



ACADEMIC SENATE

Adopted Minutes

August 12, 2011
Board Room 626
9:00 am – 12:00 pm

1. Call to Order

President Watkins called the meeting to order at 9:08 am

2. Roll Call:

Present: Thomas Watkins, President

Abla Christiansen, Susanna Crawford, Joe Conrad – *ex officio*, LaNae Jaimez, Richard Kleeberg, Lou McDermott, Scott Parrish - replacement for John Nagle, Karen Wanek

Absent: Darryl Allen, Michelle Arce, Kim Becker, Nick Cittadino

Guests/Representatives: Josh Scott (English) and Corrine Kirkbride (Math) – Basic Skills reps; Phil Summers (visitor)

Connie Adams, Interim Admin Assistant

3. Approval of Agenda – August 12, 2011

Motion to Approve – Senator Kleeberg; Seconded – Senator Crawford; Passed – Unanimous

4. Approval of Minutes – May 16, 2011

Motion to Approve – Senator Kleeberg; Seconded – Senator Jaimez; Passed – Unanimous

5. Comments from the Public

None

6. President's Report

President Watkins welcomed everyone back and expressed his gratitude for support last year and noted that he is pleased to be able to attend the Senate meetings again. He especially thanked Senators Kleeberg, McDermott, Jaimez, and Crawford for taking his place to represent the Senate at various meetings last spring.

President Watkins gave the following report from College summer activities:

Accreditation Report: President Watkins, Senator Kleeberg, and Senator McDermott attended Shared Governance/Academic Senate Joint meetings on June 29 and July 13. In June the Accreditation Self-Study Report was reviewed and Accreditation Coordinator Tracy Schneider answered questions. On July 13, members approved the final revised Report, followed by Governing Board review on July 20.

Equivalency Committee: The equivalency policy process has not been properly followed. Human Resources has been acting as an equivalency committee. Discussion with HR Interim Director, Sandy Dillon, confirmed there should be a standing committee which includes faculty experts from each discipline. Senator Conrad noted two times the issue comes up: when first hiring someone, in his division the hiring committee decided if the equivalency was met and; when faculty members need additional FSAs and there is no job announcement, which is where the major problem occurs. President Watkins responded that HR was making the determination before proceeding to hiring committees in many cases. Senator McDermott noted that this was followed correctly in the past and seems to be a more recent problem.

Senate Master Calendar: President Watkins reported he is working on a calendar so everyone will know when and where Senate representation is needed.

New Senator Orientation and Handbook: There was a session at Spring Plenary, President Watkins opined negligence in that and noted there is a steep learning curve for new senators. He would like to have volunteers to work on that. Senator McDermott suggested this would be beneficial for current senators as well. Senator Crawford agreed and pointed out that proxy votes and Senate representation without election are not allowed. She noted there are other guidelines and subtleties that are not being followed. President Watkins spoke with the new State Academic Senate President at Curriculum Institute. She is booked but will keep the Solano Senate in mind to meet with when she has time.

Motion to rearrange agenda order placing Basic Skills next followed by the Treasurer's Report – Senator Crawford; Seconded – Senator Kleeberg; Passed – Unanimous

7. Reports

7.1 Superintendent/President Jowel Laguerre
No report

7.2 Treasurer's Report – Karen Wanek
Senate Treasurer Wanek reported the Senate bank account balance is \$7400.76.

7.3 Sub-Committee Reports
7.3.1 Basic Skills

Josh Scott reported that the Basic Skills Coordinator stepped down and he and Corrine Kirkbride are doing everything they can to keep the momentum of BSI moving forward. They contacted EVP Reyes and hope to meet with him regularly and will continue to do so as well as working to insure a new coordinator is hired as soon as possible. The Academic Success Center (ASC) coordinator position was approved with a fall application deadline. Fall Flex this Tuesday will be a BSI mini-conference coordinated by EVP Reyes with past BSI Coordinator Susanna Crawford.

Humanities: Implementation of an accelerated basic skills English course is the current priority. Historically the basic skills English classes, 355/370 in particular, have been very impacted. Sometimes less than 50% of the sections needed are available which has a very negative impact on students. Data shows that the longer students have to wait to attend the higher level English transfer classes, the greater risk of dropping out or not completing their transfer courses. The Humanities Department has implemented a plan to streamline this process to help students advance to English I in greater numbers more quickly. English 370, the highest level basic skills class for English I, has been changed so that the top third of students can take English 380 without a lab requirement, which allows more sections to be offered.

English 348G has been created as an accelerated class. Katie Hern, one of the leaders of accelerated learning in the state, will be presenting during Flex on Tuesday at 10:35 am. Mr. Scott encouraged everyone to attend and become aware of the data and the case for acceleration. Of students who attend the lowest level English 305, only about 13% make it to and pass English I which is a fairly standard pass rate for the state. This is very expensive and most students don't complete their plans. English 348G is an open entrance, 5-unit class, with no lab, and any student can take it. Data has shown that students have a much higher completion rate, especially the most at-risk students, in schools that have implemented accelerated classes such as Chabot. This will be a very intensive 5-unit course within one semester so students can accomplish all they need to proceed to English I.

There are BSI grants from the past year following into this year that allow for mentoring from full-time faculty and adjuncts and a stipend for adjunct instructors to attend basic skills related meetings to increase

their participation and create a more equitable system for them to be part of decision making. The more contributors there are, the more successful the program can be.

In response to questions, Mr. Scott added:

- Historically, the classes have been from lowest to highest levels: 305 (below 50 on the Accuplacer test), 355 (up to 70), and 370 (above 70). English 348G runs parallel and any student can take it. There are fewer units and it is completed in one semester, rather than three.
- This is the first semester as a pilot with three sections offered and plans to increase to at least four in the spring.
- Persistence data will be tracked to follow student success over time.
- The course number cannot be a logical and higher number (e.g. 371) as there is no choice for experimental courses so it will be called English 348G. It will be changed when it advances from the experimental stage.
- Josh Scott and Melissa Reeve will be attending a statewide 6-month accelerated training course.
- 348G is more than a change in unit structure, but also a change in curriculum which will give students transfer level assignments, rather than working from the bottom up. There is a lot of data that supports acceleration and he is very optimistic about the potential outcomes.
- 348G is a pathway to English I replacing the writing sequence with integration of reading/writing within the curriculum. Analytical Reading is necessary for associate degrees but is not a part of this process. The new 348G class will contain more reading assignments, BS English size classes, and close individual attention.
- 3CSN will assist with data

Math: Corrine Kirkbride reported on her projects in process including:

- A website she created a couple years ago, and updates regularly, which helps students decide which math course would benefit them most. She has been told by counselors that they use the site often when meeting with students. Students can watch videos by current math faculty to view the course content, and handouts are attached that they can work on for more clarity. The hope is to empower students to make the best decisions regarding their first math course. The site has been updated with videos of student success stories, links to tutoring center, math anxiety information, faculty and staff videos so students can get to know some of the instructors and staff.
- Math Basic Skills Faculty Inquiry Group- Meets every two weeks to discuss how to better serve the needs of our basic skills students.
- MAC Activities - A set of 24 activities was created for students taking Elementary Algebra, and these activities are worked on while students spend their required one hour in the Math Activities Center. The activities are designed to focus on the more difficult topics in Elementary Algebra, and also include some study skills worksheets.
- MyGroups - Created entitled Math Resources, and faculty can access it for sample syllabi, calendars, and other documents to help new instructors teach the course correctly. It was implemented in spring with ongoing additions.
- Videos on Successful College Teaching Questions – So far two videos have been made.
 - How to Motivate Your Students to Increase Their Chance of Success and Motivation
 - What Book Helped You Become a Better Instructor?Both are on the College YouTube site and Ms. Kirkbride sent out links to everyone. These videos can give new ideas to empower instructors to improve learning situations for their students.
- According to VP Reyes, Basic Skills is one of top priorities for the school and with luck the momentum will continue.

7.3.2 Curriculum – Joe Conrad

President Watkins welcomed Joe Conrad as the new Curriculum Chairperson. Chair Conrad gave the following Curriculum report:

Statewide Perspective:

Pre-requisites: A change in the process to establish Pre-requisites outside of a course discipline was passed last spring. There has been extensive statistical analysis required to establish pre-requisites. That is still an option as well as the new content review option to match up the content. That will be more reasonable to complete although there are other requirements for this process. This summer the Curriculum Institute impressed upon attendees the need for continuous review and that it is still not a simple process.

Course Repetition: The state has changed how many times a student can repeat a course. There is a difference between course repetition and course repeatability and both are changing. Course repetition means taking a class, dropping or failing and taking it again. Traditionally, students have up to seven chances to pass a course, which can include four drops and three re-takes to improve substandard grades (on the latter would have to petition for a 4th repeat to improve grade). It will change to a total of three takes whether drop (W) or to improve grades. This change may be implemented in fall 2012 and will include all courses.

Course repeatability: Typically PE, music, and theatre classes have been repeatable. The expectation is that it will eliminate all course repeatability except for what are called activity courses and courses that are required by law to be repeatable, such as certifications for nurses or teachers, adaptive courses, and intercollegiate athletics. Classes such as yoga, performance, band, and orchestra will not be repeatable. The State Board of Governors doesn't want anything to be repeatable and do not want to continue to pay for these courses. The classes should either be mastered to a sufficient degree. It is expected that e.g. yoga would have a beginning, intermediate, and advanced class. This change will not likely be implemented for a couple years and there should be plenty advance time to inform students of the changes. One challenge is that there is not a clear standard definition of an "activity" course. The state philosophy is for community colleges to be more college and less community center. Suggestions made were that these types of classes should not be "for credit" courses and students could pay fees to cover their costs for the course. Faculty can check with Barbara Fountain in Admissions and Records for the current Solano College policy on course repetition.

TMC – Transfer Model Curriculum: AA/AS for transfer degrees. Solano College submitted two majors as requested for transfer degrees. Math and sociology were completed in the spring. Psychology has been completed but still has to go through the state process. A few other majors are expected to be submitted this year. The state has approved templates (created by community college and CSU faculty) which are available and can make the process easier to put together majors from courses that the College already has in place. There is also room for local options.

Local Perspective:

CurricUNET: Last year was a transition into CurricUNET with many challenges that had to be worked through. It is about 95% corrected now. Chair Conrad encouraged attendance at the afternoon Flex Cal CurricUNET training.

Curriculum Committee Reorganization: The Committee remains as it was in the spring and will be reorganized as soon as possible.

Technical Review Curriculum Subcommittee: Creation of a committee to review technical details of submitted curriculum would help decrease the overload the Curriculum Analyst has as well as to create more efficiency in the regular meetings. The Technical Review Committee would look at the proper format and completion of forms and other technical details but would not review content. Pei-Lin Van't Hul, Joe Conrad and a couple other detail oriented people will work on this committee.

The Curriculum Committee has had a member handbook for some time which includes duties of the chair and how the committee operates. One of the Chair's duties is to establish sub-committees as necessary.

7.3.3 Election/Constitution vote– Darryl Allen
No report

Discussion included the following suggestions and questions:

A vote is needed to pass the Constitution as soon as possible. It would not make sense to have an election for at-large senators until the Constitution is passed and the Bylaws can be revised for representation under the new reorganization. The vice-president election can be held at the same time. The vote would be moot if the Constitution weren't to pass. Senator Jaimez and Senator Kleeberg volunteered to co-chair the new Election Committee. Senator Kleeberg will write a statement to be sent to all faculty members along with the revised Senate approved Constitution.

7.3.4 Distance Ed – Dale Crandall-Bear

Chair Crandall-Bear gave the following report:

The last DE meeting was in May. Time was spent over the summer researching learning management systems. One of the DE Committee goals is to bring recommendations to the Academic Senate by December to replace or retain eCollege. Blackboard brought a brief presentation and presentations from other systems will be scheduled. DE will survey faculty for online opinions and needs.

Phil Summers queried if faculty will have to be retrained for another system when they have already taking education 101A in eCollege. Chair Crandall-Bear responded that the systems have similar platforms and the eCollege training would not be in vain. There will be workshops on a new LMS, if a change is made, and other online training could be rolled over so instructors won't have to retake an entire general training course. Senator Kleeberg suggested that each LMS be asked to demonstrate how migration of the eCollege shell would be done. Chair Crandall-Bear will forward LMS presentation meeting schedules to the Senate.

Senator Kleeberg noted that the Chancellor's Office has not approved the internet access fee. Senator Wanek stated that publishers were going to leave courses open to student e-book access to cover legality.

8. Action Items

None

9. Information/Discussion Items

9.1 Senate Representation Reorganization

9.1.1 Counseling

President Watkins pointed out that the counseling department is not included in the new "schools" and there is general agreement that representation is needed. Senator Kleeberg heard from a few faculty members who questioned why counseling would be guaranteed Senate representation when other disciplines within a school would not have specific representation. He opined that a counselor is definitely warranted on the Curriculum Committee was not sure that need extends to the Academic Senate. Senator Wanek opined that Senator Cittadino and Senator Christiansen, both counselors, have helped the Senate this year to understand course categories and online college. DE Chair Crandall-Bear noted that having a counselor in DE has been a valuable asset. Senator Crawford pointed out the importance of counselors to keep abreast of the Senate and vice versa. President Watkins stated that this issue will be resolved after the faculty Constitution vote and the Senate representation reorganization is decided. Senator Kleeberg will forward representation options before the September meeting. He asked Senators to email any ideas and input they have to all Senators.

Senator Wanek will announce at her "school" meeting next Monday the need for nominations for a representative to replace her as she will be leaving Solano College. Senator Kleeberg reminded her that whoever is chosen could be in a temporary position. Senator Kleeberg responded to a question about substitutes that representatives must be elected and substitutes cannot represent or vote.

9.2 Collaboration with Other Colleges

deferred

9.3 “Faculty Professional Development” Sub-committee

President Watkins had a discussion with S/P Laguerre who has committed to set line item funds aside for faculty development. Money is available from a PG&E rebate and a distribution policy will need to be created. A subcommittee could be formed to work on and decide equitable distribution plans. Divisions could possibly receive funds and decide how to distribute them within their own areas. Senator Crawford would like to see money allotted for Flex Cal faculty development.

9.4 Equivalency Committee

See President’s Report – Agenda Item 6

9.5 Senate Goals for 2011-2012

President Watkins listed the following Senate goals:

1. Hiring Policy: Review and revise the Faculty Hiring Policy which has not been properly followed. Address the filling of vacant faculty positions.
2. Senate Reorganization Committee: Expectation is for the plan to be completed by October 15. Senator McDermott volunteered to chair this committee.
3. Faculty Professional Development: Create plans for use and distribution of funds.
4. Flex Cal Budget
5. Plenary: Encourage and send more senators to fall and spring Plenary. President Watkins shared the value of attending Leadership Institute in June as well. Fall Plenary will be an agenda item for the September meeting and a 2011-2012 conference list will be sent to senators prior to the September meeting. Senators interested in attending conferences need to be aware that travel advance forms have to be completed and submitted to President Watkins and finance in advance.

9.6 Formation of Senate Executive Committee

President Watkins recommended re-establishment of an executive committee made up of Senate officers to meet on Mondays alternating with the regular Senate meetings. This committee will help increase Senate efficiency.

Motion to establish Executive Committee – Senator McDermott; Seconded – Senator Jaimez; Passed – Unanimously

10. Action Reminders

11. Announcements

Academic Senate and Ed Admin Joint Meeting on Monday, 8.15.2011, 8:00am

12. Adjournment

Motion to Adjourn – Senator Jaimez; Seconded – Senator McDermott; Passed – Unanimous

The meeting was adjourned at 11:47 am