



## ACADEMIC SENATE

### Adopted Minutes

November 5, 2012

Board Room 626

3:00 pm – 5:00 pm

**1. Call to Order**

President Gunther called the meeting to order at 3:05 p.m.

**2. Roll Call:**

Susanna Gunther, President

Abla Christiansen, Nick Cittadino, Kevin Brewer, Dale Crandall-Bear *ex-officio*, Joe Conrad – *ex officio*, Erin Duane, Tracy Fields, LaNae Jaimez, Katherine Luce, Amy Obegi, Scott Parrish, Teri Pearson-Bloom, Melissa Reeve, Ken Williams

Connie Adams, Admin Assistant

Visitor: Isabel Anderson

Guests: Robin Arie-Donch, Arturo Reyes, Daniel Iacofano of MIG, Rob Barthelman of Architecture vbn, Yulian Ligioso, Immaculate Adesida

**3. Approval of Agenda – November 5, 2012**

A revised agenda was emailed to Senators on Nov. 2<sup>nd</sup> and changes from the original agenda were discussed for approval: Item #7 Reports – deleted; Action Item #8 changed to #7;

Motion to approve as amended: Senator Duane; Seconded – Senator Reeve; Passed – unanimous

**4. Approval of Minutes – August 20, September 17, September 24, October 1, and October 15, 2012**

Motion to approve the five sets of minutes grouped together: Senator Duane; Seconded – Senator Cittadino; Passed – Unanimous

**5. Comments from the Public**

**6. President's Report**

**7. Action Items**

**8. Information/Discussion Items**

**8.1 MOUs & Transfer Agreements with Independent Institutions** - Robin Arie-Donch

Articulation Officer, Robin Arie-Donch explained she requested this agenda item in the spirit of shared governance to obtain input from constituencies, transfer counselors, senators, and all parties that have an interest in agreements. The idea is to: find out how much oversight the Academic Senate wants to have; decide where oversight should begin and end; discuss a transfer admission agreement template. Ms. Arie-Donch gave a brief MOU history: approximately four years ago Kaplan University approached her requesting a transfer agreement with the College; materials were distributed to the Academic Senate along with points for and against; the Kaplan representative was informed that the Senate did not approve an agreement; since that time, the College has entered into other agreements, including APU (a for-profit) and Brandman (a non-profit); more and more in-state and out-of-state institutions are contacting the Articulation and Transfer offices directly so it might be best to develop a template agreement for the colleges to submit that spells out benefits for Solano College students and involvement specifics; the Academic Senate could help decide criteria to develop a transfer agreement, what it means, who would be the responsible party (counseling was

suggested) and decide, with justification, if only not-for-profits would be considered or for-profit colleges as well. Ms. Arie-Donch distributed templates developed after consulting with Erin Vines and other people. APU received a negative response from the Academic Senate and a Brandman MOU was never submitted to the Academic Senate. Clear and consistent requirements would be good to have and workload issues reviewed. Kathleen Callison is creating a professional looking pdf template that can be filled in. A sample template was also distributed to give an idea of how it would look. Ms. Arie-Donch queried Senators' interest and how to move forward. Private institutions would benefit from agreements with the College as well as student benefits. Schools make something attractive to students (see sample) and may offer convenience factors such as online education and decreased program time. Not all students can get into CSUs or UCs and these agreements make options available for interested students. Feedback should be requested from institutions for follow-up as to how Solano College students do. Allowing 30 days to terminate could leave students hanging with no place to go but the College could also cancel an agreement that is not working. MOUs are different from school to school.

Comments/Questions: Some Senators agreed that agreements should not be made with for-profit institutions as many online university students aren't getting support from those schools. Erin Duane noted that, in her experience at the library reference desk, a significant number of our students' information competency skills are not sufficiently developed to critically evaluate the pros/cons of entering in to such an agreement with a for-profit institution. Establishing these agreements may seem like an endorsement from SCC, which may lend a sense of (unintended) security to students. The sudden interest in community college students seems like a feeding frenzy capitalizing on the public education budget crisis. Students are not finding job markets as seen in national news. Rather than sanction choices by making some kind of formal agreement, students should be discouraged from making those choices and these pathways should not be created. The College should have something in writing for accountability. Ms. Arie-Donch pointed out the sample form which could be modified to require tracking data from the institutions. Senator Cittadino added there is a need to be practical and look at individual college requests. Students want to attend certain specialized schools such as culinary institutes. Schools should be regionally accredited.

In closing the discussion, Ms. Arie-Donch asked Senators to speak with their constituents, discuss the types of limitations, if any, to put on programs; review the template; consider what to add in terms of required data etc. She has a long list of schools waiting for a response and she would like to clearly say no or have something to move forward. President Gunther asked Senators to forward input from their constituents and adjustments can be made.

## **8.2 Reorganization Update – EVP Arturo Reyes**

EVP Reyes gave a brief reorganization overview: input was solicited last spring from all schools, deans, and constituent groups; it was a very transparent process with a lot of communication that resulted in a reorganization plan after review of 10-15 variations; it was taken to Shared Governance Council; a five academic dean model was considered the best alternative; a hardcopy of the end result was distributed; actual disciplines in each school that are crossed out were moved to other areas; more recent changes (after the March version, see email EVP Reyes sent on 10.31.12) included moving Tutoring to Social and Behavioral Science and Inter-disciplinary Studies, Fire and Aeronautics moved to Vacaville, and Facilities will be moved to Administration. The purpose of discussion today is for Academic Senate feedback. EVP Reyes has received some responses to his email and the School of Sciences has requested additional administrative support increase from 1.0 to 1.5 for their area.

Comments/Questions: Senator Reeve reported that when this information was received last week, immediate feedback from her discipline questioned why journalism was moved out of Liberal Arts. A generalist instructor asked her to bring the argument to the Senate that journalism belongs in the same division as cinema, English and TV. Questions also arose as to why Political Science and History were moved but not Philosophy. History doesn't seem to be a social or behavioral science. Other comments included: why Puente and Umoja were moved to Interdisciplinary Studies when English instructors are assigned to them and

how it would work when instructors are in another school with another dean assigned to these classes; Puente, delete because it is currently in the School of Science and Umoja should stay in Student Services (not represented on the document) as they are traditionally at least half time or more supported by counselors or student services people who run the program, Human Services was developed there and people are ready to teach, but there is only one half-time person in psychology who teaches. Regarding Human Services, Senator Jaimez stated psychologists would argue that they developed the program, a psychology instructor is teaching Human Services part time because she is covering more psychology classes this semester because a full-time psychology instructor is on sabbatical. The current part-time Human Services instructor also serves as coordinator for that program, so it should remain in same school as Psychology.

Comments continued: by the time the reorganization rolls out ECE and Human Development will be combined and, although Senator Obegi hasn't yet spoken with the department, it seems odd to be placed with athletics as it is more a CTE program as well as behavioral sciences; Business is primarily a transfer major and should be moved from CTE; Biotech and Water/Wastewater are both CTE but are under the School of Sciences; Puente has always been housed in and supported by Counseling. EVP Reyes replied to the latter that a lot of academic success initiatives would fall under ASC, be put under one dean, with an opportunity to make the program stronger with ASC resources and would have less duplication of services and more program quality support. For example, the Tutoring Center might be an easier services access place. It would be beneficial to have a home for all related groups under one roof. Senator Reeve acknowledged the rationale to have an administrator and administrative support to coordinate and centralize those programs, but to have programs severed from schools where instructors provide instruction and are housed would seem to limit faculty support. She also noted that centralizing it appears that the new School of Social & Behavioral Sciences and Interdisciplinary Studies almost reconstitutes the Dean of Academic Success with some additional jobs, a position that was disbanded after a year. There was recognition that the dean didn't have near the workload of other deans, without faculty evaluations or scheduling of courses etc., and it now looks like that job again with a few other courses thrown in there.

Senator Cittadino reminded everyone that the Student Services facility was built to have all student services together but that seems to be changing causing students to go to different building for support classes, tutoring, counseling etc. EVP Reyes noted that tutoring is overseen by counseling; Puente, Umoja, and English faculty work with counseling so this wouldn't be different and would still be supported by other deans. The new dean role would include coordination and reporting similar to BSI. Mesa is already under School of Sciences and EOPS has no academic services. The reorganization model was a result of a loud campus voice urging the need to create another division and came together last spring. It was taken through the schools and forums and changes were made based on responses. It will cost more, but it is a result of the request for a fifth dean. A new school has been shaped in an attempt to not change the core of what the other schools are and have enough disciplines to create a reduced workload for deans. There is not just one discipline that is just math, or science etc. and 8-9 deans would be needed to do that. This is not perfect, but a good option that was created through campus-wide input and consensus. Senator Reeve stated that people want to see allied disciplines grouped together with a core basis. EVP Reyes reiterated that all points were taken during the process and even though it may not appear cohesive, it is at least as cohesive as could be made to create a new division. Senator Cittadino raised another issue that there is no vice president to speak for Student Services, potential difficulties with this model are unknown and he expressed hope that it can be reviewed if things don't work as expected. EVP Reyes ensured that conversations will continue.

### **8.3 Educational Master Plan Overview – Daniel Iacofano and EVP Arturo Reyes**

Mr. Iacofano gave a brief overview: he had an opportunity to meet with Dr. Laguerre and AS President Gunther and a concept emerged from that discussion (hardcopy distributed) which is not just a document to sit on a shelf but can serve the district over time; this looks at the potential efficiency and effectiveness with a more coordinated approach for all campus educational plans as it draws from the same inclinations overall by looking at how to prepare students for professional careers, academic advancement etc.; it builds a tool box, putting results in accessible format to create programs, fashion courses and course materials, and address

needs; much of this has to do with the formatting of tools and accessibility to help curriculum committees and faculty develop courses; it laid out a fairly crisp schedule to obtain feedback and create a system as designed here.

President Gunther expressed at that meeting that master plans have been binders on a bookshelf and she was excited to have something easily accessible online, similar to the best parts of the new SLO database. This offers a great opportunity to have a centralized location to find plans and pull up information. It will require a time commitment and meetings outside of regular Senate meetings will be needed. It would be good to have designees. Senator Reeve asked if this plan was proposed as a one-time process to devise plans to follow or something the Academic Senate would engage in on an annual basis. She also queried if meetings would include other faculty participants. President Gunther's interpretation was more towards the idea of meetings to develop a plan and start implementation of a computer presence that is easily accessible to give faculty a one-place planning station online. Mr. Iacofano explained the initial set of sessions for designing the system would take place over the next three or four months because the holidays are approaching and feedback is needed from faculty and programs. There would be three two-hour working sessions to better involve the Academic Senate; session discussions would include how to best institutionalize the content of the educational plan, building an educational tool box, and the process of how to incorporate this throughout the district; the outcome would hopefully be, as a result of group discussion, a proposal from the group on how to proceed for the future. President Gunther shared that her image of this was related to the way faculty moved the College forward when they worked together on SLOs over this last summer. It will benefit everyone to finally be able to know where to find plans and easily access the information. The large EMP binder also has good demographics and other data, and she could see that as a great resource for grant writing and information for the community. Mr. Iacofano added that the role of the Research & Planning office would be discussed and, because they provide much of the information, it could be the database home. This needs to be something sustainable that flows naturally out of the existing campus structure. President Gunther concluded that this will need more discussion. She asked Senators to email her and EVP Reyes with comments and she will write something before the next meeting.

#### **8.4 Hiring Process Proposal Drafts – Immaculate Adesida**

President Gunther reported that the Committee, which included members from the Curriculum Committee, the Academic Senate, the faculty union, HR, and administration, met to review the process and create a draft. The College has not had a policy and process for emergency adjunct hiring or temporary hiring situations. These are needed as distinct and separate from regular hiring policy that allows time to follow a more reasonable process. HR Manager Adesida explained that HR realized that when a code red situation occurs, with only one or two days to fill a position, they have to go outside the normal process and the document they used for emergency hire to guide them have some loopholes. The proposal includes Code Red as one day to one week emergency hiring, in which case a dean with one faculty member would review applications to have the position filled. HR would always require some reference checks in that short period. Code Orange would cover an eight to twenty day hiring time, which would allow time for a hiring committee and more reference checks. The proposal is called a recommendation to differ from the normal Faculty Hiring Policy 4005, where the full process for hiring is followed. President Gunther added that an emergency hire should only be until the end of one semester or into the following semester when hired within the last six weeks.

Comments/Questions: Senator Obegi pointed out that regular adjunct non-emergency applicants are in a pool for two years and can be renewed with satisfactory evaluations and queried the safety for adjuncts if the dean doesn't complete their evaluation. EVP Reyes suggested it could be changed to "unless they have received negative evaluation they could be renewed for another two years". Senator Reeve that in Emergency Hiring Policy 2 time frames are delineated to 5-20 days for part-time hire. EVP Reyes replied that it comes down to the dean getting names and there was a consensus. Senator Obegi added that if there is not pool, the process would be halted. EVP Reyes explained there would be an open application process. Ms. Adesida stated the purpose of a pool is for active recruitment to have people in every area and that time-frame for interviews should be fine. Full-time hires need two interviews with the hiring committee and one with the committee

and President. Part-time hires don't need the second interview. Senator Reeve noted that emergency hires are often at the beginning of a semester when faculty are on break. Senator Parrish opined that, in cases of code red, people make things happen. Senator Cittadino posed the question that if it could be done in five days, wouldn't people want to do that? Dr. Conrad added that adjunct hires can be a shorter process and a line needs to be drawn somewhere. The purpose of the Committee was to not make everything an emergency. EVP Reyes considered the five-day timeline may need revision. Senator Reeve added the committee diversity requirement would be another challenge to creating a committee and to compliance. Ms. Adesida stated that auditors can check on process and agreed compliance is very necessary. The three weeks is in there because three weeks might be available before school begins.

President Gunther concluded the discussion, noting the draft needs to be taken to constituents for feedback and returned to the Senate, with edits if needed, for a vote. The same or a similar committee will be needed to work on a revision of the current full-time hiring policy and process. The committee will be addressed as an action item at the December meeting. Senator Reeve agreed that the revision and draft process, begun by the Senate last year, can be a challenge regarding efficiency with the whole Senate, but she recommended that, if done by some smaller committee, it needs to be inclusive.

### **8.5 Flex Cal Proposal Draft**

Deferred

### **8.6 Motion Related to Program Review – Amy Obegi**

Senator Obegi read the motion that was emailed to Senators (along with attached documents as mentioned here):

Move to solicit membership for the Academic Program Review Subcommittee as outlined in attached documents and to begin a pilot of the new Academic Program Review process, including the self-study described in the Program Review Handbook beginning Spring 2013. Further, move to create a plan to request additional resources for Academic Program Review committee members, the office of Institutional Research and Planning, and self-study editors, in the event of a hastened timeline for Program Review this cycle (all Programs to be reviewed according to the new process by the next accreditation self-study).

Senator Obegi explained Program Review will entail a trial year with a different and lengthier process. EVP Reyes suggested all program reviews can be completed by the next accreditation report and that a strategic proposal could be written and submitted for needed resources.

### **8.7 Facilities Master Plan Update – Rob Barthelman and Yulian Ligioso**

Rob Barthelman updated the Senate on this plan that will help lead the district through evaluation of district planning at all campus sites; Architecture vbn has been working with the district during this last year developing facility plans in support of the Educational Master Plan; over the past two months Mr. Barthelman has been sharing the plans with SGC, FaBPAC, students, and staff; a lot of feedback has been gathered; they are still studying the Vallejo campus after being asked by a Trustee to look at relocation, parking etc.; many questions have come up about where programs would be located. The implementation plan follows the determination of what facilities are needed to accommodate the EMP. Not everything could be achieved from the previous bond program. The district helped Architecture understand what priorities were and are and what projects are most needed to support the district. A number of buildings came out of that such as Library, ASC, Technology, Science and Math, Biotechnology, Agriculture, and Fire Academy programs, welcoming places for students. There are growing programs in support of the EMP with some focus towards business and community industries. Upgrades and new facilities provide the ability to achieve the EMP. There are other costs included that aren't necessarily seen in the facilities but are part of the costs (see documents), such as electricity, gas services, equipment maintenance, landscaping. A certain percentage of costs was allocated into the numbers for landscape, infrastructure, and contingencies. Doing nothing other than priorities would use about 76% of Measure Q funds. Implementation planning requires identification of building priorities. A plan was created to move programs temporarily and efficiently; portables should be removed; newer

facilities would be provided first to house programs temporarily or permanently as facilities continue to be built. Document graphics support the level of data. No times or dates are set yet. Construction and design schedules will be discussed later. A roadmap is needed to get there.

Dr. Conrad noted that another facilities variable, trying to match square footage, is not always as relevant as desirable space per class. Mr. Barthelman affirmed they won't just consider square footage and will consider desirable space per class. He also pointed out that a wall will be provided for safety when the Children's Center is being expanded and children are moved to another area.

**9. Treasurer's Report**

**10. Action Reminders**

-Dr. Laguerre has forwarded the contract for the kiosks to legal, whether or not to approve the kiosks will be voted on at the next meeting.

**11. Announcements**

-The Solano Academic Senate will be hosting the ASCCC regional Leadership Development Workshop on March 1, 2013. Please volunteer to be a part of our attending team and also to help out as needed!

**12. Adjournment**

Motion to Adjourn – Senator Cittadino; Seconded – Senator Reeve  
The meeting was adjourned at 5:08 p.m.

AS minutes 11.05.12/ca