC made a decision that it is the community colleges' task to work with these students. We are unique in that many of our students are coming directly from the community and our general population is younger, which many other colleges see as ideal population numbers. That is the K-16 Bridge; it is a part of faculty development. Dean Andreini pointed out that the K-16 Bridge has a lot more to do with students and getting them to set their minds on going to college, rather than it having to do with college instructors telling the middle school and high school instructors what the important elements are that their students need to strive for. Mr. Stein stated that if the instructors are not having dialogue then the students are not going to be aware of the kind of levels of expectations they need to have. Dean Andreini felt that SCC needs a format and a vehicle to talk more with high school English teachers; we do this sporadically, but not persistently.

President Lamb stated that he and the Senate appreciated the work that Josh Stein has been doing for Basic Skills.

- Strategic Planning “The Big Picture” – Rob Simas
 - Program Review and Analysis form distributed
 - Explained completing components of the form
 - Steps involved in the process: Program Review feeds into the Educational Plan, FABPAC and the Budget process, and Strategic Planning; they come together ultimately into a Budget Planning Process
 - Program Review is linked to Budget Planning at the operational level
 - Strategic Proposals may come out of Program Review, and then to Budget for allocation purposes
 - SCC has shifted their planning process: 3–year plans are no longer required; individual managers had the option of developing 3–year plans within their areas. The strategic plans are kept at the managers’ discretion, and there is no requirement for submitting to anyone else (a management tool).
 - Program Review is done every year
 - Deans receive information (data worksheets) on Program Review every year
 - Program Review is published on a rotating four (4) year schedule
 - Academic Senate and Academic Affairs review before publishing
 - Educational Master Plan is the main guide

President Lamb suggested that Division Deans could work in conjunction with the Academic Senate to better understand how this Program Review process works; he observed that there is not a clear sense of transparency, and there is a lack of responsiveness to the work put in, and this is a fundamental problem. President Lamb asked if the Deans and the VPAA would like to work together to on our institutional planning and budget processes. Vice President Steinback stated that someone from the Budget Office should be involved in the discussion as well. Understanding that the room agreed, President Lamb will be working to bring these groups together.

5. Announcements

- Senator Florence – division representation is needed for the Study Abroad Committee, to be members
- A Study Abroad Application packet, available on the Senate Website, should be submitted to the committee for review for classes taught off-campus (locally and abroad)

6. Adjournment

- Motion to Adjourn – Senator Ogden; M/S/P – Unanimous
- President Lamb adjourned the Joint Meeting at 3:31 p.m.