



Joint Meeting of the ACADEMIC SENATE and EDUCATIONAL ADMINISTRATORS

Adopted Minutes

January 8, 2015

ASSC 1421

1. Call to Order	President Michael Wyly called the meeting to order at 1:33 pm.
2. Roll Call	<p>Academic Senate: Michael Wyly – President, Mark Berrett, Sabine Bolz, Thomas Bundenthal, Nick Cittadino, Lue Cobene, Erin Duane, Les Hubbard, LaNae Jaimez, Julia Kiss, Amy Obegi, Narisa Orosco-Woolworth, Terri Pearson-Bloom, Ana Petero, Ken Williams Connie Adams - Admin Assistant Absent/Excused: Joe Conrad, Dale Crandall-Bear – <i>ex officio</i>, Andrew Wesley</p> <p>Educational Administrators: Neil Glines, Jerry Kea, Shirley Lewis, Maurice McKinnon, Leslie Minor, Maire Morinec, Jocelyn Mouton, Zhanjing (John) Yu</p> <p>Guests: Jowel Laguerre; Barbara Fountain</p>
3. Approval of Agenda	President Wyly noted S/P Laguerre presented his report at the earlier Senate meeting and will not be giving a report (Item 5) at this meeting. Moved by Senator Duane and seconded by Senator Obegi to approve the agenda as presented. Motion carried unanimously.
4. AS President’s Report	President Wyly’s report will be included in Item 7.2. He informed Educational Administrators that the Senate met this morning to discuss goals and hear S/P Laguerre’s report followed by an ASCCC 10 + 1, college governance and collegial consultation presentation.
5. Superintendent / President Report	No report
6. Vice President of Academic Affairs Report	VPAA Leslie Minor reported she asked the deans to look at the original Ed Admin goals presented in August to see if anything changed in terms of priorities and progress made. The goals were not changed but they were updated and will be reviewed under Item 7.1.
7. Information / Discussion Items	VP Minor distributed the Ed Admin goals and gave updates.
7.1 Ed Admin Goals	<ol style="list-style-type: none"> 1. The Student Equity Plan (SEP): it is posted online; 2% progress has been made toward closing the achievement gap; work will need to continue on this goal; Deans are directing resources where possible toward meeting goals, e.g. longer hours in tutoring center, increasing supplemental instruction opportunities, increasing resources, and even correspondence courses for the prison population can be seen as an equity step. 2. EMP: ensure Educational Master Plan (EMP) goals and strategies previously identified are implemented and documented. Due to restructuring, not all schools and divisions are represented in the EMP and those areas need to submit documentation. Program reviews and assessment outcomes will help inform the EMP and can be working together. 3. Class scheduling: work is ongoing toward developing class scheduling two years out. In order to really help students plan, they need to know what is and what will be offered to put together their plan. Towards that goal we have: checked with the Curriculum Office to put in the catalog a notation at the end of course descriptions for every class that is not typically offered each semester, so students will know when a course is offered as precisely as possible, e.g. once every two years, every spring, every term, etc. Specialty classes could state “typically offered . . . “. A summary guide handbook is also being prepared that will help counselors work with students and help students see when courses are typically offered. <p><u>Comments/Questions:</u> To anticipate class cancellations for the schedule, most cut classes have multiple sections so students still have options. When cancelling a class there are a number of factors to review including if it is needed as part of a sequence of courses or if it is a required class. It is unusual to cancel a</p>

course with only one section offered. As needed we can try to work with students individually which may include arranging honors sections or independent study. President Wyly suggested working with the Curriculum Committee to find other curricular solutions, specifically for programs that want to grow, because when students transfer they usually have to submit the class for separate approval for it to count towards transfer. Senator Williams noted the challenge now in Horticulture with students having to wait two years until certain courses are offered again. Dean Yu pointed out statistics show in a good year the national attrition rate is 5-7%, so 90-95% accuracy in knowing which classes to fill is a fairly good solution. Dean McKinnon said she looks at the whole repertoire available at the College to find appropriate substitutions, individualized to meet the student's needs based on their educational goal and not hold them up. If deans have that kind of flexibility and faculty are in agreement, students won't be held up from graduation. Senator Bolz suggested advertising that there are ways to individually customize solutions but she also saw that could become a demand from many students. Shepherding and giving clear guidelines is a balancing act. VPAA Minor agreed with Dean Yu that 95% rate is pretty good and plans are to increase that number. She asked everyone to take a good look at their programs, see what needs to be updated; look at what isn't of interest to students any more, what has cancelled four years in a row for example.

Dean Kea said a lot of thought and judicious activity goes into establishing programs and the College needs to commit to those programs as students have changed their lives to come here. We earn the reputation of no credibility when classes are cancelled that are needed. Electives are a different situation. In the end the Institution has to cash flow and that is a balancing act while allowing for exceptions for students when courses they need are cancelled. It is important not to get too free and lose about offering alternatives and work hard to hold on to required classes.

Because the schedule is built out in advance, the specific areas need to keep Curriculum Analyst Erin Moore informed. She is checking that courses in the catalog exist in good standing. Deans know the best guess of when a course is offered and enough flexibility is needed so students can understand if they need plan B. Senator Pearson-Bloom said it would be valuable to know if courses are offered online and which campuses they are offered at. VPAA Minor replied that will be noted in the catalog as well.

4. Faculty Development: Ed Admin plans to continue to work with the Senate and HR to have meaningful Flex Cal development and to have dialogue between all groups to avoid misunderstandings.

VPAA Minor explained the rationale for the initial request to use stamps for Flex Cal activities that became a big controversy. The idea was to avoid undecipherable signatures on sign-in sheets and to facilitate a quick and efficient way to document attendance. Members of the Faculty Development Committee didn't anticipate the contention that the request to use stamps created. Senator Bolz considered it might be a model in place of class roll taking. VPAA Minor taught many students in diverse situations and she found creative ways to do things, such as using stamps and stickers.

5. Assessment: work will continue with the Assessment Committee for all types of assessments. Workshops were created for adjunct faculty and open to full-time faculty as well. The Committee has almost completed a YouTube instructional video and they are looking at internal and external resources. The goal is for faculty to think about how to improve their classes based on assessment.

6. Completion Agenda: in order to help students get through and be successful they should identify interests and make progress towards completing a certificate or transfer degree. Ed Admin will work with the Senate and faculty to identify needs.

7.2 Senate Goals

President Wyly reported on the status of goals at the end of last term. The information was also reviewed at the morning meeting and a digital copy will be sent that will include Senate input from this morning. President Wyly distributed a few copies of the spreadsheet that begins with the 13 Academic Senate goals that were set in August. The document includes the initial view, current updates, and a column to note if complete or ongoing and if it is something the Senate wants to retain. The next steps column is to be filled in. There are other priorities (a-g) that appeared on the Senate radar after the official goals were chosen. The goals will inform agenda choices for this term.

<p>1.C-ID/ADTs</p>	<p>C-ID compliance is an obvious ongoing goal. Music is the one lingering ADT due to complications that exist State-wide. VPAA Minor, Dean Neil Glines, and Curriculum Chair Curtiss Brown are involved in seeking solutions. There are additional ADTs that will be submitted and three now pending. Chair Brown and President Wyly will keep everyone apprised via email.</p>
<p>2.Co/Prerequisite Approval Procedures</p>	<p>The Co/Prerequisite Approval procedures were approved by the Curriculum Committee, the Academic Senate, and Shared Governance and will be forwarded to the Board of Trustees.</p>
<p>3.Faculty Development/Flex Cal</p>	<p>The Flex Cal Committee charge was expanded to include vetting of faculty development opportunities to provide funding as a peer vetted process, rather than an administration process, and the name was changed to the Faculty Development Committee. Administration had agreed in prior discussions this should be a peer vetted process; the process was approved by the Academic Senate, forwarded to VPAA, S/P, and the finance office. President Wyly met with Finance VP Yulian Ligioso who will have faculty development funds in the budget. Details should be available soon. If faculty want partial funding for a conference they would apply through a vetting procedure with a rubric and process for the Committee to assess transparently if an activity should be funded.</p> <p>Student Services Chief Shirley Lewis asked, if SEP has money for professional development for something like Basic Skills English faculty, should the Committee be made aware of those funds? President Wyly and VP Jaimez felt it would be a good conversation to have. In terms of Basic Skills funding there is a place on the form that asks if money is being requested or received from other sources. This question is also on the new request for faculty development monies form.</p> <p>A new peer process for faculty development is in place. President Wyly is currently working with the Finance Office to establish a budget. Yulian Ligioso, Finance VP, has confirmed funds will be set aside for faculty development. Some of the strategic funds are being re-distributed and, although there is no word yet, it could be as much as \$50,000. Part of the taskforce charge was to expand the Committee. When a budget is attached it should be easier to solicit members. Senator Pearson-Bloom recommended the Taskforce include one faculty representative from each school. Chuck Spillner, Taskforce Chair, reported reps are in place other than one needed from CTE. A Committee report, to include the Committee description, charge and membership, will be placed on an upcoming agenda.</p>
<p>4.Student Equity Committee</p>	<p>The goal as set was complete but can be used to inform another goal looking forward for more robust planning for SSSP and SEP and to possibly retool next academic year. Committees with similar charges and goals have not been combined as discussed. Basic Skills Coordinator Melissa Reeve had an impromptu meeting with Shirley Lewis and Diane White to discuss an overarching Student Services Committee to ensure people working toward common goals know what each group is doing. Because of block grants there are different pots of money coming in and how it is disbursed depends partly on who is at the table. The idea is to streamline application processes that now have different procedures and groups deciding who gets funding. If all funds available could be identified, groups won't work at cross purposes. President Wyly noted this is almost the same conversation that began last August. If what happens deviates from what the Academic Senate has approved we would want to ensure all faculty appointments on that committee were Senate appointments. The Senate had discussed the number of committees which were duplicating efforts and they tend to have many of the same people going to the different committees. Having a single steering committee with respect to these issues could be helpful but the concern would be if a new committee or change needs to be part of this conversation.</p>
<p>5. High School Outreach</p>	<p>High School Outreach includes CAPP and two taskforce groups, one as advisory (Shemila Johnson, Chair) and the second (Jose Ballesteros, Chair) to develop a comprehensive plan for what the College can do to bring everything together. Faculty members from each school are on these committees that will really shape how we speak with high schools. President Wyly is working with Mesa Director Jose Ballesteros to create a plan regarding completion. Currently the high schools say what they want and we should have identified what the College can offer. Ideally, by the end of semester, the taskforce will have a plan that can be brought back to the Senate. The Senate is dedicated to continue to work with the taskforce and develop a sustainable plan. Flex Cal Chair Spillner announced there will be a large High School Outreach event on the May 13, 2015 optional Flex day at the Vacaville campus. Professor Jack Schouten has been working on</p>

<p>6. <i>Student Success Taskforce: including Common Assessment and AB86</i></p>	<p>this event for a year. President Wyly noted many great things are happening and both taskforce groups need to be communicating and correlating efforts.</p> <p>The AB86 report was successfully submitted in December and the final report is due in March. Although there won't be much to change for the final document, AB86 plans need to inform future goals to act on the plan. It still is unknown what will happen with this process once all the final plans are submitted to the Chancellor's Office but there is expectation the Governor's budget and the follow-up workshop will at least give some indication of adult education plans for next year. The Senate may be able to respond at that time. Adult education partners are very concerned because their part of adult education could end in June. The Senate did a great job with administration and adult education towards this plan and the College program was noted by ASCCC as a model program.</p> <p>The Senate will continue working with the Curriculum Committee and discipline faculty to be ready when it comes. The Common Assessment Committee has developed a series of questions meant to assess students in math, English, and ESL but a vendor has not yet been selected. The current timeline seems to be on track for piloting Common Assessment in Fall 2015 and plans to roll out in Spring 2016. Counseling, Student Services, and the testing center will have to be ready to adapt quickly.</p>
<p>7. <i>Accreditation Mid-term Report/Preparation for Self-Study</i></p>	<p>The Senate worked with the Accreditation Coordinator and the campus community in order to submit successfully the mid-term report. VP Minor, S/P Laguerre, and President Wyly will work to develop a robust steering committee that will involve faculty and administrative co-chairs for each of the four standards. It will be up to the academic Senate to provide faculty leadership to successfully complete the self-study. More detail should be available within a few weeks.</p>
<p>8. <i>Committee Appointments/Brown Act</i></p>	<p>President Wyly will continue putting together a list of committee appointments and he is in process of putting together a handbook for the Academic Senate and subcommittee chairs, including the Brown Act rules to be aware of, identifying committee charges, term limits for appointments, and other important information to be available in one place.</p>
<p>9. <i>Program Discontinuance</i></p>	<p>Senator Berrett, Senator Wesley, and Senator Hubbard make up a taskforce who will work to identify programs to use the Discontinuance Policy starting fall term and the Academic Senate will work with faculty and administrators in spring 2015 to plan a fall pilot process.</p>
<p>10. <i>Peer Review</i></p>	<p>The Academic Senate will continue working with the Faculty Association in a joint taskforce to develop the first comprehensive faculty peer review program.</p>
<p>11. <i>Emergency and Part-time Hiring Policy</i></p>	<p>An emergency and part-time hiring policy and procedure was approved by the Academic Senate and forwarded to SGC with the expectation it will be voted on at the next meeting. The Senate anticipates the policy and procedure will be forwarded to the Board of Trustees. This work was an effort to fill a gap in the 4000 policies to state clearly and plainly a process where everyone feels honored. The policy was shared with S/P Laguerre at a 10 + 1 meeting.</p>
<p>12. <i>SCC Branding Campaign</i></p>	<p>The campaign will continue to be a Senate priority to support where possible.</p>
<p>13. <i>Block Scheduling – Compressed Calendar</i></p>	<p>This Senate will continue to work with administration and the Faculty Association to investigate the possibility of block scheduling and compressed calendar. The Faculty Association feels there is conversation to be had but will await a time when the contract negotiation is complete.</p> <p>After the original goals had been set, the following seven items came up last semester in Senate discussion as additional tasks to work on.</p>
<p>a. <i>Prison Project</i></p>	<p>The Academic Senate worked with the Curriculum Committee and Distance Education to complete and approve a correspondence process and courses for the prison population. President Wyly thanked all involved in that part of the process. He suggested to administrative partners that the Prison Project was a fine example of coordinated effort on campus to have Title 5 compliant process as well as one that will support the vision of the College President and administration. The Senate will work towards revisiting that</p>

	<p>process through the Curriculum Committee to assess it and determine what is working while it is in pilot stage. VP Jaimez pointed out how it was also a really good example of how ASCCC President David Morse said sometimes we have to slow down in order to move forward. The Senate held its ground on doing it right. President Wyly went to meetings he wasn't invited to ensure a correct process. Once involved the Senate and subcommittees were able to get the process done ahead of schedule and correctly.</p>
<p>b. <i>Shared Learning – Tech Plan</i></p>	<p>This plan has developed into a more robust goal to involve shared learning in conjunction with correspondence courses and it should be a similar process but a much easier route. It has also initiated conversations toward development of a more comprehensive tech plan involving all constituencies across campus including faculty. S/P Laguerre's recent accreditation visit to Hawaii showed how that kind of plan might look. President Wyly asked for a copy of the Hawaii plan and it will be sent to the Academic Senate to look at what Hawaii accomplished and initiate conversation on how it could work for the College to address important technology issues. When good things are happening everyone needs to be made aware and make use of those tools as well.</p>
<p>c. <i>Program Review</i></p>	<p>Language in the Program Review Handbook was fine-tuned and approved by the Senate and included language and process to emphasize faculty purview while still allowing for administrator review. The changes will be sent to SGC and the Board of Trustees for information.</p>
<p>d. <i>SSSP</i></p>	<p>The Student Success and Support Program will be an ongoing project.</p>
<p>e. <i>Assessment</i></p>	<p>The Senate worked with the existing Assessment Committee and approved the rubric and process. The Senate will also become more active in how the College assesses itself with SLOs, ILOs, and PLOs. Moreover, the Senate will also do a self-assessment by looking to the Distance Education Committee that has gone through the process and developed good practices for self-assessment. After the Senate pilots its own assessment, the subcommittees will follow. This will hopefully be a model for the College.</p>
<p>f. <i>Hiring Priorities</i></p>	<p>The Senate was able to work with administration more effectively this year and decided that remaining problems would be addressed this semester and a written procedure developed. The Senate has offered to work with administration now to develop something to which everyone can agree to have in place next fall.</p>
<p>g. <i>Dare to Declare</i></p>	<p>The Senate contributed to the Completion Agenda with a grassroots perspective to encourage students to course and program completion. The Senate will continue to work with colleagues to develop a plan and disseminate the plan to all faculty so that every student receives the same message. The Senate is also committing to graduation and will encourage the rest of College faculty to participate. President Wyly is working with S/P Laguerre to elevate faculty roles. This will be an ongoing project to support student success.</p>
<p><i>Additional Senate Ideas / Tasks</i></p>	<p>Additional ideas Senators added this morning:</p> <ul style="list-style-type: none"> • Who can students turn to as advisors, not to replace what counselors offer but sometimes a quick question and answer can go a long way to support students. • Consider Flex Cal professional development opportunities to better equip faculty to work with students. • Review full-time faculty hiring process to simply vet and see if there are any ways to improve the current policy and procedures. • Work with the College to understand and address budgetary challenges from a faculty perspective.
<p><i>Question: C-ID Compliance and Course Units</i></p>	<p>Dean John Yu noted there are many five-unit transfer classes compared to CSU four-unit classes. He asked if the Senate in collaboration with ASCCC and CSU could find a way to make all those courses four units or find if there is a way to change the CSU rules since there would be a serious repercussion for faculty workload by changing units. President Wyly clarified that five-unit courses can remain C-ID compliant. The units don't have to match but do have to meet the minimums. Dean Yu asked if courses became four-unit, who would take five-unit courses. President Wyly replied that this is a problem State-wide and the ASCCC has been having conversation about it. An alternate model that has been put together is being discussed specifically for STEM courses precisely because the unit cap for disciplines is higher than 60 units. ASCCC President David Morse stated this morning that the CSU Chancellor has issued an edict where all transfer</p>

**7.3 Planning for
Grade Submission
Cycles, Spring 2015
and AY 15-16 –
Barbara Fountain**

degrees have to be 140 units. There can be exceptions to that rule but who would get the extra ten units when it is a transfer student. The CCCs argue we have more prerequisites and want half of those units but the CSUs are not willing to give them up. ASCCC is currently working with the CSU Senate, the Chancellor's Office, and CSU leaders and there are some good and positive solutions. The Curriculum Institute may offer some choices, not just for STEM courses but also for Music, which is also challenged with this conflict. That is precisely why the College hasn't been able to submit a Music ADT. Although being addressed at the State level, an outcome is yet unknown. Dean Yu mentioned another program from outside his division is working on their ADT and they want Math/Science to create a separate four-unit course for them. Ideas were put forth on how that could work with a four-unit class and a one-unit corequisite or by moving one unit from a course into an online format hybrid class. President Wyly said there is some flexibility by pooling collective units since it is counted course by course with a cap. STEM, Music, Computer Science, and Biology will have some challenge for the same reason. Some of this conversation will have to happen in curriculum but none of these issues are unique to the College and all are being discussed at State level. The CSUs should not get to determine that CCCs are a 60-unit package so they can get the extra units. Resolutions will have to happen at State level also. Currently an ASCCC and CSU joint subcommittee are working to address the issue.

President Wyly stated grades clearly need to be in for specific reasons and he placed grade submission on the agenda to have a dialogue about what the Office of Admission & Records needs are in order to work together with Dean Barbara Fountain and find a plan now rather than repeating in May what happened in December. VPAA Minor suggested a plan can be worked on once the needs of the A&R Office, in terms of grade submission, reporting, deadlines, etc. are clear.

Dean Fountain reported the A&R Office may have the most flexibility and they essentially make work what the District decides. When the current Superintendent/President took office, he was concerned about the timeline to get grades in being too long so she responded to his directive to push for earlier submission. Dean Fountain emphasized that there is no policy and there has been controversy every time it has changed. When grades are never submitted it becomes a big problem for everyone. There are faculty who are available and communicate at break and there are some who just leave. CSEA staff is not here over much of the breaks and faculty need that administrative assistance. At the end of spring is not as much of an issue because staff are still here. When faculty are gone for a month, it is difficult to finish anything and students inundate the Office then. When that happens, it is very hard to offer good customer service.

Reasons to have grades submitted in a timely manner include admissions to other schools, transcripts, and financial aid. Grades are batch processed and rolled into history. Reports have to be run for prerequisites, standings (primarily students on dismissal), and dropped students need to be handled quickly to allow other students in classes or give time for students to get to another class. Changes or additions require error resolutions. Dean Fountain ran a batch process for five hours with ten people, who left at 10:30 pm the night of the vacation break process. Every single submission that comes in after has to be done individually, taking a minimum of 5-10 minutes per grade, due to many steps involved, including sending letters as needed. Financial aid emails her several times per day. Grade changes are manual. What happened in December was an effort to enforce the previous requirement that, in practice was three business days after the final was given.

President Wyly and others received many emails as well when the three-day turnaround contributed to numerous concerns. More complex finals involve more complex assessment, less turnaround time decreases the capacity for working with students and giving them feedback, and extra faculty workload created conflict that was voiced. President Wyly suggested there should be a way to create a plan that will take into account Dean Fountain's concerns and work to honor students as well.

Dean Fountain opined this is more of a faculty-to-faculty issue and the problem has been here for many years. In some areas faculty in specific disciplines work together. Discussion continued on how to solve the problem. President Wyly noted that unwritten policy creates reactive behavior and is negative for morale. Dean Fountain pointed out the student needs are most important. In response to questions why other colleges seem to have more turnaround time, Dean Fountain said Robin Darcangelo would need to report to the Senate what her Financial Aid Office needs and she felt it is unlikely that other colleges don't have the same problems. After further discussion, Dean Fountain summarized that most faculty would agree to

a deadline of three or four days after the last day of finals. If faculty have a final on the first day they could have two weeks to submit grades. President Wyly encouraged Dean Fountain to document whatever the decision is and inform all faculty with plenty of advance notice. Lively discussion continued about potential deadlines and how to inform everyone.

President Wyly will work in collaboration with Dean Fountain and VPAA Minor to broadcast the four day turnaround deadline to faculty; Senators will share information with their constituents; input will be addressed at the next Senate meeting; time should be allowed for planning; ideally results of faculty input and Senate vote can be broadcast College-wide for buy-in; Robin Darcangelo will be invited to the next meeting to share needs of the Financial Aid Office.

7.4 Accreditation Self-Study Steering Committee

President Wyly reported one of the Academic Senate priorities last term was to work with the Accreditation Coordinator and S/P Laguerre to plan to plan for the next self-study. The need for a steering committee, its composition, training, charge, and clear goals are items for discussion. President Wyly put forth the idea of a steering committee with one faculty and one administrative co-chair for each of the four standards, the VPAA, an Accreditation writer, and the Academic Senate President. Co-chairs would establish working committees for their standard. That composition stands as the proposal now. The faculty co-chair workload component is under current conversation about compensation. The Coordinator position is now empty and release time may be divided up among the faculty co-chairs and writer. It is important faculty members assume responsibility to go into self-study mode. If the responsibilities can be divided as proposed, it won't be as onerous or grueling. VPAA suggested consideration of a position as editor, rather than as writer. President Wyly explained the idea was for the writer to be given information by the chairs who would do the data gathering and assembling. The writer or editor would bring everything together in a cohesive whole. A meeting will be held next week to plan how to solicit people to take on these roles. VP Jaimez said a description of standards and what to do will be needed. President Wyly announced there is a commitment to professional development and two conferences (ASCCC and ACCJC) will be available for three and two-day trainings. Steering Committee representatives will be sent to be educated with information, models, and training. President Wyly will also encourage individuals to join an accreditation visiting team to learn more about the process. The more informed we are about successful self-studies, the more successful the College will be. The ASCCC Accreditation Institute is in February and the ACCJC Accreditation Institute is in April.

7.5 Faculty and Administrative Hiring Updates

VPAA Minor reported she does not yet have hiring specifics and numbers. Advertising could have begun in December if plans had been finalized. The biggest concern with a later advertising date is to obtain robust applicant pools and hopefully that will work out. The new Vice President of Student Success was initiated as a six-month position. The fourth Vice President position coming up will be for Student Services, a position all other colleges have. President Wyly added that position has been announced and, once approved by the Board of Trustees, will be posted and a hiring committee assigned with faculty on it. The position is slated to begin in July. Current deans are Maire Morinec (Applied Technology & Business), Neil Glines (Liberal Arts), Maurice McKinnon (Health Sciences), John Yu (Math/Science), and Jocelyn Mouton (Counseling). Shirley Lewis, Chief of Student Services, is on the same level as the academic deans. VPAA Minor has been trying to cover both the Dean of Social and Behavioral Sciences position and her new post as Vice President. She announced Anne Bevilacqua was just hired as Interim Dean of Social and Behavioral Sciences. Dean Bevilacqua is a former faculty member and will work for three months with the possibility of an extension. A continuous ad has been placed and the hope is to have someone permanently in place this semester. The Dean of Health Sciences position has also been announced on less of a fast-track in order to have time for mentoring. Maurice McKinnon has been serving as Interim Dean in Health Sciences. VPAA Minor will soon request appointments for the hiring committee for the School of Health Sciences. Senator Bolz asked about enrollment and section numbers. VPAA Minor replied that about 10% of originally drafted positions will be cancelled. Usually cancellations run about 7%. A lot of time was spent judiciously reviewing classes and many will survive based on the need for students to complete a sequence. Cancellation decisions are still in process and deans should let faculty know soon if they are on the watch list. Yesterday the fill rate was 66% and there are 338 sections under watch.

7.6 Graduation

Rischa Slade reported this will be her first graduation as Student Life Director and she is calling on everyone to help and hopes as many people as possible will be involved in some way. She has spoken to many people and found there was time when faculty were really involved. She helped at graduation last year to

see how it worked and she heard many students exclaim their excitement to see their instructors there. She has been searching to find areas where instructors were traditionally involved, e.g. music selection, helping with line-up, rehearsal, serving as marshals etc. Shirley Lewis, Student Services Chief, said that, in the past, faculty, rather than the Trustees and Superintendent/President, were the ones who announced the graduates and handed out diplomas. President Wyly added that faculty had a clear place at graduation then but that role somehow changed to just being witnesses. He suggested all faculty would more likely be engaged in graduation if they feel they have a place at graduation. He spoke with S/P Laguerre about having a pre-graduation celebration of faculty if the College is going to be dedicated to the Completion Agenda. An hour or more before the graduation ceremony, faculty could gather for a graduation tea. When asked how senators could be encouraged to attend graduation, Senator Berrett suggested faculty be involved in some of the planning. Some schools have faculty rotate by discipline to hand diplomas to their students. President Wyly stated there were Senate appointments to the Graduation Committee in the past. VP Jaimez added that, although faculty were invited, meetings were usually set when faculty were teaching and couldn't attend. The Academic Senate President is the Grand Marshal and senators and other faculty volunteer as marshals. Director Slade asked everyone to email ideas and suggestion to her. The Excellence in Achievement Awards ceremony is another event for faculty to participate in. VP Jaimez recommended that as much notice as possible is needed for faculty planning. Dean Jerry Kea emphasized faculty should be given honor at front and center of graduation. The processional can include trustees and administration but faculty need to be honored. President Wyly said the reality is that faculty need commit to show up at graduation and support students if we really want to support their completion. He will continue to encourage Academic Senate participation. Senator Cittadino, having attended most of the graduations in his time here, opined they continue to become more top-heavy, especially the speeches. He also suggested the music could be lighter and more fun with some rock and roll. Director Slade said she is working on that. Other changes in process are having a student designed program cover competition and getting input from students about what they want, including activities and music.

Dean Morinec noted the Nursing Department has a pinning ceremony designed by and for the students and the Fire Academy similarly involves student input. The ceremonies are about celebrating student success and it would be good to see more and hear more about the successes of the students. Professor Melissa Reeve has have attended the Excellence and Achievement Awards ceremony the last few years and has been dismayed that few faculty attend. She also felt that it would be much more appropriate to present achievement awards at the graduation, rather than offering honorary degrees to community members at that time. For about ten days at the end of semester faculty and students are buried in work and events scheduled throughout the day is not good timing. In order to really honor students, consolidation is needed for a complete audience to gather at one time and really feel like a celebration. Dean Kea agreed that has been disconcerting to him too and he felt the College erred to the opposite extreme of shortening the ceremony and faculty, rather than administration should present awards. Professor Reeve added that the deans or VP had nothing to say about students she had nominated for awards the last two years. Dean Kea said if there are sixty students receiving awards there should be sixty faculty members who can speak to a student's achievements presenting the awards. Senator Pearson-Bloom suggested holding the awards ceremony either before or following graduation at the same location. That way friends and family could more easily participate and other students could see what they can look forward to. Professor Reeve suggested faculty breakfast could also be held on the same day as awards and graduation ceremonies.

President Wyly closed the discussion stating the Academic Senate commitment to work with the Graduation Committee, to make appointments where needed, for Senators to commit to participating in graduation, and to work on a resolution that will be shared with faculty. He asked Senators to take this message to their constituents.

7.7 Update on Initiatives and New Programs

VP Minor reported administration is trying to find the normal and right size of programs for this institution. President Wyly noted that Research & Planning made the observation last term that, while FTE was down, the head count was up which says we have more students taking fewer sections and he asked if that was still the trend. Student Services Chief Shirley Lewis replied the headcount is short about 1000. Dean Kea said it has to do with comparing one year to another. Looking at the baseline, we need to get back to higher numbers. The charge we have is how to improve scheduling and incentivize students to take more classes. VP Minor added that many students would be full time if they took just one more class. It is a challenge to figure out what to do for students. Saturday classes were added as some students want those.

<p>8. Action Reminders</p> <p>9. Announcements</p> <p>10. Adjournment</p>	<p>VP Minor reported an influx of students is expect for aeronautics starting in October. The College is interested in and there are many reasons for attracting international students. Along with prison correspondence courses, there has been interest from local juvenile detention for classes at a smaller scale. President Wyly asked if there has been any effort to reach out to the court system for a dual grant to firm up the College relationship and bring in more juveniles. VPAA Minor replied that hasn't been explored yet.</p> <p>Share information with constituents; bring feedback to the next meeting or send via email on grade submission timeline and graduation commitment.</p> <p>None</p> <p>Moved by Senator Duane and seconded by Senator Williams to adjourn the meeting. The meeting adjourned at 4:34 pm.</p>
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