



ACADEMIC SENATE

Adopted Minutes

September 29, 2014

ASSC 1421

3:00 pm – 5:00 pm

<p>1. Call to Order</p>	<p>President Michael Wyly called the meeting of the Academic Senate to order at 3:04 pm.</p>
<p>2. Roll Call</p>	<p>Present: Michael Wyly, Mark Berrett; Curtiss Brown ex-officio; Thomas Bundenthal; Nick Cittadino; Lue Cobene; Dale Crandall-Bear ex-officio; Joe Conrad; Erin Duane; Les Hubbard; LaNae Jaimez; Amy Obegi; Terri Pearson-Bloom; Ken Williams ; Connie Adams, Admin Assistant Absent/Excused: Sabine Bolz; Catherine Cyr; Lisa Giambastiani; Susanna Gunther ex-officio Guests: Jowel Laguerre; Peter Cammish; Robin Darcangelo; Ferdinanda Florence; Erin Moore; Kamber Sta. Maria; Leslie Minor</p>
<p>3. Approval of Agenda</p>	<p>President Wyly pointed out: Item 4 – minutes deferred while being transferred to a new template; Item 7 – S/P Laguerre gave up his report time to allow more time for Item 10.1; Item 8 – IVP Diane White is unable to attend today’s meeting; there will be no report. Moved by VP Jaimez and seconded by Senator Obegi to approve the September 29 agenda. Motion carried unanimously.</p>
<p>4. Approval of Minutes</p>	<p>August 25, and September 15, 2014 - Deferred (see Item 3)</p>
<p>5. Comments from the Public</p>	<p>None</p>
<p>6. President’s Report <i>Dinner with the Board of Trustees</i></p>	<p>President Wyly presented his report: An invitation to dinner with the Board of Trustees was emailed to Senators last Friday. The dinner will be October 1st at 5:00 pm in the Fairfield campus faculty lounge. I encourage all to attend. You are the voice of the campus community and this is an opportunity to share information. Please confirm your attendance today. Newer faculty will be invited to fill open spots.</p>
<p><i>AB 86</i></p>	<p>Appointed AB 86 faculty continue to meet with partners in Adult Education each Tuesday afternoon, from 3-5 PM, and they are making progress on the development of a planning agenda to meet each of the objectives identified by the State. Moreover, as I already reported, CTE/Drafting faculty member, Shawn Carney, is the elected faculty chair and has therefore been meeting regularly with Dr. Kay Hartley, charged with heading the AB 86 steering committee. Per his report: the primary deadline set for October 31 requires that all seven objectives be formally met in some form. The second deadline, set for December 31, will require the committee to prepare a more refined package that details how all seven objectives can formally be met. I have invited Mr. Carney to present the progress of this report to the Academic Senate our second meeting of the month on October 20. The report will be presented to us for our information to allow for at least the following items: 1. To equip the Senate to report to and solicit comment from its constituencies; 2. To allow for Senate input where relevant; 3. To position the Senate to vote on its support on the document at our last meeting in December.</p>
<p><i>Plenary and Institutes, Funding Requests</i></p>	<p>Per the current procedure re: requests for funding at SCC—in light of the budget woes—I submitted requests to VPs White, Larsen and Ligioso for funding of key ASCCC conferences for the AY 2014-2015 on September 19, 2014. As of today, I have not received a reply to my email, so I resubmitted the requested documents. As background, I have already conveyed verbally and in email the nature of these requests to VP Ligioso, VP White and SP Laguerre. These conferences have been described to me by Admin as critical to the mission of the College, so I am optimistic that this new procedure will not interfere with our local Senate’s ability to engage in dialogue and process with ASCCC. As such, I have asked all</p>

	<p>Senators and our subcommittee Chairs to review the tentative agenda for Fall 2014 Plenary. So far, only the BSI Chair has communicated interest, I am looking to send a team of four (4) which will include the President and Vice-President, and now the BSI Chair. If Chairs or Senators are willing and able to go, please apprise me ASAP. We would be looking for one more representative at minimum.</p>
<p><i>Completion Report and Tracking Senate Progress</i></p>	<p>Per the request of Dr. Laguerre, I submitted to his office a summary of what the 2014-15 Senate is doing/accomplishing toward the goals of the SCC completion agenda. Connie will send a copy of this report to you shortly. Please review it as you are able and let me know if you have any questions, edits or concerns.</p>
<p><i>High School Taskforce</i></p>	<p>HS Taskforce—This is s a topic which we have discussed or to which I have reported since August. On October 1, I will meet with VP White and SP Laguerre to finalize the taskforce, including charges and a timeline after which I will be able to solicit interest. I should have more to report by the end of the week.</p>
<p><i>Equity Plans and 3SP Reports</i></p>	<p>Sending the following documents to the Senate for information: SEP and Staff EP and 3SP Report (Note: approved by Senate last term; want everyone to be informed, including new senators)</p>
<p><i>Code of Ethics</i></p>	<p>Sending the following document to the Senate for information: Proposed Revisions to Code of Ethics (Note: the CoE will be forwarded along with rationale for the revision; Senators expressed some concern and wanted to revisit; President Wyly will bring the suggested revision forward to SGC to begin dialog there).</p>
<p><i>Distance Education- Shared Learning and Prisons</i></p>	<p>To stress that the Senate and its DE and Curriculum subcommittees need to be appropriately steadfast in being sure that curriculum, curricular changes and curricular assignments conform to Title 5 with esp. emphasis on the 10+1.</p>
<p><i>Peer Review</i></p>	<p>The FA will come to our next meeting to share its proposed goals for Peer Review. (Note: President Wyly asked the Faculty Association to come to share their ideas about Peer Review with the Senate as a starting place for further discussion.)</p>
<p>7. Superintendent- President's Report</p>	<p>No report; time given for Item 10.1.</p>
<p>8. Interim Vice President's Report</p>	<p>No report; IVP unable to attend.</p>
<p>9. Action Item: 9.1 APR Committee Handbook: Procedural Program Review Language revision</p>	<p>Academic Program Review Coordinator Amy Obegi reminded Senators this language for procedural change was presented at the last meeting for feedback. Because some faculty who submitted self-studies for review chose not to make the changes suggested by the Vice President of Academic Affairs (VPAA), the process was stalled and not able to move forward. The Committee discussed the need to create a process that would still include the VPAA's feedback on program strengths and suggested improvements and also allow reviews to move forward if faculty choose not to make suggested changes. The effort to update language was to eliminate this problem with stalled program reviews. One other change was also made: after VPAA feedback is given to faculty, if they do not wish to make suggested changes, they can ask the APR Coordinator to move the self-study forward to the Academic Senate, Superintendent/President, and the Governing Board as an information item. In other words, the self-studies could be considered complete and sent on for information. APR Coordinator Obegi, along with President Wyly, put together an email to all faculty to convey the proposed changes as well as its rationale to clarify for the campus community the nature of the proposal. President Wyly and Coordinator Obegi sent an email to all faculty with the proposed changes and well developed rationale (see Sept. 23 email) and directed faculty to share their concerns with their Senate representatives to present at the Senate meeting. No feedback was received from faculty. Moved by Senator Obegi and seconded by Senator Conrad to change Program Review language as written. Discussion: none. Motion carried unanimously.</p>

**10. Discussion/
Information
Items:
10.1: title 5
Compliance for
Correspondence
Education –
Kamber Sta.
Maria**

Kamber Sta. Maria, EOPS/CARE Counselor/FYSI & YESS-ILP Program Coordinator/Counselor, distributed four documents in draft form to help answer questions regarding the process being followed and future direction for correspondence courses. The current plan is to start in the spring with a small pilot program and a variety of classes based on what faculty would like to teach. The Course Modification (draft) form was created by Erin Moore, Curriculum Analyst, to change a course outline of record (COR) for approval of correspondence courses. SB 1391 was passed last Saturday to allow classes to be taught inside the prisons. However, until limited classroom space is expanded, the California Medical Facility (CMF) in Vacaville wants correspondence courses which have been successful across the State. DE Coordinator, Dale Crandall-Bear, created proposed steps for developing correspondence courses. Lassen and Coast community colleges have correspondence programs, and they have shared documents for the use of Solano College. The documents will be available for all to be vetted, make adjustments, and give feedback before final print. Coast College has an incarcerated student handbook that, with their permission, will be modified for Solano College. A site visit can be set up for faculty interested in this modality to see space at CMF that students use and to hear first-hand how this program has run successfully for years. Ms. Sta. Maria is waiting for confirmation for her requested Monday, November 10th on-site visit.

Ms. Sta. Maria pointed out the draft Timeline page for Implementation of Correspondence Courses. The timeline begins on October 13th for DE Committee approval of the course modification form and discussion of the course packet checklist and ends on December 9th for final Curriculum Committee course modification approvals and final listing of courses approved to be submitted to deans for the spring 2015 schedule. Ms. Sta. Maria and Coordinator Crandall-Bear realize this is requiring a lot of work in a short timeframe. The main course framework needs to be developed with an assignment schedule. When the first three course sections are fully developed, they can be submitted to the DE Committee for approval. Once approved, faculty will have from December 9th to the beginning of classes in January to complete their course development. Ms. Sta. Maria shared encouragement that counseling instructor, Erma Moreno, already developed, in less than a week, what is needed for approval and she will be happy to help answer questions or let faculty look at her material. To date, four counseling classes are being modified. A number of faculty have shown interest for fall classes but faculty are also needed to pilot classes this spring. We are putting in our best effort now and things can be revised along the way as we see what is needed. Ms. Sta. Maria is very hopeful this will be a good program for the College and the community.

Comments/Questions: Senators shared their concerns and those of their constituents.

- No access to technology, phone, internet. Response: classes can be put on CD that students can watch, once approved.
- Without internet access, no way to do research. Response: other colleges have worked out a system with their libraries to help with research information, but it takes about a three-week turnaround. Access to typing will be available.
- Early Childhood Education courses require in-person child evaluations and Health Education courses require diagrams of the human body, reproduction information and other content considered sexually related. Would those courses be eliminated based on material being unacceptable for classes taught at the prison? Response: that is correct but examples of other types of material in question could be forwarded to the prison for answers and approval of what is acceptable. An instructor could choose to modify a course without the restricted components, but it would take away its transferability.
- Would instructor selection of materials be conditional, thereby limiting academic freedom? Are there political or other stipulations? Response: the only limitation known is sexual content.
- Will there first be assessment of students and a First-Year-Experience (FYE) type program with plans where students would begin and end? Response: assessment is in process now and more than 70 students are signed up; the goal is to provide associates degree options. That will require a long-term discussion within each division. At present, three other schools offer degree programs. Ms. Sta. Maria will forward the list. CMF has suggested courses they would like to see but they are not closed to other degrees. The College can look at what could be offered. Instructors who have a program and buy-in from their department for this modality can suggest what they have.

- Who supplies/pays for textbooks? Response: the first round of textbooks will be supplied by the College. The goal is to have the majority of students in an EOPS program and textbooks would be provided through that program.
- What restrictions are there on bringing materials into the prison? Response: a list is provided; there is also a dress code.
- Safety precautions for on-site classes? Response: a site visit is vital for anyone who wants to have on-site courses. Someone at the prison stated she feels safer there than anywhere with immediate support if needed. Seeing and hearing first-hand how this works would be best.
- How could effective instructor initiated contact be implemented? Response: Lassen College developed a sheet with probing questions to obtain feedback. It was decided here that something like that should be used on a weekly basis. Dean Leslie Minor is the Solano College administrative point of contact and questions regarding CBA compliance can be directed to her. A daily mail drop is still in discussion. Minimally, contact could be by written correspondence sent back and forth. Phone calls may be another possibility. Ms. Moore pointed out regular effective contact has to be instructor initiated and contact with an instructor visiting the prison might be a grey area. President Wyly added that office hours don't count as instructor-initiated contact. The form has to show that you have the ability to engage these students and initiate that contact for a set number of hours each week.

DE Coordinator Crandall-Bear noted the correspondence modality is a kind of hybrid program in the sense that EOPS has been tapped to launch the program, yet, it is also a distance education program. The good news is these procedures have already been set up for online courses so our strategy has essentially been to borrow the approval procedures. It must begin with a departmental discussion to decide if it is something faculty would want to do. Then, the Curriculum Committee modification form would be completed and the DE approval process of the course shell could be used. In the course shell review the instructor has to indicate the kind of instructor initiated contact they plan to do. Coordinator Crandall-Bear assumes correspondence courses would follow a similar path. Similar to the online course proposals, articulation issues with UCs would have to be clarified, the modification form approved, the course shell review process borrowed, and a plan stated for instructor initiated contact. Administration, Ms. Sta. Maria, and Coordinator Crandall-Bear together could clarify tasks and responsibilities and who is assigned to them. All proper documentation would need to be in place.

Senator Conrad read the ACCJC correspondence course definition and opined that it doesn't fit the modality being discussed. He felt the discussion here is really about distance education but not in electronic form, and he suggested not calling it correspondence. Coordinator Crandall-Bear disagreed, noting the use of the word "typically" in the definition. Dean Leslie Minor pointed out the ACCJC version is, and has been historically, different than the Chancellor's Office version. After more discussion, President Wyly noted concerns raised by Senator Conrad were based on the possibility ACCJC would see red flags regarding the title. Dean Minor suggested adding "per the Chancellor's Office" somewhere might be helpful.

President Wyly explained that work being done now is to build infrastructure to allow courses to potentially become approved. Until that process is built, there is no mechanism to approve courses for this modality. The Academic Senate, Curriculum Committee and Distance Education Committee need to build that bridge.

Departments will have areas of concern that are discipline specific. S/P Laguerre announced he will have a conference call with the SB 1391 contact person to see how to make things happen. One semester of correspondence could be done before beginning onsite classes and, due to limited CMF classroom space, correspondence courses could continue.

Ms. Sta. Maria noted CTE programs are run by the prison, and they have no interest in opening that avenue to the College. Additional concerns were shared regarding articulation. Ms. Sta. Maria stated a goal is to eventually have math and English basic skills at CMF, a service Lassen College currently provides. President Wyly reiterated that plans, handbooks, and documents need to be vetted by the Senate. He asked DE Coordinator Crandall-Bear to add that to the timeline. At the recent 10+1 meeting, President Wyly noted his concern that faculty are being requested to do a lot of work in a very short

time. S/P Laguerre agreed to consider some type of stipend for instructors. Senator Pearson-Bloom appreciated President Wyly's move towards compensation, but she felt that could also set a precedent when so many instructors already put extra time and work into many different projects. She also felt that people who want to teach in this modality will move forward and work on it.

President Wyly asked Senators to share the November 10th tentative on-site visit date with colleagues and let Ms. Sta.Maria know of any faculty interested. It takes a lot of coordination for the prison to set up these visits, so only instructors seriously considering teaching correspondence or on-site prison courses should participate. This item will be placed on the next agenda for discussion on how to proceed. Ms. Sta.Maria offered to set up discussion with faculty at other colleges who are doing this. DE Coordinator Crandall-Bear encouraged Senators to emphasize that discussion needs to start now at the departmental level. Forms are being created, clarified, and submitted for approval.

There was general agreement in response to President Wyly's query if continued discussion should be brought back to the October 6th meeting. He asked Senators to direct questions as they occur to Ms. Sta.Maria and to share answers with the Senate. Questions could also be filtered through President Wyly. President Wyly thanked Ms. Sta.Maria for reporting to the Senate and S/P Laguerre for giving over his time to this item.

**10.2 Financial
Aid and Default-
Robin
Darcangelo**

Robin Darcangelo, Associate Dean of Students/EOPS/Vets, reported the College was over the default threshold last year at 31.5%, initiating conversation to remedy the problem. Last year, research began to learn why there were poor educational and repayment outcomes and poor student support services. The goal would be to reduce the default rate to be under the 30% threshold. The research resulted in four target groups students enrolled in Basic Skills math and English, students age 18-35, students on academic probation and students in their 5th term who are not making progress towards a certificate or degree. Students entering the College who fall into any of these categories go through a process per the Department of Education: these initiatives include: attendance at financial workshops to learn how to be smarter with money; a financial literacy program will be implemented in October that all students will have to take through ASC workshops; education for any student to learn how to finance their college education here and beyond. Dean Darcangelo reported that, although there is not a large group of students who borrow money, some faculty may have many students bringing in a progress report. The document will be sent through Banner; the student will need to download it and take it around to their instructors who will provide the student's grade that week and identify, specifically in Basic Skills, any student who needs additional support. A student's next disbursement will depend on return of this form to Dean Darcangelo's office. The grade will show if the student is meeting class requirements. Moreover, most of the tracking and interventions are going to have a lot of bearing on the counseling department and student services. Faculty will see the counseling report. EOPS is also doing some progress reports, so faculty may see duplicates. This default prevention plan is riding along with 3SP to help students be more successful. Also, financial aid is contingent on grades. Dean Darcangelo acknowledged an improvement in faculty submitting grades in the three years she has been here, but there are still some late submissions. Just one instructor can hold up \$250,000 in disbursements by submitting grades late. There is no way to work around financial aid when grades are not in on time and everything trickles down to financial aid. Dean Darcangelo will revise the plan for this semester and indicate any changes through S/P Direct.

Comments/Questions: President Wyly asked if the intention is to put the default/financial aid plan into the 3SP. Dean Darcangelo agreed that is a great idea. Once a permanent Dean of Counseling is in place, her hope is to have clarity on the key people responsible for this plan to add to it what is needed, including embedding this plan. Dean Darcangelo hired a third-party server to monitor financial aid. The projection going forward will anticipate that the College will be under the 30% threshold. One of the positive results of 3SP is ensuring more support and providing more educational opportunities. Dean Darcangelo made a lot of changes when she began working at the College, and she wants to ensure students are making progress towards their educational goals. A lot of money was given to students in the past without academic outcomes, so this is an improvement. She noted there are many plans and implementing one plan that is synchronized to work for all areas would be ideal. Dean Darcangelo will forward the financial aid/default plan to the Senate. VP Jaimez spoke of the value in giving progress reports to athletes and President Wyly agreed it can be a fabulous tool to initiate conversations that

<p>10.3 Creation of Taskforce to Develop One Annual Form for Updating/Reviewing PR/EMP/PLOs – Amy Obegi</p>	<p>might not happen with students otherwise. Dean Darcangelo concluded the discussion stating her desire to ensure students are making progress by receiving services above and beyond what is expected.</p> <p>Senator Obegi explained the program review process states there will be yearly follow-ups to see how things are going. However, a form has not yet been created. It would be helpful to have one document for updating and reviewing EMP and PLOs as well and be able to work with Research and Planning to report back in one way and find everything in one place. Senator Obegi asked for Senators’ input and, if there is agreement, a taskforce could be created to put together a model of what this might look like.</p> <p>Dean Cammish noted that members of the President’s Cabinet aren’t always aware of problems they need to know about in order to direct resources. He agreed the form currently used with the EMP could be converted into something better, and he acknowledged the information Professor Ferdinanda Florence provided to help move forward to improve the process. Professor Florence stated that, if we say these things should be linked, we should see them linked. She noted frustration levels are too high to add more work for various forms and reports. VP Jaimez agreed creating a taskforce would be a good idea. President Wyly queried what taskforce composition would be required to develop a viable plan. He suggested a representative from Research and Planning and Program Review would be important along with any interested faculty and the VPAA to represent the EMP. This taskforce should be faculty centered. Senator Pearson-Bloom asked if this plan would mean applications for Basic Skills grants and strategic proposals could be tied to this one form, rather than being rewritten for requests through different means. Professor Florence affirmed that would be the idea, to have one size fit all. There was general consensus to establish a taskforce. Dean Cammish, Professor Florence, Senator Obegi, and VP Jaimez agreed to serve on it and meet soon to develop a timeline.</p>
<p>10.4 Establish Academic Senate Subcommittee Evaluations with a Rubric to Assess Committee Functioning – Amy Obegi & Ferdinanda Florence</p>	<p>Professor Florence reported when she attended an ACCJC training it struck her that a lot of assessing has been done here at course and program levels but questions are expected to be answered at every level. During a previous College reorganization, she asked the Executive Vice President what was meant by the reorg making things better, what there was to show that it was needed, and what is used to show it is working. It seems that all levels, including top administration, should be responsible and follow the process. The Senate and its subcommittees are responsible to faculty and should develop some level of success, a certain kind of transparency and loop closing. It also seems the higher up you go the less it is done.</p> <p>Professor Florence created a sample rubric, using some ACCJC documents as a guide. Every subcommittee wouldn’t have to use the same one, but this is a starting point for conversation. The ACCJC demands evaluations be done and it should be shown in the next self-study. President Wyly stated, if the Academic Senate chooses to move in this direction, a plan should be developed and used by the Senate first before asking subcommittees to do it. Senator Obegi agreed the questions might be different depending on the committee, but the plan is more about the goal of self-evaluation. Professor Florence suggested a survey or some other way of getting feedback. VP Jaimez pointed out the need to have a one-page document for each committee to show the purpose and composition. President Wyly reminded Senators he was charged with developing a handbook for what is involved to be a committee member. It may be wise to combine both conversations. VP Jaimez agreed, saying it could outline the committees, who is on them, what they do, how well they do it etc. Professor Florence pointed out there is no way to improve if we don’t know our strengths and weaknesses.</p> <p>DE Coordinator Crandall-Bear noted the DE Committee already does this with a report filed for accreditation annually although they don’t use a rubric. However, it is an ongoing dialog and report. Senator Pearson-Bloom suggested the evaluation could be the document that informs Senate goals for the following year. President Wyly agreed and added this may change the kind of goals we’re setting. This year’s goals have been set as priorities for action, formal or not. Maybe next year could be more dialog or functional goals. He asked if the next step should be to combine this with the handbook he is working on. If the Academic Senate pilots an assessment in the first year, the subcommittees could be asked to begin using the assessment plan the next year. Professor Florence pointed out this will make writing reports so much easier and members generally agreed such improvement is needed. President Wyly, Senator Cobene, and Professor Florence volunteered to work together on an assessment plan.</p>

10.5 Faculty Hiring Policy 4005 Procedure revision – Michael Wyly

President Wyly reported the revision has already gone through Shared Governance and was approved. He expressed concern that 4000 series policies should be brought to the Senate at the beginning of the process, not at the end. This particular addition is to build re-compensation into the policy for candidates for hire who are invited to a second interview. One caveat was that, should a candidate be offered the position but decline, the College would not pay her costs. VP Jaimez noticed this later as an unfriendly policy as it doesn't seem fair to reimburse some people and not others. However, that concern wasn't voiced by anyone at SGC. Senator Pearson-Bloom thought the idea might be to weed out candidates who aren't as serious about the position. Senator Berrett also noted that the addition to the policy states "if funds are available" and wondered who decides when funds are available. President Wyly wondered if there is a policy in place to define that. He opined the spirit of the policy seems good and it was approved by SGC. The idea is to begin reimbursing people for their expenses when coming from a distance to a second interview. He wrote down concerns to share with S/P Laguerre and/or the Board of Trustees: who makes funds available and what is the criteria? He could ask them to define the procedure and let them know about the part that seems to be fundamentally unfriendly. President Wyly asked Senators to take this to their constituents for information and forward any other policy or procedural concerns.

10.6 Shared Learning – Feedback Update – Michael Wyly

Following discussion at the September 15 meeting, the Senate agreed to place Shared Learning back on this agenda. Senators were to take information to constituents and report back. The only feedback VP Jaimez received was that it would apply in some areas and not others. Mostly people said they wouldn't be in need of it; she didn't hear of any need or issues. VP Jaimez felt it could be beneficial to offer Psychology 002 at the centers by having an in-person class on the main campus streamed to the centers. Senator Pearson-Bloom thought part of the idea was so faculty could possibly teach at the campus closer to them and for students to attend classes at the campus closest to them. Professor Crandall-Bear stated the idea wasn't for faculty convenience. Senator Pearson-Bloom pointed out that Dixon wants middle college classes in nutrition but with only have three instructors and, if any are assigned to Dixon, classes would be lost at the main campus, due to more time for travel, etc. Professor Crandall-Bear suggested face-to-face contact might be required. President Wyly noted that shared that the development of an approval process for Title 5 would need to occur as is currently being vetted for correspondence. Professor Crandall-Bear also pointed out there could be a student equity issue if centers don't have the same face-to-face contact in their classes. Senator Berrett polled CIS students who resisted outright any chance they might be recorded on camera. He added there is an important need for technology support for other things before adding more layers. Senator Pearson-Bloom was concerned about jumping into shared learning when faculty can't utilize technology, such as cameras, in their current classroom settings. President Wyly agreed that instructional equipment requests through strategic proposal process has been a challenge. Professor Crandall-Bear noted progress is being made. Bond Director, Leigh Sata has asked for a meeting with the Faculty Technology Committee to ascertain what is needed in classrooms for faculty.

From the response to his question on what step the Senate would like to take next, President Wyly agreed to put together a summary of this conversation to share with CTO Roger Clague. Professor Crandall-Bear suggested that, before including a Senate recommendation for or against shared learning, Senators go back to their constituents and ask their departments to discuss this. If departments are in favor, then the Senate could proceed with a recommendation. He suggested that CTO Clague could be part of the discussion with Bond Director Sata. He also noted that cameras are typically focused only on instructors. Senator Berrett said promises to that effect can be made but not guaranteed and written permission would be needed from students in the room. He added he would like to have lecture capture equipment. President Wyly wondered how other schools deal with this. He will write a summary with the key recommendations and send to the Senate for vetting before forwarding to CTO Clague. Senator Cittadino noted shared learning modalities are the future and he opined the Senate shouldn't say no. President Wyly reiterated the issues clearly need to be vetted. VP Jaimez also suggested finding out whether money to be spent would be just for this program or for other things as well. Cost is a key concern.

10.7 Election Report – Les Hubbard

Senator Hubbard reported election results: Andrew Wesley was elected to serve the two-year adjunct representative term and Narisa Orosco-Woolworth was elected to serve the one-year adjunct term. They will be invited to the October 6th meeting.

11. Reports	11.1 Subcommittees
Curriculum Committee	<ul style="list-style-type: none"> 11.1.1 Basic Skills – Melissa Reeve (no report) 11.1.2 Curriculum – Curtiss Brown <p>Curriculum Chair Brown reported there was a lot of discussion regarding the prison process at the last meeting. The form from the DE Committee will be discussed at the next meeting. President Wyly pointed out that the Academic Senate won't look at anything not vetted by the Curriculum Committee. He added that, while there is pressure to adhere to the aggressive calendar set by the College, and while the Senate and its subcommittees will do what they can to empower College goals, this process will need to be fully vetted and approved before moving forward.</p> <ul style="list-style-type: none"> 11.1.3 Distance Ed – Dale Crandall-Bear (report emailed September 25th) 11.1.4 Flex Cal – Chuck Spillner (no report) 11.1.5 Program Review – Amy Obegi (no report)
12. Action Reminders	<ul style="list-style-type: none"> 11.2 Other Committees <ul style="list-style-type: none"> 11.2.1 Assessment – Gene Thomas (no report) 11.2.2 Equity – Shirley Lewis (no report) 11.2.3 10+1 – LaNae Jaimez (no report) 11.3 Treasurer (no report) <p>Program Review needs a representative from either Library or Counseling, a student representative, and could use another representative from Health Sciences.</p>
13. Announcements	The next regular Senate meeting will be held on October 6, 3:00-5:00 pm in ASSC 1421
14. Adjournment	Moved by Senator Cittadino and seconded by Senator Jaimez to adjourn the meeting. Motion carried unanimously. The meeting adjourned at 5:02 pm.