



ACADEMIC SENATE

The primary voice of the faculty in academic and professional matters at Santa Rosa Junior College.

MEETING MINUTES

DATE: October 21, 2020

TIME: 3:15 p.m.

LOCATION: Zoom only

PRESENT

M. Aparicio, L. Aspinall, P. Bell, M. Bojanowski, J. Bush, J. Carlin-Goldberg, C. Crawford, A. Donegan, J. Fassler, T. Jacobson, J. Kosten, D. Lemmer, S. Martin, L. Nahas, M. Ohkubo, A. Oliver, R. Romagnoli, S. Rosen, G. Sellu, J. Stover, J. Thompson, K. Valenzuela, K. Wegman, S. Whyly, S. Winston

ABSENT

N. Frantz (proxy K. Wegman)

GUESTS

F. Chong, E. Dale, A. Foster, T. Johnson, S. Lesson, L. Rand

CALL TO ORDER

The meeting was called to order at 3:15 p.m. by President J. Thompson.

OPEN FORUM

1. E. Dale's public comment described a vision for the future of SRJC with the positive influence of Guided Pathways (GP) as an agent of transformation; GP creating an atmosphere for a "community of scholars," streamlining existing student services, making academic supports easy to access; students prepared with a "backpack" of information, including tailored academic maps and easily identified links to the SRJC website; and no students, regardless of background, left to fend for themselves. GP as implemented in this way and in an effort that is faculty driven and faculty devised, would support students in exploring new interests and passions while taking a general education courses and would provide the necessary tools for an "adventurous" and "organic" student journey.
2. S. Winston stated that 44 percent (15,842) of SRJC students completed their 2018-19 school year with no successful credit hours. S. Winston noted that their goal was to put this conversation in the framework of SRJC's students, who are hardworking, smart and driven, are survivors of loss and violence, and trust the faculty to guide them while they reach for their goals. S. Winston noted that Guided Pathways offers to break down campus silos for the benefit of all students and that the recommendations of the Mapping and Scheduling Workgroup revolve around the ideas of clarity, access, and availability; that programs and courses should be organized so that they are easy to locate and navigable, college wide; that students can't make the best choices for their journey if they don't know what their options are; and that Bakersfield College and Pasadena City College are at the forefront of GP work, have higher student success and completion numbers, and that Bakersfield College has only 28 percent of students completing no earned credit hours in the 2018-19 school year.

3. S. Lesson, faculty member in Philosophy, stated that her experience with the Guided Pathways workgroup provided the opportunity to think deeply about the experience that SRJC students could have here if SRJC were to take a more intentional approach to welcoming them into the community; described seeing students' faces light up as they talk about how a first-year interdisciplinary seminar or how a College-wide "shared read" awakened their intellectual imagination and gave them a sense of belonging; and noted that what happens in the first year of college can significantly impact a student's success. S. Lesson stressed that the work of each of community member is tied to every other member's work and that the GP program is designed to support students and offers a rare chance to cross institutional divides.

MINUTES

October 7, 2020, minutes were unanimously adopted as written by roll call vote.

ADJUSTMENTS TO THE AGENDA

A. Donegan requested a break at an opportune time.

REPORTS

1. President's Report – J. Thompson shared that Vice President Donegan has been working with ASCCC to schedule training on the 10 + 1 and diversity work and that presenters will be LaTonya Parker and Stephanie Curry, and asked Senators to save the date, which is Friday, November 13, from 12 to 2 p.m. J. Thompson also reported that she and Vice President A. Donegan had spoken with the chairs of ESL, English, and Math about their providing AB705-related professional development support to faculty colleagues in other departments; there are SEA funds available for the AB705 professional development; that the Hispanic Serving Institution grant will provide additional funding for communities of practice in support of HSI priorities. J. Thompson announced that R. Holcomb, Dean of Language Arts and Academic Foundations, will attend an upcoming Senate meeting to speak about the HSI grant, entitled the *Lanzamiento* Initiative, a word meaning "to launch" or "propel"; the HSI grant is a \$2.8 million Title V grant that will run through September 2024. The cumulative funding for communities of practice from SEA and HSI will be almost \$200,000.

The Black Studies and Ethnic Studies Task force has initiated its work; Task Force members held their first meeting last week.

In response to suggestions from Senators, the agenda and meeting materials format has changed to make accessing meeting materials as seamless as possible.

J. Thompson expressed thanks to Guided Pathways Workgroup for their hard work.

2. Parliamentarian's Report – G. Sellu stated that Senate meetings are governed by Robert's Rules and the Brown Act and that meeting agendas typically include reports, action items, consent agenda items, and discussion items. Regarding action items, Senators and the Senate Executive Committee develop a frame for the motion, which is then voted upon by Senators. The current meeting agenda includes no action items, and the only motion that the Senate would be able to make today is to move a discussion item to action at a future meeting, which would take place after an exhaustive discussion about Guided Pathways recommendations. Discussion items provide an opportunity for sharing information or consulting with the Senate body, to help Senators frame a motion for a future action

agenda. It is important for all to receive enough information and understand the issues before framing the motions.

Today's agenda provides Senators with approximately 80 minutes to discuss recommendations from the Guided Pathways workgroups. G. Sellu asked that Senators use this time to ask questions and get clarification from colleagues, who did a phenomenal job in putting together the recommendations; for discussion of items which require more time, the President will entertain a motion to extend time for discussion. G. Sellu asked that all comments be directed to the president during the meeting.

CONSENT

None.

ACTION

None.

DISCUSSION

1. Guided Pathways Workgroup Recommendations

J. Thompson described the process of discussing Guided Pathways, stating that members of the Senate Executive Committee would each take responsibility for sharing the various recommendations from the Guided Pathways workgroups.

A. Donegan introduced the Website Redesign work, shared a summary itemizing the workgroup's recommendations, and asked the Senate to ask clarifying questions and consider the recommendations they want to pursue. A. Donegan noted that the Website Redesign workgroup recommendations include two phases: one, making the website more student friendly; and two, making the SRJC website more user friendly for all. J. Stover asked for the Guided Pathways Recommendation documents to be shared.

Senator comments and questions included mention of a KAD program that is devoted to promoting and supporting student athletes' success and which includes orientation, progress reports, and discussions of first-year requirements, and which have made a difference for students; whether Senators need to be concerned with the budget; appreciate for the value of the Website Redesign workgroup's phase-one recommendation, which is focusing on the student section of the website; questions about the second phase of website redesign, when GP is rolled out to various sites, how departments will be encouraged to shift to a new template, and how much autonomy departments will have to edit their own sites; whether the Senate will partner with Student Services to update the website; the point that Academic Affairs also has an important role in the SRJC website.

There was a request that the integration and collaboration of Academic Affairs be mentioned in the recommendations; that enough money be set aside to ensure that all are compensated; and that IT staff may potentially take up a large percentage of the budget, leaving insufficient funding for other faculty or programs.

Senators expressed a desire to revisit the Budget question as it had not been completely answered and asked whether Mapping and Scheduling and Website Redesign were able to work together, as their work overlaps in many ways; the observation that the current website is a "bit of a data dump" and doesn't support student learning; that SRJC is woefully understaffed, with only two people running the SRJC website, which is an

operational issue; that, while the College is remote, SRJC's main "campus" is the website. It was also noted that the Website Redesign budget estimate may be low and that the Mapping and Scheduling workgroup did not include a budget because departments and programs are already required to do a lot of this work; that Mapping and Scheduling was meant to provide a lens for design and implementation; that some scheduling issues can also be resolved through the implementation of different software systems; and that although the GP workgroups have spent a lot of time in discussion with each other, the structure and timeline did not allow for collaboration. Further comments included the points that a streamlined web presence is more important than ever and should be one of SRJC's highest priorities; a redesigned website should be sustainable and allow adaptation as student needs evolve; collaboration between groups and departments is key.

It was noted that the District has long been discussing SRJC's Student Information System (SIS); Senators wondered whether there is a plan to make SIS manageable as it was already overwhelming before COVID hit; a collaborative system where various departments communicate with one another would create a more streamlined system; GP workgroup members encouraged Senators to exert pressure for the political will as transitioning from a home grown system is a major undertaking; that SRJC is one of the few colleges that still rely on a homegrown system; shifting from our current SIS will impact a lot of people's work lives, which is one of the reasons why it has been put aside, although the money is still there; a reminder that the College website had been recently redesigned and lacks uniformity; the point that students need help primarily in choosing their classes and determining their class schedules and that therefore mapping and scheduling is important; and that Bakersfield College provides a template for the classes that students should take and the order in which should take them to meet their goals.

Further comments addressed the importance of being aware of the GP budget; the desire for administrative support for funding for GP projects; the point that the website is a larger issue than Guided Pathways and that it is an operational issue; and that the discussion of budget should be aligned with the discussion of goals and values.

Senator comments included the importance of prioritizing the GP recommendations; a reminder that if the general fund is allocated to GP work that will bear on contractual provisions that cap the amount of money that can go to faculty salaries; and the point that recruiting a diverse faculty is harder without competitive salaries.

Dr. Chong stated that he wants to support Guided Pathways and that SRJC has at least \$750,000 to spend on it; that a few years ago a workgroup comprised of faculty, staff, and other SRJC professionals assessed SIS, reviewed other options, and recommended that SRJC postpone transitioning to a new information system until there is an available product that meets the needs of the College, as this would require a \$20-plus million investment.

GP workgroup members reiterated that the only additional staff person recommended hiring is another IT person, that this is an operational issue, and that it is unacceptable to have only two people operating a college-wide website, especially at this time.

G. Sellu introduced the Mapping and Scheduling workgroup recommendations by first thanking workgroup members for their "phenomenal" work. G. Sellu framed the discussion by noting the workgroup's two main recommendations—clear, accessible program mapping that aligns with course sequences; and dynamic scheduling changes that support students and the College—and also the need to improve students' awareness of educational

opportunities, establish College-wide mapping, and provide scheduling informed by data.

Senators asked whether it is not already the case that departments schedule in accordance with the recommendations made by the Scheduling and Mapping workgroup. Senators further commented that department chairs have the contractual right and responsibility to create the department's schedule of classes; that scheduling eight months in advance doesn't enable the faculty to quickly respond to demands that arise during the year; that in some departments faculty members are leaving more quickly than replacements can be hired; and that classes with low enrollment are being cut, but these are often evening classes that work well for working students. Senator questions included whether these recommendations should be directed at departments or the District. Rethinking yearlong scheduling would allow faculty to meet the demands of students at the time.

Workgroup members noted the vast number of compounding variables involved with scheduling and mapping; the workgroups thought about how these variables could be actively linked to the College schedule, SIS, and the changing inflow and outflow of faculty members so that data is being updated. The workgroup recommendations were all intended to support faculty curriculum and teaching using universal design principles to make the information accessible, readable, and understandable and to help students make informed decisions; students' sense of feeling supported at SRJC has declined because they have not not able to get into classes that they needed or wanted.

Further Senator comments included a warning about the notion of finishing faster, which in some ways may degrade equity and which sometimes leads to students taking classes that offer them more graduation points rather than exploring until they find a class they are passionate about. Senators expressed appreciation for the examples of other colleges which have streamlined their course offerings; noted that an insufficient number of sections of courses like anatomy, physiology, and microbiology is offered, the system has become very competitive, and some students are leaving SRJC so that they can take the courses they need; these roadblocks can discourage students, especially when they are attempting to get into an advanced program.

Senators stressed the importance of deciding whether budget will be considered alongside GP recommendations. Other comments included the need to put the work first and then ask the District to fund that work. A workgroup member noted that, regarding scheduling, the workgroup decided not to identify a particular software so that those working with the systems are free to make the choice; and GP workgroup members agree that students should pursue courses that interest them and that departments should collaborate to support students' goals and interests.

INFORMATION

None

ADJOURNMENT

5:05 p.m.