

MINUTES ACADEMIC SENATE

September 2, 2015

3:15 p.m.

Bertolini Room 4638

Present: P. Arnold, L. Aspinall, P. Bell, A. Bogomolny, J. Carlin-Goldberg, J. Diamond, S. Diaz, R. Fautley, A. Forrester, A. Hsieh, T. Jacobson, T. Johnson, 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:

Guests: L. Collier, H. Delgado, L. Beach, R. Thompson, F. Chong, J. Saldaña-Talley, L. Sata, M. Rudolph

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

OPEN FORUM:

T. Mulcaire presented his concerns that the identity of the College is changing from the traditional educational values of the Master Plan to the marketplace economic values of speed, measurable efficiency, and direct employability of the Student Success Era. He feels that the faculty needs to be actively involved in shaping the College's identity to make sure that there is a balance between these competing values and that the complexity of education is accurately represented to the public.

MINUTES: May 6, 2015

Motion: N. Wheeler moved to approve the minutes, the motion was seconded and approved unanimously.

REPORTS:

1. President's Report – R. Fautley

- a. Department Chairs Council and Integrated Management (DCC-IM), 8/18/15 – DCC-IM reviewed the Strategic Enrollment Plan. Ideas were solicited for ways to improve enrollments. Robin provided the senators with a supplemental document that outlined specific strategies which may affect faculty or departments.
- b. Educational Planning Council (EPCC), 8/27/15
 - i. Midterm grades and posting – EPCC discussed implementing required midterm reporting for all courses that was supported by the Academic Senate. Classes that are eight weeks or longer in duration (6 weeks for summer) will require midterms. Robin requested that the portal's roster information list the due date of the midterm.
 - ii. Waitlist Policy (3.14.5P) - Robin requested volunteers for an ad hoc committee from the Senate. The committee will investigate waitlist policies at other colleges. A. Forrester, C. Valencia, and T. Jacobson volunteered.
- c. The Academic Senate Retreat will be held at Pepperwood Preserve on September 25 from 9:30-3:00. The agenda and directions will be sent prior to the meeting. Lunch will be provided. Flex credit is available.
- d. Faculty Staffing reviewed the documents for this year's faculty hiring process. The committee worked on a rubric based on the guiding principles. The documents will be presented at the next DCC-IM meeting and will be made available on the Faculty Staffing Committee website. Twelve new faculty positions are currently approved for hire this fall.
- e. Facilities Master Planning – With Leigh Sata now on board this process will proceed quickly. Work groups should begin forming soon.
- f. The Teaching Fellows Program is beginning its third full year. This Friday will be the first cohort

meeting with students and faculty at Pepperwood Preserve.

- g. Senate Committee Vacancies – help is needed to recruit volunteers for the following committees:
 - i. Arts and Lectures (4)
 - ii. Budget Advisory (2)
 - iii. Institute for Environmental Studies (3)
 - iv. Integrated Environmental Planning (2)
 - v. Elections (3) – Senate only committee. Senators Nora Wheeler, Art Hsieh, and Eric Stadnik volunteered to certify election results.
- h. New and returning Senators were introduced.

2. 2015-2016 Student Support and Success Plan (SSSP) – L. Collier, H. Delgado – The Student Success and Planning Program is a result of the Student Success Act of 2012 (SB 1456). Every district is required to provide the following core services: assessment for placement, orientation, and counseling/advising for education planning. The mandate for credit classes began in spring of 2015. New students who complete these requirements are fully matriculated and will earn registration priority. Additional follow-up services at SRJC include: monitoring academic progress, connecting early with students, referring students to support services, and focusing on at-risk students. SRJC's Credit SSSP program is currently working on the following: implementing the mandates, increasing core service capacities, targeted emails and calls to students, welcome centers on the Santa Rosa and Petaluma campuses, Student Success Workshops for faculty and staff, and connecting early and often through teaching faculty and support staff involvement. Future tasks include: effective communications with students, increasing education planning and placement preparation efforts, increasing teaching faculty involvement for follow-up services, implementing state-wide technology initiatives (EPI/Degree Audit, Common Assessment), and increasing program research and evaluation. The initial SSSP results are as follows: 77% of new students are oriented (same as 2013/2014), 83% of new students are assessed (78% in 2013/2014), 54% of new students participated in counseling and education planning (45% in 2013/2014), 24,600 follow-up service counts, fully matriculated students from spring 2015 persist more into fall 2015. Noncredit SSSP planning will be required for students who enroll in noncredit certificate programs with at least a two-course sequence starting 2015/2016 and will have the same core service requirements as Credit SSSP. SRJC's Noncredit SSSP program is currently working on the following: increasing core service capacity at Southwest Center (SWC) and other sites, adapting service delivery models to meet noncredit student needs, improving infrastructure like internet capacity, improving services like vending machines, and expanding SWC facilities. Feedback is appreciated and questions can be directed to Li Collier (Credit) or Hector Delgado (Noncredit).

3. Professional Development: Flex – L. Sparks, R. Myers – Currently this committee is working from and making decisions based on a draft document. They request that the Senate work toward finalizing the Flex Criteria document so that the committee can make decisions that represent the needs and wants of the Senate.

ACTION: None

DISCUSSION:

1. Information: Distance Education Changes – L. Beach, R. Thompson – Lisa is the new director of Distance Education, she confirmed that the contract to upgrade to CANVAS has been signed. CATE and Moodle need to be phased out in the next 18 months. Faculty homepages currently on CATE will need to be moved to Drupal. Faculty information from CATE will be imported to the Drupal website automatically and faculty will be able edit the imported information. The prototype can be viewed at <http://santarosa.edu/stafftest>. The goal is to be done in time for summer classes. Instructure will be helping to move Moodle course content to Canvas, and Bill Stone, who is retiring in December, will be working to find ways to move CATE course content to Canvas before he leaves. IT is currently working to connect CANVAS with SIS. Storage limits were not specified

but no schools have run out of space yet and more storage can be purchased in the event that it does. More information, including a blog, can be found on the new Distance Education website at <http://de.santarosa.edu>. Full training is expected to be held in the fall, but anyone interested in being an early adopter can email Lisa.

2. 3.9 Faculty Obligations to Students – R. Fautley, E. Thompson – This policy has been under review for several years. Because of its implications on students as well as on workload it is important for the Senate’s revisions of the Policy to align with the AFA contract. This most recent draft has attempted to do this by listing related policies and articles for clarification and by integrating the contract without duplicating it and respecting both bodies’ rights to provide input as is appropriate to their purview. Some of the recommended language for alignment were of concern to Senators. The following issues were discussed by the Senate: syllabus expectations are not clearly stated; faculty need more guidance on issues like academic integrity; the need for a best practices document for new faculty; confusion at having the same information coming from two different sources; how the Senate can still have a voice when negotiation is involved; liability being placed on the faculty member and not the District for things like accommodations. This issue will be brought back for further discussion. Proposed changes can be directed to Robin.
3. Launching the 2030 Plan – F. Chong – Dr. Chong welcomed everyone back and thanked the Senators for their leadership. The development of the Facilities Master Plan will shape what the College will look like in the next 15+ years. This should be a transparent, participatory plan that should be directed by the Strategic Plan as well as by faculty contributions. The money attached to this plan comes with some restrictions so it is important that faculty think ahead to what, when, and how they are going to teach and that action is taken quickly to maintain buying power. Dr. Chong introduced L. Sata and thanked J. Saldaña-Talley and R. Fautley for their efforts.
4. 2030 Facilities Master Planning – J. Saldaña-Talley, L. Sata – The 2030 Plan Steering Committee was formed over the summer by J. Saldaña-Talley. R. Fautley and Dr. Chong are overseeing the process. Members of the committee include: E. Thompson (Co-chair), J. Thompson, K. Frindell, D. Albers, T. Mulcaire, J. Pinault, H. Izard, C. Matthies, S. Conrad, K. Greaney, T. Ichsan, J. Miller, K. Abrahamson, A. Virtue, M. Lee, and R. Ethington. More representatives will be added as the plan unfolds. The four parts of Facilities Master Planning include: comprehensive facilities condition assessment, with the desired outcome of: determining which buildings are beyond their useful life, and identifying areas that require infrastructure repair or replacement; current space utilization and demographic trends, with the desired outcome of: identifying service areas and/or programs that require facilities upgrades; Facilities Master Plan (architecture and landscape), with the desired outcome of: a comprehensive vision mapped to a priority list of projects; and District standards, with the desired outcome of: an approved document that can be shared with the design community. Special attention will be paid to: addressing ADA concerns; prioritization and maintaining buying power; environmental impacts; current campus structure; and environmental, social, and economic sustainability. The process and timing will include: the facilities planning process, the approvals process, and the project development process. The facilities planning process will consist of: RFP’s to the facilities planning community (architects and educational planners), alignment with the external and internal community, and principles of design. The approvals process will consist of vetting and approval of the Facilities Education and Master Plan, the standards, and the Spending and Implementation Plan. The project development process will consist of: identifying faculty “champions” for each project, hiring architects and engineers, and approval of the Project Delivery Methodology. Opportunities for participation and collaboration include potential sub-committees in the following areas: information technology, sustainability, ADA, FFE (fixtures, fittings, and equipment), architectural standards, signage and graphics, and maintenance and operations standards. Committees will work with designers and planners in a collaborative workshop format. Concerns voiced by the Senate included: involving the end users of the buildings, curriculum driving classroom size, and prioritizing the promises made to the voters.

ADJOURNMENT: The meeting was adjourned at 5:01 p.m.