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M I N U T E S
A C A D E M I C   S E N A T E
September 16, 2015
3:15 p.m.
Bertolini Room 4638
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Present: L. Aspinall, P. Bell, A. Bogomolny, J. Carlin-Goldberg, R. Fautley, A. Forrester, T. Jacobson, L. Larqué, J. McDermott-Swanson, R. Myers, G. Navarro, C. Norton, D. Padilla, N. Persons, F. Pugh, A. Romagnoli, L. Servais, L. Sparks, E. Stadnik, E. Thompson, P. Usina, C. Valencia, N. Wheeler

Absent: P. Arnold, J. Diamond, S. Diaz, A. Hsieh, T. Johnson,

Guests: K. Furukawa, S. Conrad, L. Collier, G. Bertone, A. Spall

CALL TO ORDER: The meeting was called to order at 3:15 p.m. by President Robin Fautley

OPEN FORUM:

A. Romagnoli and the LGBTQ President's Advisory Committee appealed to the Senate to support the committee's efforts to include the LGBTQ population in the District's equity plan. According to the SRJC student survey, just under 10% of SRJC students identify as LGBTQ yet this population is often marginalized and has been overlooked in the state equity plan.

A. Forrester encouraged the Senators to attend the Transportation Innovation Forum on Wednesday, September 23 from 12:00-2:00 p.m. in the Student Activities Center. This is an opportunity to meet with local experts to discuss transportation options and accessibility and how they relate to social, environmental, and economic sustainability.

MINUTES: September 2, 2015

Motion: F. Pugh moved to approve the minutes, the motion was seconded and approved unanimously.

REPORTS:

1. President's Report – R. Fautley – The full President's Report was made available to the Senators.
   a. Faculty Staffing met with DCC and made changes to the Faculty Staffing Process. They presented their procedural and process changes to DCC/IM. The Faculty Staffing documents are now available on the Faculty Staffing Website. Supervising administrator cluster rankings and narratives will also be made available on the website. The link to the page can be found in the full President's Report.
   b. EPCC
      i. Current enrollment is down 2%, while current class scheduling has increased by 2% putting the College 4% behind target. If the College does not meet targeted enrollment goals funding will be reduced by $1M per % and the state will permanently reduce the College's enrollment targets forcing the College to become smaller into the future. The group that has declined the most is full-time students. Online is the only area that has experienced growth. To combat this faculty should consider offering late start classes, online classes and classes that are likely to fill.
      ii. Faculty Absences and Leave Time will be moving to an online system that will be consistent across campuses and departments.
   c. IPC – Every year SRJC has a $6M structural deficit. One time funding has been keeping SRJC at or above the mandated reserve level but that money cannot be counted on. The Budget Book will be posted on the Budget Advisory Committee's website soon.
   d. Academic Senate Retreat – the retreat will be until 3:30, not 3:00 as previously stated. The agenda and directions will be forthcoming. The food will be from Chloe's this year.

2. Employee Demographics – K. Furukawa presented to the Academic Senate the updated SRJC Employee Demographics presentation that was given to the Board. The presentation covered the SRJC workforce as it relates to retirements and resignations during the period of January 2012 to August 2015. Some key points included:

a. Fewer employees retired than were eligible with 24% of classified, 28% of faculty, and 30% of management.
b. The Chancellor's office predicts a teacher shortage with the need for 1,100 new faculty to replace retirees/resignees.
c. The ethnicity of SRJC students continues to change with a decrease in white students and an increase in Hispanic students, similar to what is occurring statewide. The ethnic composition of the SRJC workforce has not kept pace with this change.
d. While male and female distribution has not changed significantly for classified staff and faculty, 60% of management is female.
e. Since Dr. Chong's arrival he has hired 216 new employees with an increase to 41% non-white.
f. 44% of regular faculty now are non-white. This is partially due to the fact that 90% of faculty who retired/resigned were white.
g. Opportunities
   i. New hires bring new vision and ideas.
   ii. Succession planning, mentoring, and professional development – 100 of the new SRJC hires will be in the probationary process at some point in the next 4 years.
   iii. Fellowship/internship programs - providing opportunities for faculty and staff, potential new hires, and students.

ACTION: None

DISCUSSION:

1. Information: Student Information/Business System – S. Conrad gave an update on the technology bond spending. There are three areas of spending which include: infrastructure, which refers to things like connectivity and bandwidth; commercial enterprise software, which refers to the systems that handle SIS, purchase orders, payroll, etc.; and integrated, collaborative technology, which refers to the interaction between software and hardware. $2M was spent this past summer on infrastructure to upgrade the core from a 1GB capacity to 10GB. This is a three year project with the first impact occurring this spring in the form of increased bandwidth in Doyle and Bertolini capable of handling up to 200 students. SRJC is one of the last colleges in the state to have a homegrown system making it difficult to upgrade and integrate. A committee will need to decide whether it is best to upgrade the system or completely replace it with an integrated system. Demos have been completed for Ellucian, Oracle, and Workday, the only 3 vendors that are currently Title 5 California Ed compliant. Approximately 1,000 people responded to the IT survey that went out recently. The results, which should be available at the end of September, will help to determine what will be upgraded. Feedback sessions are expected for spring PDA day. The RFP process is scheduled for spring 2016. A consultant will be hired to help with this process in order to avoid potential lawsuits. The timing is anticipated to be as follows: Aug-Dec, 2015, define needs and scope; Jan-May, 2016, conduct RFP process; FY 2016/17, start initial implementation planning; with implementation being done in phases taking 3 years. The call for the committee will most likely come from J. Saldaña-Talley. The four initiatives which include: common assessment, common state portal, CANVAS, and education planning, are all cloud based systems that are meant to interface and provide a common user experience for students across colleges. The state is not currently providing a student information system. The PowerPoint was provided to the Senators to review in more detail.

2. Student Equity Planning
a. **Resolution** – A. Spall presented a resolution seeking the Senate's endorsement of the SRJC SSSP plan.

Motion: F. Pugh moved to move the resolution to an action item, the motion was seconded and approved, N. Wheeler abstained.

b. **Equity Plan** – L. Collier, Dean of Student Success, Equity, and Retention; G. Bertone, Director of Student Equity; and L. Servais, Faculty Student Equity Coordinator, presented an update to the SRJC Student Equity plan. Student equity is recognizing that all students come to the college from different backgrounds and giving them the additional resources they need to achieve success. SRJC's first student equity plan was approved in November of 2014. Some examples of the implementation of this plan to reduce student achievement gaps include: expansion of the writing center, expansion of the book reserve program, book vouchers, and establishing the Dream Center. The mandated Student Equity Success Indicators as defined by title 5 sections 54220 and 51026 include: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. The mandated target populations include: current or former foster youth; students with disabilities; low-income students; veterans; and students in the following ethnic and racial categories: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, White, some other race, more than one race. Disproportionate impact is measured by the equity index score where a score of 1.0 means proportions of subgroups are equal in outcome and cohort, >1.0 means the subgroup is more prevalent in the outcome group, and <1.0 means the subgroup is less prevalent in the outcome group and therefore an equity gap exists. The four categories that are used to frame SRJC's equity plan are concerted outreach, innovative instructional programs, integrated support, and program coordination and professional learning. The equity plan template for 2015-16 has changed significantly with increased emphasis on target populations, measurable outcomes, and coordination with other programs. Successful proposals must meet the following criteria: be tied to a target population, include measurable outcomes, be highly impactful, have demonstrated success, and be scalable. The full draft of the equity plan will come back to the Senate once it is completed for Senate approval. Questions can be directed to G. Bertone or L. Servais.

3. **Professional Development: Flex Criterion** – L. Sparks and R. Myers, of the Professional Development Committee, are requesting feedback from the Senate on the flex criterion in the following areas: adjunct flex, wording on research and creative work in discipline, wording for performances and exhibits, should learning about benefits and retirement options count as flex, wording related to discipline-related performances or events, and department chair council meetings counting as flex. Items discussed by the Senators included: discipline-specific appropriateness of the other activities; developing criteria that anyone can use to determine what counts as flex; making it clearer that it is the faculty member's responsibility to show how the activity promotes professional development; creating a rubric for the committee to use to make decisions; do health and well-being activities count because they support general well-being or do they need to be discipline specific; does attending unofficial/optional councils, like DCC count for flex or is that considered part of the reassign time or district service.

Motion: J. McDermott-Swanson moved to table this discussion until the next meeting, the motion was seconded and approved unanimously.

4. **3.9 Faculty Obligations to Students** – R. Fautley, E. Thompson. Topics discussed included: issues with scheduling finals for classes that have unusual meeting times, such as math classes; reconciling contract requirements with policy documents and best practices; clarification of wording related to faculty attendance and approval of absences; and clarification of wording related to positive attendance. This topic will be brought back for discussion at the next meeting.

ADJOURNMENT: The meeting was adjourned at 5:00 p.m.