



# ACADEMIC SENATE

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

## MEETING MINUTES

DATE: November 4, 2020

TIME: 3:15 p.m.

LOCATION: Zoom only

ZOOM ID: 739 337 730

### PRESENT

M. Aparicio, L. Aspinall, P. Bell, M. Bojanowski, J. Bush, J. Carlin-Goldberg, C. Crawford, A. Donegan, J. Fassler, N. Frantz, 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

G. Sellu (proxy M. Ohkubo)

### GUESTS

B. Flyswithawks, R. Holcomb, J. Russell

### CALL TO ORDER

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

### OPEN FORUM

1. R. Romagnoli expressed discouragement that the Senate had not yet taken action on Guided Pathways; stated that she had attended the statewide webinar about Transforming Campus and Classroom Climate; reported being inspired by the innovation and collaboration at other community colleges using Guided Pathways to focus on equity and social justice while centering black lives and black leadership; noted that these colleges had “started at scale,” which allowed them to immediately impact the lives of 2000 black students and which took only one month to get off the ground; reported that Long Beach City College (LBCC) pays faculty members \$1,000 to review their own course data and course design with an equity lens and that more than 120 faculty members had opted into the LBCC program's first cohort; stated that these colleges are leveraging the same funding that SRJC has at its disposal; and asked why not SRJC?
2. B. Flyswithawks expressed thanks to President Thompson and the Executive Committee for their academic stewardship of Guided Pathways and for dedicating eighty minutes to the discussion; thanked the Guided Pathways workgroups for their work over the past two years; and reported attending the Guided Pathways Town Hall on October 29th and receiving further clarity on each recommendation as well as the depth behind the decision-making for each recommendation; stated that SRJC's students would greatly benefit from the implementation of all the recommendations; and urged the Senate to move the Guided Pathways recommendations to an Action item at the next meeting so as to move forward with implementation. [Read full statement here.](#)

### MINUTES

October 21, 2020, minutes were unanimously adopted by roll call vote.

### ADJUSTMENTS TO THE AGENDA

Approval of Ballot for Constitutional Amendment was moved to action.

### REPORTS

1. President's Report – J. Thompson reported that seven senators were registered to attend the virtual Academic Senate for California Community Colleges (ASCCC) Plenary this week, Thursday through Saturday; that Plenary materials are posted on the ASCCC website; and that due to the conflict with Plenary, the Senate Executive Committee would reschedule its meeting from November 5 to November 12, from 1 to 3.

J. Thompson announced that the work for the remaining three meetings this semester includes finishing discussion of the Guided Pathways (GP) workgroup recommendations and moving this item to action; considering the Sustainability Committee's request for Senate support of their letter regarding CalSTRS divestment from fossil fuel industries; recommencing discussion of the Faculty Hiring policy and procedure; consideration of a Board policy on Credit for Prior Learning (CPL); details regarding expansion of the Senate Executive Committee; elections for officer positions; and a reminder about the ASCCC training scheduled for Friday, November 13. Support documents for the letter to CalSTRS, faculty hiring, and CPL are posted on the Senator Resources webpage. [See full President's Report.](#)

2. Parliamentarian's Report – Due to G. Sellu's absence, there was no Parliamentarian's report.
3. Hispanic-Serving Institution – R. Holcomb reported that SRJC first received the Hispanic-Serving Institution (HSI) designation in 2014; that this designation is conferred by the US Department of Education and requires that at least 25 percent of credit student enrollment be identified as Latinx; and that SRJC's present statistic is approximately 35 percent. SRJC's first Title V HSI grant, secured in 2014, has expired; the current grant, called *Lanzamiento* (a Spanish word that means to *launch* or *to propel*), is a five-year, \$2.8 million award; requires no matching funds; and runs from October 1, 2020, through September of 2025. The conceptual framework includes increasing access for the "target population," improving success, and promoting completion; the grant also provides faculty professional development opportunities through communities of practice.

*Lanzamiento* includes four strategies: 1) dual enrollment, "welcome and connect" center, financial aid and mental health services; 2) HIS–designated course sections committed to, among other qualities, culturally relevant practices and decolonizing the curriculum; 3) embedded learning support throughout; and 4) a comprehensive transfer-and-completion initiative. [See PowerPoint presentation.](#)

4. Accreditation Report – J. Russell, Faculty Co-Lead for Accreditation, reported that SRJC's accreditation process began this semester and culminates in Spring 2022 with a site visit from the Accrediting Commission for Community and Junior Colleges (ACCJC); that the College is currently putting together the nine Standards teams; that approximately 100 people are participating; and that the Standards teams will soon be gathering research necessary for completing the Institutional Self-Evaluation Report, or ISER. The ISER will primarily be drafted in Spring 2021, sent to the college community for review, and then presented to ACCJC prior to the site visit in Spring 2022.

J. Russell reported that the Standards include sixteen questions; that the teams are complete in every area, with the exceptions of the need for a faculty co-chair for Standard II.A, Student Learning Programs and Support Services, Instructional Programs, and the need for two more faculty members for Standard I, Mission, Academic Quality and Institutional Effectiveness, and Integrity. She invited interested individuals to contact her and thanked everyone who has taken on these leadership roles. [See PowerPoint presentation.](#)

## ACTION

1. Approval of Ballot for Constitutional Amendment

This item was moved from the Consent agenda to the Action agenda. J. Thompson thanked J. Stover, J. Carlin-Goldberg, and L. Nahas, who are serving on the Elections Committee; and noted that J. Stover is serving on the Committee for this academic year but that J. Carlin-Goldberg and L. Nahas have agreed to a temporary appointment for the purposes of conducting the balloting for this

Constitutional amendment.

Senator questions and comments regarded the bold print headline, which read Approval of Ballot for Constitutional Amendment, and whether that language if approved would appear on the ballot; whether the Senate would have further discussion the ballot's appearance and delivery; whether this was the last conversation about this item before the voting commences; and whether this process had been set up to function smoothly to avoid previous irregularities. Members of the Senate Executive Committee stated that, with the exception of the title, the language provided in the support document would appear on the ballot; that the title on the support document was solely for the purpose of identifying the document as relevant to this Consent item; and that when opening the ballot, voters would see would see the language "The Academic Senate proposes..." with the option to approve or not approve.

T. Jacobson made a motion to approve the ballot, and the motion carried by unanimous roll-call vote.

J. Thompson expressed appreciation for the hard work of the Elections Committee.

## CONSENT

### 1. Exchange Bank Signatories

J. Thompson reported that a senator had made her aware of an issue with this consent item, namely that the resolution addresses adding herself and A. Hopkins as signatories but does not remove E. Thompson and J. Melvin from the account. It was suggested that the Senate approve the resolution as provided and subsequently agendaize a second resolution to remove the other two people.

D. Lemmer moved to approve the remaining consent item regarding signatories to the Senate account as written, and the motion carried by unanimous roll-call vote.

An additional resolution for removing previous signatories will be brought to an upcoming meeting.

### 2. Approval of Ballot for Constitutional Amendment

Moved to Action

## DISCUSSION

### 1. Guided Pathways Workgroup Recommendations

Discussion of Guided Pathways (GP) resumed where the October 21 conversation had suspended, with a focus on the Mapping and Scheduling recommendations. Senator comments included support for the importance of clear scheduling, enabling students to more easily find their classes for programs and majors; scheduling consistency across the District; and concern about the mention of financial aid during the HSI report.

Senator comments included the following needs: standard language in scheduling; a statement of SRJC's educational values of learning; including student exploration on all scheduling web sites and/or tools; and encouraging bold academic ambitions. Senators also noted that departments should be encouraged to schedule late-afternoon classes as facilities are available at this time and this would support dual enrollment; the desire to help students learn; the concern about canceling classes with fewer than 22 students; the need to offer part-time students more services, especially in the evening; the point that scheduling is also an administrative duty; interest in information-sharing programs to help students save money on textbooks; Counselors' desire to see students explore their educations in creative ways while pursuing their goals; concerns regarding substituting classes to prioritize completion when students' preferred classes are not available and a preference that instead of redirecting students the District will ensure that the students' desired classes are available; the concern that many initiatives push students to finish faster rather than

explore interests, which can have deleterious effects on learning and may limit possibilities; the statement that this is not a binary issue and that the College can support exploration while also recognizing that many students' life circumstances require that they complete a program; and the statement that the GP workgroups envision a "dynamic," student-centered path to learning that would address Senators' concerns about completion at the expense of learning.

Some senators expressed agreement that policy agendas such as faster completion could put pressure on programs and prioritize funding for those goals, and concern about operating within a context of the State's intention to decrease the number of units to completion while imposing a performance-based funding formula that emphasizes efficiency and speed. GP workgroup members stated that they recognized this State agenda and had had many conversations about efficient paths to graduation, freedom to explore interests, and academic integrity.

J. Thompson introduced the recommendations from the Academic Supports workgroup, namely that the first recommendation identifies a number of existing academic supports but emphasizes several needs: clearly communicating to students what those resources are, inviting students to use these resources, listing the resources in such a way that the current "scattered" approach is integrated so that students can easily find what's available and what they need. The "backpack" of student resources further supports the goal of ensuring that students are provided with the information and materials they need, and that the College's responses to students are holistic and integrated.

Further discussion addressed the PALS program; the comment that PALS are not correlated with a strong student success rate; a suggestion that all tutoring resources be placed in one online location; the statement from a GP workgroup that PALS are successful in some areas and need improvement—for example, it was stated that the program needs a consistent approach to training both the PALS and the faculty members so that this program is implemented in a consistent manner. Senators asked for a clear point of connection for listing these services and asked whether it would be possible to educate students on how AB705 affects availability of classes. Regarding the Academic Supports workgroup recommendation of an internship program for university students, senators expressed concern that interns would not be a viable option due to too few four-year universities in the area, legal issues, and a lack of available funding for paying the interns.

Further concerns addressed waste of materials in a "physical backpack" program and the opinion that students may find the "backpack" idea juvenile; the response that the backpack recommendation is a concerted effort to make sure that students have what they need; the statement that SRJC should monitor students to ensure that their needs are being met; and the opinion that this recommendation might work better as a virtual resource and perhaps as an app.

A. Donegan introduced the final workgroup document from the Introduction to College workgroup, comprising the ideas of consolidating first-year resources into one location or office webpage and creating a First Year Experience Committee that would oversee the rollout of these programs, as well as an interdisciplinary first-year seminar or course focusing on academic discovery, college skills, and community engagement to support incoming students and facilitate academic engagement. Discussion included the question of whether this course would be required; the concern that this recommendation addressed only high school students, which comprise a small segment of SRJC's student population. A workgroup lead clarified that its recommendation is a call for a committee to conduct further inquiry into the development of a first-year seminar that would align with students' needs; that "first-year student" is a broad term meant to include students who are new to SRJC, returning students, and others, to offer them a bedrock of college skills. A workgroup member and Senator further assured the Senate that the workgroup had thoroughly discussed various types of students and student needs. A senator also expressed a general concern about the need to address the wording of recommendations before the Senate votes.

J. Thompson explained that there would be time to further discuss these recommendations, to make sure that future work aligns with the Senate's decisions, and senators noted that the Senate would have opportunities to provide feedback to workgroups to ensure that future work being done reflects the Senate's decisions and values.

The Senate also articulated the need to decide what it wants the actual motion to look like before voting and that there will be an opportunity to determine language of the motion before a vote is called. J. Thompson also noted that the aspects of the "collective" recommendation that fall within the Senate's purview will be taken up at a future meeting, that some specifics in the "collective" recommendation are outside of the 10 + 1, and that some are outside of the scope of the workgroups' charge.

L. Aspinall made a motion to move the Guided Pathways recommendations to the action agenda for the next meeting.

The motion carried by unanimous roll-call vote.

## **INFORMATION**

None

## **ADJOURNMENT**

5:00 p.m.