



# ACADEMIC SENATE

## Adopted Minutes

May 11, 2015

3:00 pm – 5:00 pm

<p><b>1. Call to Order</b></p>	<p>Academic Senate President Michael Wyly called the meeting to order at 3:02 pm.</p>
<p><b>2. Roll Call</b></p>	<p>Mark Berrett, Sabine Bolz, Curtiss Brown <i>ex-officio</i>, Thomas Bundenthal, Nick Cittadino, Lue Cobene, Joe Conrad, Dale Crandall-Bear <i>ex-officio</i>, Erin Duane, Les Hubbard, LaNae Jaimez, Julia Kiss, Amy Obegi, Narisa Orosco-Woolworth, Terri Pearson-Bloom, Ana Petero, Andrew Wesley, Ken Williams, Debbie Fischer, Interim Admin Assistant          Absent/Excused: Susanna Gunther <i>ex-officio</i>          Guests: Yashica Crawford, Leslie Minor, Nedra Park, Melissa Reeve, Gene Thomas</p>
<p><b>3. Approval of Agenda</b></p>	<p><b>Moved by Senator Williams and seconded by Senator Wesley to approve the May 11, 2015 agenda as presented. Motion carried unanimously.</b></p>
<p><b>4. Approval of Minutes</b></p>	<p><b>Moved by Senator Wesley and seconded by Senator Orosco-Woolworth to approve the May 4, 2015 minutes as presented. Motion carried unanimously.</b></p>
<p><b>5. Comments from the Public</b></p>	<p>None</p>
<p><b>6. AS President's Report</b></p>	<ul style="list-style-type: none"> <li>• The Distinguished Faculty Awards will be presented at the Awards Breakfast (on May 19). The newly tenured faculty will also be honored that morning. They are: Jeffrey Kissinger, Kevin Spoelstra, and Daniel Ulrich. (For various reasons, the Tenured Tea was not able to be scheduled at the end of the semester, but could be scheduled in the Fall).</li> <li>• President Wyly thanked Debbie Fischer for her work as Interim Administrative Assistant and introduced Nedra Park as the permanent Administrative Assistant beginning in the Fall semester.</li> <li>• There are funds being made available (\$50,000) for faculty development. Timeline will probably not start until the beginning of the Fall semester for applications, vetting, etc.</li> <li>• President Wyly shared some concerns expressed by Diane White via email regarding 3SP team activities. It was suggested that a Senate Delegation be formed to attend the coordination team meetings (to gain a deeper understanding of the major challenges at hand) and to act as a bridge for communication.</li> <li>• President Wyly and VPAA Minor agreed to re-invigorate the Equivalency Committee (for faculty hiring; built in to Policy 4005). President Wyly (in consultation with VP Jaimez) appointed three faculty to the committee: Terri Pearson-Bloom, Mary Gotch-Posta, and Kevin Anderson. There are also two administrators and one resource person. One faculty must be able to represent CTE programs (Kevin Anderson). These appointees will run through AY 2016-17.</li> <li>• Sashes for graduation have arrived. All the senators will wear one at graduation.</li> <li>• The microwave has now been installed in the Adjunct Support Center.</li> <li>• Senator Bundenthal asked for follow-up regarding an emailed exchange between the Vice-President of Student Success and the Senate President. President Wyly stated that the Vice-President of Student Success' emailed correction that no interviews had occurred was correct: the committee reviewed applications only before making its recommendation to Administration. President Wyly also re-communicated his belief that he and the Senate had acted appropriately and sufficiently in Summer 2014 and early Fall 2014: the Senate President addressed the issues related to the hiring process with the Superintendent-President at the next opportunity, the 10+1 meeting; the Senate President communicated with the FA President as faculty had already signed contracts; the Senate President communicated and consulted with the Academic Senate in early</li> </ul>

<p><b>7. Superintendent / President Report</b></p> <p><b>8. Vice President for Academic Affairs Report</b></p> <p><b>9. Action Items</b></p> <p><i>9.1 Approval of Draft ILO's/GELO's as Submitted by the Assessment Committee to bring forward to Shared Governance</i></p>	<p>Fall 2014. President Wyly will include this response in his end-of-the-year email to all faculty as opposed to a public back and forth with the Vice-President.</p> <p>No report</p> <p>VPAA Minor spoke about the Resolution that was passed by the Academic Senate and Curriculum Committee prior to her arrival at SCC regarding the unit increase for ENGL 001 and ENGL 004. She suggests that they move forward with increasing those courses from 3 units to 4 units. It will take about one academic year to take place (Fall 2016). Senator Cittadino asked if LR 10 will remain as a co-requisite. That question will be discussed at a later date, probably during Curriculum Review.</p> <p>President Wyly discovered that he wanted to allow Melissa Reeve time under the President's Report to give a Basic Skills update; VPAA Minor will allot her remaining time for Melissa's report.</p> <p>Melissa reported that Solano will now augment the Chancellor's Office allocation for Basic Skills funds (\$100,000 for next year). They now have money to pay not only the Basic Skills coordinators, but also have funds available to pay for Basic Skills projects. At their last meeting, funds were approved for summer hours for the Academic Success Center and supporting the summer bridge program. More plans for the funds will be made in the Fall.</p> <p>Melissa also reported that Solano hosted the regional Basic Skills Coordinator's event last Friday (put on by 3CSN). There were about 20 people here from Basic Skills/Leadership around Northern California. This year's meeting was very informative, in particular a presentation focusing on Four High Impact Practices for Increasing Student Access and Completion of Transfer-Level English and Math. Compelling examples were presented on how institutions were able to increase the number of students who enter and complete their first transfer-level English and Math. The four practices were: using multiple-measures assessments in place of standardized tests; lowering the cut-scores for access to transfer-level courses; acceleration; co-requisites. There is an open invitation to participate in the Multiple-Measures Study (23 schools currently participating).</p> <p>Although this is Melissa's last term as Basic Skills Coordinator, she will continue to participate on the committee, as well as First Year Experience. President Wyly thanked Melissa for her service to the committee.</p> <p>President Wyly indicated that he shared the proposed ILO's and GELO's at the last 10+1 meeting in case of any concerns. Unfortunately, no one was very satisfied with the newly proposed GELO's. President Wyly proposes that the Senate consider separating Action Item 9.1 into two separate actions, to be voted on independently. Part of the dissatisfaction in the GELO's was that it was hard to distinguish them from the ILO's, especially with regard to the headings. The recommendation from 10+1 is to refine the GELO's to be more specific to the General Education mission. (There was some uncertainty as to whether or not 10+1 felt the ILO's were satisfactory as is, or if they needed some elaboration. The meeting notes will be checked). The Academic Senate discussed the pros and cons of approving as is, or tabling. If tabled until Fall, President Wyly indicated there will be a delay in forwarding to Shared Governance, which delays assessment and could negatively affect self-study. A few senators indicated that the ILO's should be finished and/or more developed. VPAA Minor reminded everyone that as long as progress is being made (with goals and assessment), she would rather have them done correctly even if there is a delay in approving them. President Wyly suggests that if revisions are to be made, the Academic Senate should make those revisions before sending it back to the Assessment Committee. VP Jaimez (member of the Assessment Committee) suggested that a "definition" first be made to differentiate the ILO's from the GELO's to lessen the confusion between each. If action is tabled, an ad hoc task force may be needed to address the SLO's. Senator Duane suggested approving them as is and using the Fall semester as a one-semester pilot in order to make assessments.</p> <p><b>Senator Duane motioned to approve the ILO's and GELO's as they stand with the caveat that if the assessment that takes place in the Fall is not satisfactory to involved parties, that we establish a task</b></p>
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**force (or work with Assessment Committee) to readdress and/or revise the ILO's and GELO's. Senator Cittadino seconded.**

**Discussion:** There was discussion about whether or not the current ILO's accommodate CTE courses. VPAA Minor mentioned that ILO's need to address what the Institution wants its students to gain; GELO's speak to degree-seeking and certificate students, and ILO's should encompass general education students as well as students taking only one or two courses. VP Jaimez is against the motion; it's good for the ILO's, but the GELO's need to be looked at again; recommends GELO's be sent to an ad hoc committee for revision. Senator Conrad agrees with motion because it shows progress is being made, and that assessments are being made; tabling appears to show no progress; not expected to produce a perfect document the first time. Senator Pearson-Bloom agreed with Senator Conrad, and suggests the Assessment Committee to place it on their agenda at the end of Fall or start of Spring to evaluate instructor feedback.

**President Wyly asked if anyone seconds VP Jaimez' (adversarial) amendment proposal; no second; amendment dies.**

**President Wyly called for a vote on Senator Duane's motion.**

**Opposed: 1**

**Abstentions: 0**

**Motion carried.**

*9.2 Approval of Proposed Changes to Integrated Planning Process*

President Wyly reminded senators of the presentation in April by Peter Cammish. Additional time was needed to vet the document. (The minutes from the April 20<sup>th</sup> meeting regarding the IPP was read). Senator Conrad mentioned that Objective 1.3 should read "Institutional Learning Outcomes", rather than "Institutional Core Competencies".

**Senator Cittadino motioned to affirm the current iteration with the singular change to Objective 1.3 to read "Institutional Learning Outcomes". Seconded by Senator Conrad.**

**Motion carried unanimously.**

*9.3 Support for the Continued Expansion of the Correspondence Pilot Program for the AY 2015-16 - Curtiss Brown and Dale Crandall-Bear*

Senator Crandall-Bear reported that the Distance Education Committee just concluded their last meeting, and the consensus is to move forward with the pilot program contingent on working out the various logistical glitches that made communication so difficult. Specifically, the DE committee will be tasked with looking at the course packets. They will emphasize to course instructors the importance of having course packets completed prior to the start of the semester. President Wyly suggested that target dates might want to be set so the Senate can revisit and reassess the program. He also clarified that this is just for the Distance Education model; does not apply to face-to-face instruction.

**Senator Obegi motioned to continue the correspondence pilot program and to support continued expansion with the understanding that assessments will be continued at the end of each term, and the program will continue to exist in a pilot phase. Senator Duane seconded.**

**Discussion:** The logistics issues need to be solved as soon as possible. There will only be one course taught in summer. This topic will be agendaized for the first Academic Senate meeting in the Fall. VPAA Minor indicated that transfer degrees will be the primary concern for program expansion. Based on feedback from students, the interest is in the Social Science and Business areas. The idea is to eventually offer degrees in University Studies: Social Science, University Studies: Arts and Humanities, and Business. We need to expand two courses that will help students complete their degree. There will be additional focus on face-to-face classes, but will keep correspondence courses live as well. VPAA Minor also reiterated that there is now a textbook solution. The prison will purchase e-readers with agreements with publishers to download the textbook content, so each student will have an i-Pad. Additionally the hold up with getting material to and from the prison has been addressed. The courier no longer has to go to the guard shack but will go directly to a mailbox. There may be ten additional face-to-face courses added to the summer schedule, using the four dedicated classrooms the prison has made available to Solano.

**Motion carried unanimously.**

**10. Information / Discussion Items**

*10.1 Study Abroad Update – Sabine Bolz*

Senator Bolz reported that the Northern California Consortium of Study Abroad Programs has decided not to add more schools to their consortium this year as well as next year. Even though Solano cannot join the consortium at this time, SCC students are still welcome to join as students in the Consortium’s study abroad program. The hope is to eventually join the Consortium (by having VPAA Minor consult with the Consortium at the VPAA/Dean’s level to see what our options are for the future). Another option is to join other colleges to form a new consortium.

*10.2 Waitlisting / Prerequisites – Leslie Minor*

VPAA Minor reported that there are currently waitlists in place for approximately 70 classes in the fall, and 10 in the summer. She recently sent a spreadsheet to each instructor who have waitlisted classes, a FAQ sheet regarding waitlists, along with an instruction sheet. Senator Cittadino asked about the four waitlisted Anatomy courses. Because enrollment is limited by available equipment, additional sections cannot be added, but this information will help VPAA Minor evaluate future offerings of the course. Senator Pearson-Bloom asked what the students see when on a wait list, if they see where they are on the wait list, if they get any messages, and what the backlash may be. (Students do see what number they are). VPAA Minor indicated that students are not automatically enrolled when a seat opens up. They will be emailed an add code and have 48 hours to add, otherwise they will be dropped from wait list. (Students need to be encouraged to check their campus email periodically). The issue of prerequisite checking came up, specifically for those students enrolled in summer courses. Waitlisted students need to be held to the same standards and the same checks as students who are registered.

Wait List-Frequently Asked Questions

**What is a waitlist?**

*A waitlist is a list that keeps track of students who are waiting for an available seat to open up in a class that is full.*

**What is required to be eligible for a waitlist?**

*Students must meet all prerequisites in order to add to a waitlist.*

**Do all courses have the waitlist option available?**

*No, certain courses that have special restrictions or are part of learning communities will not be available for waitlist. Other courses that are not available for waitlist include open-entry/open-exit courses and courses that have a concurrency requirement. Co-requisite and cross list courses are not available for waitlist at this time.*

**How do students join a waitlist?**

*If a student attempts to register for a class that is full, they will encounter a waitlist registration message. If the course has a waitlist option and there are spaces on the waitlist, a student can use the drop down menu to join the waitlist.*

See Below:

Wait List-Frequently Asked Questions

**How do students know what position they are on the waitlist?**

*When a student originally encounters the waitlist registration message that the class is closed they will see the number of students currently on the waitlist prior to waitlisting for the course. Students can also view their waitlist position by looking at their student detail schedule.*

**What happens when a seat becomes available in a class that is full?**

*When an open seat becomes available, the first student on the waitlist will receive a notification email in their My Solano email account. Waitlists are first come first served. Ex: If two seats open up then the top two students on the list will be notified. The email informs student that they have 48 hours from the time the email was sent to register for the course. Registration instructions are included within the body of the email.*

**Email Example:**

**What email address is the waitlist notification email sent to?**

*The waitlist notification email is sent to your Solano College student email. It is the student’s responsibility to check their student email account. If students choose to have their student email forwarded to their personal email, it is the student’s responsibility to ensure that the forwarded address is correct and that the donotreplya&r@solano.edu is not blocked by the external email provider’s spam filters.*

Wait List-Frequently Asked Questions

**“I received the email notification that a seat was open in the class I am waitlisted for but I didn’t register in the 48 hour time frame when the email notification was sent.” “How come I can’t register for the class?”**

*If you do not register within 48 hours from the time the email notification was sent informing you of an open seat, you will be dropped from the waitlist. If you choose to re-add to the waitlist, you will lose your original place on the waitlist. Please remember to check your student email frequently.*

**Will My Solano automatically register a student for a class once the student is notified of an open seat?**

*No, the student must log in to their My Solano account and change their waitlisted status from “Waitlisted” to “Web Re-Add.” Instructions for adding from the waitlist are given in the waitlist notification email.*

**What if the student has a hold on their account?**

*If a student has a hold on their account, the hold will need to be cleared before any registration transactions can take place.*

**“I did not receive a notification email regarding an open seat for the class and it is now the first day of class. What do I need to do?”**

Attend the first day of class and ask if the instructor is allowing additional students to add the class. Instructors will add students based on the waitlist position if seats are available.

**"I do not want to be waitlisted for the course I'm currently waitlisted for." "What do I do?"**  
 Please drop yourself from the waitlist. A student may drop from the waitlist at any time. Once you drop from the waitlist, the waitlisted course will no longer appear in your registration. To Drop from the waitlist, log into your My Solano account, click the student tab, click add or drop classes, then find the waitlisted course you wish to drop and select drop from waitlist in the drop down action menu next to the course.

**"I need additional assistance and have questions regarding the waitlist process, what should I do?"**  
 Please contact the Admissions and Records Office by phone (707) 864-7171 or by email [admissions@solano.edu](mailto:admissions@solano.edu).

10.3 Process and Suggested Calendar for Determination of Faculty Hiring Priorities – Michael Wyly, Leslie Minor

President Wyly reported that he and VPAA Minor have not yet had the opportunity to thoroughly discuss this topic due to other more-important issues that demanded their attention. The goal is to look at the next academic year and develop a calendar for determination of faculty hiring priorities. The calendar will include time for Dean's to work with faculty to put together their proposals, as well as a clear date to receive the proposals in order to review them and meet with the Dean's to discuss the hiring priorities. The hope is to spur this forward via email, in consultation with VPAA Minor, prior to the formal start of summer.

10.4 Campus Beautification Update - Yashica Crawford and Ken Williams

Dr. Crawford gave a brief overview of some campus beautification discussions and some ways to enhance the campus community. Photographs were taken of various areas around campus that are in need of attention: old bushes near Building 500; berry bushes near Library; contrast between newly-renovated Building 600 next to older Building 500; isolated benches. Other concerns are overall maintenance, such as entrance ways, receptacles, etc. Several members of the committee brainstormed to figure out how to get things done without funding. Phase 1 will include hedge removal around Buildings 100 and 500 this summer, power washing and painting those buildings; old benches will be removed and replaced with newer benches; new plants (water-wise) will be planted. Senator Williams pointed out the lack of staff that is responsible to maintain all the centers, including the entrances to campus. Dr. Crawford indicated the goal is not only to address the amount of water the campus uses, but to do away with problem areas. President Wyly suggested that Senators (and their constituents) send him input and suggestions that he can bring to the upcoming Shared Governance meeting, as Dr. Crawford will be presenting this topic there as well.

**Spring 2015**

**Listening/Planning Sessions**

- In December, members of ALG and SP Leadership Academy participants met to develop a list of opportunities to enhance the campus experience. Campus beautification was chosen as the first issue. Members self-selected to participate in the sessions moving forward.
- Participants met in January to identify exterior areas of campus that could be enhanced. The majority of identified enhancements included:
  - Paint and power washing
  - Removal, improvement, and/or replacement of benches
  - Maintenance of plants and grass
  - Trash receptacle enhancements
- Additional meetings was held in February, March and April to discuss opportunities to implement plans with existing grounds staff.

**Areas of Development/Concern**

- Campus climate improves with beautification enhancements. Current hedges have been on campus for 20+ years, are not water-wise, and block views of buildings.
- The campus has multiple entrances and need to be defined
- Current staff (4 grounds technicians, 1 substitute) maintains main campus, Vacaville center, Annex, and Vallejo center.

**Project Scope:**

- Hedge removal at building 100 and building 500
- Power wash and paint exterior of buildings
- Removal and strategic replacement of benches
- Plant water-wise and easy-to-maintain plants
- Plant water-wise plants at college entrances (encaps)
- Address enhancements to entrances

**Timeline:**  
 Academic Senate - May 11<sup>th</sup>  
 Shared Governance Presentation – May 13<sup>th</sup>  
 Board Presentation on enhancements – May 20<sup>th</sup>  
 Final Board Presentation/Approval – June 3<sup>rd</sup>

10.5 Accreditation Coordinator Job Descriptions

President Wyly indicated that VPAA Minor has forwarded to him the Accreditation Coordinator job descriptions, which he will forward to the Academic Senate. This is for creating faculty co-chairs, per standard, for the Accreditation Steering Committee in preparation for our self-study. VPAA Minor used the 100% release position formerly held by Annette Dambrosio and split it into 20% increments. The job descriptions are fundamentally unchanged, and will be vetted through Shared Governance. President Wyly is interested in the Senator's input. Forward any additions, concerns, changes, and/or red flags to him so he can share them with Shared Governance.

10.6 Senate Goals Update and Tentative AY 2015-16 Goals

President Wyly distributed an updated version of the goals that were initially set at the beginning of Fall 2014. (Items under Important Topics, "a" through "m" were not initially part of the goals, but were prominent issues, items of conversation, and/or actionable items that came up this year). The Senators looked at each topic and identified what goals were completed, as well as what goals were not completed, and whether or not they would continue with those incomplete goals. This will allow for a starting place for next year's meetings.

AY 2014-15 Goal/Priority	STATUS
<b>1. Planning for C-ID and ADT compliance</b>	
In cooperation with the Curriculum Committee, the Academic Senate will work, through appropriate subcommittees toward C-ID and ADT compliance. Curriculum Chair Curtiss Brown and the Curriculum Committee, with cooperation from Academic Affairs and the Academic Senate, will work with faculty to prioritize C-ID approval. To date, sixteen (16) ADTs have been submitted to the Chancellor's Office. By December 2014, three (3) additional ADTs are scheduled to be submitted. Curriculum and the Academic Senate will work to keep SCC compliant as forthcoming ADTs are released.	Currently at 94%. 2 ADT's are waiting for approval; 4 ADT's will be reviewed in the Fall.
<b>2. Review of Proposed New Policy for Co-requisite and Prerequisite Approval</b>	
Last academic year, the Academic Senate charged the Curriculum Committee to develop a draft of a new co-requisite and pre-requisite policy consistent with Title 5 requirements. The Academic Senate is now reviewing this proposed policy. If approved, the Senate will need to determine the best course of action for its implementation which will include an evaluation period to vet again the policy after its implementation.	Completed goal. Approved by Shared Governance, and will be forwarded to governing board.
<b>3. Faculty Development Committee</b>	
Last academic year, the Senate explored the idea of expanding the charge(s) of its current Flex-Cal standing committee to include faculty development, including the faculty development funds currently distributed to faculty by the Office of Academic Affairs. After presenting the content of these conversations to the Senate on August 11, 2014, the Senate voted to rename the subcommittee the Faculty Development Committee, and to expand its charges accordingly. Further, in cooperation with its subcommittee, the Senate has appointed a task force to identify and develop review/vetting criteria and procedures for Senate consideration. Senate will also discuss the current balance of these funds with Administration as well as the transfer of these funds to Senate control.	Completed goal. Faculty Development Committee has been established; charged them with developing an apparatus; established a \$50,000 budget for the committee. A new goal will be set to initiate the process.

<b>4. Student Equity Committee</b>		
In part to respond to Chancellor's Office and ACCJC guidelines pertaining to Student Success, and in part to have fewer and more efficient committee structures, the Student Equity Committee recommends minor changes to representation on the Student Equity Committee as well as the possibility of combining key committees to avoid unnecessary redundancy. The Senate will work with faculty and administration in these efforts.		Completed goal. The model was passed by Shared Governance; new group is in place. VP Jaimez will work as Senate Liaison; Senator Pearson-Bloom is on committee as ASC Coordinator.
<b>5. High School Outreach, CAPP, and Forthcoming Taskforce</b>		
The Senate and Dr. Laguerre propose the creation of a High School Outreach Taskforce. We are now involved in determining the make-up and precise charges for this task force. The function of the taskforce would likely include: (A) the development of a comprehensive strategy to align assessment and placement with Common Core; (B) outreach such as counseling to assess, place and enroll potential SCC students at the end of their senior year; (C) College alignment with local efforts and grants; (D) college-level instruction in specific situations; (E) development of proposed MOU language where needed.		Ongoing goal; to be reported on again in the Fall semester.
<b>6. Student Success Taskforce Planning, including Common Assessment and AB 86</b>		
The Student Success Taskforce stipulates multiple elements which will require Senate leadership and faculty involvement, including common assessment, state-wide education plans, potential changes to distance education and working closely with adult education programs. The Senate will therefore be working with multiple subcommittees (Basic Skills, FlexCal/Faculty Development, DE and Curriculum) to prepare for these legislated changes. In addition, the Senate will be working closely with the AB 86 steering committee/consortium. Finally, the Senate will contribute to the planning, short-term and long-term, for educational planning and student ed plans. Please look for more information from these various committees as well as ways to become more involved.		Ongoing goal.
<b>7. Accreditation, Midterm Report and Preparation for Next Self-Study</b>		
The Senate is working with the Accreditation Coordinator to facilitate the completion and approval of the forthcoming Midterm Report. After its submission, the Senate will work with the Accreditation Task Force to plan for the AY 15-16 self-study.		Ongoing goal; mid-term report is done; initial preparation has started.
<b>8. Committee Appointments, Brown Act Updates, and Senate Appointees</b>		
The Senate is working toward the assembly of a master list of Senate committees, various appointments, and guidelines for appointees, including expectations of appointees and Chairs and terms of service.		Ongoing goal; handbook is needed, to include self-assessment.

<b>9. Program Discontinuance Policy and the Completion Agenda</b>	
The Academic Senate will continue to be in dialogue with Administration regarding our programs, including the Program Discontinuance Policy. We will continue to emphasize the role of faculty and its Curriculum Committee in the vetting of courses and programs. Simultaneously, we recognize the legislative pressure for completion as well as corresponding pressure from the Chancellor's Office for community colleges to focus on completion in two-years. Please look for more from us in the near future. In the interim, be sure to review Policy 6105.	Ongoing goal.
<b>10. Peer Review</b>	
Per Education Code and Title 5, the Academic Senate will be involved in the development of any peer review language. That said, the Senate will work in concert with the Faculty Association as there are also clearly contractual implications as well.	Ongoing goal.
<b>11. Emergency and Part-Time Hiring Policy</b>	
The Senate is in the final stages of vetting a more robust hiring policy for part-time and non-tenured faculty. This item is to be discussed as an action item at the next meeting, August 25, 2014. Please direct any questions or input to your senators.	Completed goal. Approved by Shared Governance, and will be forwarded to governing board.
<b>12. SCC Branding Campaign</b>	
The Senate will communicate with and contribute to the SCC Branding Campaign.	Ongoing goal.
<b>13. Block Scheduling and Compressed Calendar</b>	
The Senate will continue to engage Administration and the Faculty Association on these issues and will be involved in any forthcoming discussions.	Ongoing goal.
<b>Important Topics</b>	
<b>A. Prison Project</b>	Ongoing goal.
<b>B. Shared Learning</b>	Ongoing goal.
<b>C. Academic Program Review, committee makeup and changes/additions to approval process</b>	Completed goal; (plus the two-year bridge).
<b>F. Post-Accreditation Concerns.</b>	(Topic of process will be combined with Steering Committee; President Wyly will remove from list)
<b>G. Hiring Priorities for AY 15-16</b>	President Wyly will work with VPAA Minor to develop a calendar for use in AY 2015-2016.
<b>H. Dare to Declare</b>	Ongoing goal; brochure for students will be ready in Fall semester.
<b>J. Hiring Concerns, iVPSS</b>	Completed goal.
<b>K. IE Indicators</b>	Ongoing goal (for five years).
<b>L. ILOS / GELOS</b>	Ongoing goal.
<b>M. SELF-ASSESSMENT</b>	Ongoing goal.



President Wyly emphasized the importance to self-assess (the Senate as a whole, individual Senators, the Senate President, the Executive Committee, etc.). He distributed a template of questions to review for recommendations. He will then enter into Survey Monkey, with a deadline of June 15<sup>th</sup> to complete.

**Self-Assessment Questions, Academic Senate, May-June 2015**  
*The following survey is to be completed by current (AY 2014-2015) senators and Senate subcommittee chairs.*

**A. Executive Board**

1	2	3	4	5
Strongly Disagree/ Never	Disagree/Rarely	Neutral/Sometimes	Agree/Often	Strongly Agree/ Always

- The Executive Board (President, Vice President, Treasurer) meet consistently to discuss Senate issues and prepare for Senate meetings.
- The Exec Board prepares and distributes the agenda in a timely fashion.
- The Exec Board reviews and oversees the preparation of minutes for approval by the Senate in a timely fashion.
- The Senate President and/or his/her designee/s represent/s effectively the Senate and its faculty in Shared Governance and other representative committee meetings.
- Senate meetings are conducted according to Brown Act and make suitable use of Robert's Rules.
- The report of the Senate President to the Senate addresses sufficiently significant issues of Senate concern/purview.
- The Senate President and Executive Board work effectively as faculty advocates with Administration.

**Suggestions for the Exec Board:**

**B. Senate meetings**

1	2	3	4	5
Strongly Disagree/ Never	Disagree/Rarely	Neutral/Sometimes	Agree/Often	Strongly Agree/ Always

- Senate meetings address issues relevant to the 10+1.
- Faculty input is encouraged/solicited during Senate meetings.
- Senate meetings are productive.
- Faculty is able to have suitable impact in Senate meetings.
- Sufficient support materials are provided in a timely fashion where appropriate.
- The Senate should meet for longer periods of time.
- The Senate should meet more frequently than twice a month.
- Senate meetings address issues of importance/relevance to academic and professional matters.

**Suggestions to improve Senate Meetings:**

**C. Senators/Chairs, Self-Evaluation**

1	2	3	4	5
Strongly Disagree/ Never	Disagree/Rarely	Neutral/Sometimes	Agree/Often	Strongly Agree/ Always

- I am prepared for Senate meetings.
- I actively participate in the Senate meetings.
- I report back to my constituent group seeking feedback regarding issues before the Senate and use this feedback to inform positions/votes taken at regular Senate meetings.
- I am well-informed of state-wide trends and/or issues which fall under Senate purview.
- I am well-informed of local issues which fall under Senate purview.
- I am presented with opportunities for professional development where appropriate (e.g. Plenary, ASCCC conferences, 10+1 trainings, et al.).
- My time on the Senate impacts positively the College environment.

**Suggestions regarding how to better support the work of Senators:**

**D. Goals of the Senate**

1	2	3	4	5
Strongly Disagree/ Never	Disagree/Rarely	Neutral/Sometimes	Agree/Often	Strongly Agree/ Always

- The Senate sets annual goals.
- Senate goals reflect appropriately local and state-wide issues/trends.
- The Senate evaluates progress toward these goals on a regular basis.
- The Senate has made acceptable progress toward its annual goals this year.

**Suggestions regarding goal management:**

E. Overall Experience				
1	2	3	4	5
Very Poor	Poor	Neutral	Good	Very Good

1. Please rate your experience on the Senate overall during the AY 2014-15.  
2. Please rate the quality of this survey.

**Suggestions on questions to be asked in future surveys:**  
**Are there issues/priorities you think the Senate should consider for AY 2015-16?**

\_\_\_\_\_

**The results of this survey will be reviewed by the Academic Senate as its first fall meeting to inform the development of its goals for the next academic year.**

Faculty Assessment of the Academic Senate, AY 2014-2015				
<i>The following survey is to be completed by current (AY 2014-2015) faculty, full and part-time.</i>				
1	2	3	4	5
Strongly Disagree/ Never	Disagree/Rarely	Neutral/Sometimes	Agree/Often	Strongly Agree/ Always

1. I am well-informed of what occurs at Senate meetings (via email, School reports, et al.).  
2. I have actively solicited information/representation from my Senator this past AY.  
3. My Senator regularly seeks feedback regarding issues before the Senate, and s/he uses this feedback to inform positions/votes taken at regular Senate meetings.  
4. I am well-informed of state-wide trends and/or issues which fall under Senate purview.  
5. I am well-informed of local issues which fall under Senate purview.  
6. The Academic Senate impacts positively the College environment.

1	2	3	4	5
No Interest/Never	Little Interest/Rarely	Some Interest/Sometimes	Moderate Interest/Often	Strong Interest/Always

7. I am interested and follow closely academic and professional matters which fall under Senate purview.  
8. In the past year, I have served and/or was willing to serve as a Senate appointee on professional committees.  
9. I regularly attend my School meetings.  
10. I am interested in assuming a role in faculty leadership.  
11. I am interested in knowing and maintaining Senate purview and/or the 10+1.

12. Suggestions regarding how to better represent faculty in the Academic Senate: \_\_\_\_\_

1	2	3	4	5
Very Poor	Poor	Neutral	Good	Very Good

13. Please rate the quality of this survey.  
14. Suggestions on questions to be asked in future surveys: \_\_\_\_\_

*The results of this survey will be reviewed by the Academic Senate as its first fall meeting to inform the development of its goals for the 2015-16 academic year.*

**11. Reports**

No reports.

**12. Action Reminders**

- Program Review needs a student representative and could use another representative from CTE, Health Sciences, Math/Science, and Counseling
- Senate Contribution Forms

**13. Announcements**

The first Senate meeting of AY 2015/16 will be held on Thursday, August 13, 9:00 pm – 12:00 pm in the Board Room. The Joint Senate/Dean’s Meeting will be held on the same day from 1:00 – 4:00 pm in the Board Room.

**14. Adjournment**

President Wyly thanked Ana Petero and Julia Kiss for their service to the Academic Senate.  
**Moved by Senator Bolz and seconded by Senator Williams to adjourn. The meeting adjourned at 5:39 pm.**