

AS President Report to Academic Senate
May 1, 2024
N. Persons

May 15 Academic Senate Meeting – Location Request:

Senators, *please try to be in Santa Rosa for our final Academic Senate (AS) meeting* of the 2023-2024 academic year. I would like us to start a new tradition by having a photo taken of the Academic Senate at the conclusion of every academic year. A photographer from our own PR department will be on the Santa Rosa campus to take a group photo of our Senate on May 15th, at 4:00 p.m., when we take our break. I hope everyone can be present on the Santa Rosa campus for this meeting and photo opportunity.

Get Involved at the State Level:

I highly recommend all SRJC Faculty apply to serve on statewide senate committees of the Academic Senate for California Community Colleges (ASCCC). Both associate and contract faculty are welcome to serve. You can put your name in by [going to this page](#). At the very bottom of the form there is a text box where you can add in any information regarding your experience and expertise that might be useful for the ASCCC Executive Council to be aware of. I have served on the ASCCC Curriculum Committee in the past and am currently serving on the Standards & Practices Committee. Both experiences have expanded my awareness and understanding of issues facing our students and also offered ways to affect change in our system. The ASCCC makes recommendations directly to the legislature, to the Board of Governors of our system, and serves as a resource to all local academic senates. In addition, ASCCC Committee members are often presenters at ASCCC events including Plenaries (I, Jessica Bush and Jessy Paisley were all presenters this spring!) and Institutes, which is a great way to develop professionally, get your name and face out there, and learn a great deal. ASCCC Committees can count toward your Flex obligation and Professional Growth Increment (PGI) efforts. In addition, presenters are charged a much lower fee to attend events at which they are presenting, which lowers the cost to you, to the District, and has the potential to make it possible for additional faculty to participate in these events due to the cost savings. Please consider statewide service.

Senator Elections:

I'd like to extend congratulations and appreciation to the senators who ran for (re-)election to the Academic Senate for the 2024-2026 term: Among contract faculty the following were (re-)elected: Dr. Monica Ohkubo, Greg Morre, Laura Aspinall, Nick Perrone, Dr. Nikki Slovak (1-year term to fulfill remainder of President-elect Stover's term), Dr. Smita Avasthi, Dr. Mark Anderman, and Guillermo Garcia. Four associate faculty were also elected. The announcement has not gone out at this time regarding these individuals as we were waiting for the results of the Constitutional Amendment vote to know how many associate faculty could be appointed. These names will be announced before or at our meeting May 1st.

There are 4 contract faculty vacant seats remaining for the 2024-2026 term, and an at-large election to fill these 4 seats is currently in progress. Please look for recent email from the

Academic Senate office's address with a nomination form. Nominations take place for 2 weeks per our Bylaws and are due by 12:00 p.m. on Friday, May 10th. The election will then run for one full week.

Need to Stagger Academic Senate Executive Committee (ASEC) Terms:

The pilot project to expand the size of the ASEC and subsequent approval of the addition of 3 officer positions on ASEC (At-large, Equity, and Associate) has resulted in an election schedule where all officers' terms (aside from the President) expire in the same semester, Spring 2025. The purpose of bringing this to senators' attention now is to prompt you to think about how to resolve this issue in the 2024-25 academic year, prior to the timing of elections, which take place for all ASEC members except the President-elect at the last meeting of the Senate in Spring 2025.

Waitlist Workgroup:

This workgroup is almost done with its work. A draft proposal of recommendations for Waitlists in the Banner ecosystem and new Frequently Asked Questions draft will come to the Academic Senate at its last meeting of this academic year. The proposal and recommendations of the work group will need to carry over into next year, and there is time for this discussion prior to the full implementation of our new student information system.

Constitutional Amendment:

A vote was issued to the full electorate recently regarding proposed updates to bring the Academic Senate's Constitution into alignment with our Bylaws. Once the vote on these proposed changes has been certified it will be announced to the college community, and changes will be incorporated and posted on the Academic Senate's webpage. These changes had to do primarily with our vote to amend the Bylaws to have 6 associate faculty seats, an increase of 2 from the former total of 4.

Faculty Hiring Procedure (4.3.2P) Update:

Last year in the fall the AS completed its revision of procedure 4.3.2P, a multi-year effort. This procedure was delivered to Superintendent/President Dr. Garcia, who has been working with College Council to update many policies and procedures as we convert from our own policy manual to use of Community College League of California (CCLC) templates. As part of the process, new and updated policies eventually are submitted to the Board of Trustees for approval, whereas *procedures* are brought to the Superintendent/President. Dr. Garcia recently informed me that several hiring procedures are now being reviewed for updating. She has reviewed our proposed revised procedure, and would like to work on the various hiring procedures within the same time frame. She is aware of appropriate process and will bring the procedure back at a later date for our consideration in addition to review at College Council.

Spring Plenary of the Academic Senate for California Community Colleges (ASCCC):

Two weeks ago, SRJC was privileged to send 13 members of the SRJC faculty to the ASCCC Spring Plenary. Most were able to stay through (or listen to) the debating of resolutions on

Saturday. Some of those attending wrote up informative overviews of their experience or of the breakout sessions they attended. It was inspiring to see so many SRJC people there and to be asked how we were able to send so many faculty to this important event, rather than me asking others. I want to thank the Superintendent/President's office for their support of our ASCCC Coaching Program and this related effort to send faculty to ASCCC Plenary. Thanks go also to Karolina Nazario and Kate Jolley, and to staff in Purchasing for helping confused faculty with their travel forms. These 13 faculty, myself included, were able to build community with each other, make connections with other California Community College leaders, and we even squeezed in an impromptu session with our ASCCC Coach during a lunch session. Many faculty who went commented on the value of hearing the resolution debates and that the overall experience greatly deepened their understanding of the role of Academic Senates in California Community Colleges. Individual reports are found at the end of this AS President's report, and I highly encourage you to read through them. Please contact me if interested in any of the Plenary presentations.

The Adopted Plenary Resolutions can be found on the [ASCCC Resolutions Process page](#). The full Spring 2024 Plenary Session Program can be found [on this page](#).

Planning and Budget Council:

There were several updates on the PBC agenda when the Council met on April 22nd. These included updates on the Guided Pathways workgroup and workplan, an AB928 update from Student Services, the Enrollment Management Workgroup, a general Planning update, and report on the "P2 FTES." The Conversation topic was about the nature of PBC conversations, and allowed for PBC members to discuss frustrations and concerns about Chancellor's Office actions as they relate to our local values sense of educational mission. In addition, Dr. Smotherman, director of the Office of Institutional Effectiveness and Research (OIER) presented [this information](#) regarding leading and lagging indicators for institutional outcomes. All materials, including agendas and approved minutes from PBC meetings, are regularly posted to the [Planning and Budget Council SRJC webpage](#).

Program Review (3.6) Committee:

The Program Review, Evaluation, Revitalization and Discontinuance Committee (a/k/a the 3.6 Committee, referring to Board Procedure 3.6) has finished reviewing all programs and certificates submitted for review this year. This includes a large backlog of primarily Career Education (CE) programs. The committee is now interviewing select department chairs and deans to learn more about plans to improve results in programs and certificates. Generally speaking, most programs suffered from poor or erratic enrollment during the pandemic period. Other programs and certificates show more significant declines or other issues. The committee meets with chairs and deans to learn more about factors affecting program performance and to discuss potential ways to address concerns. The committee will meet up through the last week of the semester to complete all interviews and send its recommendations to the VP of Academic Affairs.

Academic Senate 10+1 “rely primarily upon”:

Last spring the AS also voted to recommend that two additional “10+1” areas be ones in which the District and Board rely primarily upon the recommendation of the AS. These are areas 4 (Educational Program Development) and 8 (Policies for faculty professional development activities.” I recently consulted with Dr. Garcia regarding how to proceed with these recommendations. The thought is to include all areas of the 10+1 in a compendium of such information as part of the Shared Governance Manual a subgroup of the College Council is currently working on. The draft of this Manual will be brought to the Academic Senate as a draft for our consideration.

Spring Plenary of the Academic Senate for California Community Colleges (ASCCC) Individual Reports:

Universal Design for Learning Breakout Session

Presenters:

- Dr. Candice Nance- Business faculty at Canada College
- Janet Lambert-DE Coordinator at Cerritos College
- Iolani Sodhy-Gereben- Anthropology faculty, College of Alameda
- Manuel Velez- ASCCC Vice President

What is UDL:

- Framework for instructional design, based on architectural design movement in the 1970’s
- Flexibility and accommodates diverse learners
- Encourages proactive design to minimize need for accommodation. Benefits diverse learners, multi-language learners, etc
- Multiple options to engage, communicate, assess learning:
 - Representation
 - Engagement
 - Action and expression
- UDL moves us away from academia centered teaching to student centered
- Centers student identity and classroom community
- Set Clear Goals- what do you want students to learn?
- Design for learner variability
- Process is iterative- we are best guessing at student needs and student feedback will fine tune our instruction.
- Anticipate possible barriers to engagement, expression, representation in each assignment

Benefits:

- Increased access
- Enhanced engagement and motivation
- Improved learning outcomes

Not just Assessment of learning, but:

- Assessment as learning

- Assessment for learning

Resources and Ideas for Applying UDL (links to examples and resources in PowerPoint):

- AI tool for UDL: Ludia AI
- Guided notes (submit as an assignment. Can submit as text, drawings or videos)
- Each unit has a single SLO, asks students if they need support for a specific SLO, provides resources for each
- Progressive rubric with built in resources along the way
- Visual Essay- can do in text, video, in groups or on their own

Chancellor's office UDL Task Force

- Need more faculty to join!
- CAST is conducting meetings

Reflections on ASCCC Plenary in San Jose

I appreciated the support I received to attend the Plenary from April 18-20. As first-timer this was an overall enlightening and highly educational experience that actually generated a measure of hopefulness in me (in face of personal concerns about curricular philosophical shortcomings we are faced with). The efficiency and clarity of the election and resolutions process was impressive.

Among the sessions I attended the following stood out to me:

- Keynote: Hope, Dignity and Possibility: Education as Transformative Praxis (An inspiring discussion of transformative justice in the context of bell hooks, Paolo Freire, Gloria Anzaldua and others.)

- *Understanding Community College Budgets and Funding Structures (I am still somewhat mystified by the complexity of budgets and funding structures, despite this very clear presentation.)*
- *Strengthening Academic Senates: Collaborative Strategies for District-Wide Support and Student Success*
- *Leading by Example: Fostering Healthy Discourse and Navigating Difficult Conversations with Sensitivity and Respect (Basic and useful overview of approaches to navigate difficult situations.)*
- *Cultural Humility Tools and Strategies: What Does Cultural Humility Look Like and How Can It Lead To Trust-building? (Among the important questions: How do we know what we don't know? Where was our education within our discipline lacking perspective? Inspiring discussion of how IDEAA can be infused into the tenure review process. This presentation was consonant with the curricular work we are doing in the psychology discipline. "Things move at the speed of trust" (Luke Wood) – certainly a central takeaway from our local disciplinary faculty discussions.)*
- *Harnessing Local Resolutions for Radical Transformation*
- *Policy Considerations for AI: Promise, Pitfalls and Practice (This panel was disturbing as intoxication by the promise of AI outweighed critical thinking on its potential pitfalls, this was a less than impressive start to "facilitating these important conversations and guiding policy development as they impact academic and professional matters", as the announcement promised.)*
- *Common Course Numbering Implementation Update by Cheryl Aschenbach, ASCCC President and Michelle Grimes-Hillman, Chancellor's Office Visiting Administrator Consultant*

This Update by the ASCCC President became a focus of concern for me as it signaled potentially significant curricular impact in five disciplines. "Common Course Numbering" is an innocent appearing heading for a project that aims to have common course subject codes, course numbers, course titles, pre-reqs, co-reqs, advisories statewide. In addition, parts of the course description (with optional expanded details in a second part) and course objectives/outcomes (with optional expanded details in a second part) are slated to be identical, which hints at a common statewide curriculum. President Aschenbach emphasized, however, that ASCCC does not support a common curriculum. It is also worthy of note that the Task Force report on Common Course Numbering does not mention IDEAA or any related issues from what I could find. The first steps in the implementation of the CCN Course Templates will impact the six highest enrolled courses in five disciplines (ENGL 100 [College Composition], ENGL 105 [Argumentative Writing and Critical thinking], COMM 110 [Public Speaking], Intro to Statistics [MATH 110], POLS 110 [Intro to American Government and Politics], and PSYCH 110 (Intro to Psych). The Chancellor's Office has established a deadline of August 15 for finalizing the CCN templates; significant virtual meetings will occur during the summer, particularly in June. I am personally concerned about this pressured timeline over the summer as well as the major curricular changes the psych faculty has made in recent months, especially in view of the lack of mention of IDEAA, anti-racism, and decoloniality as part of the context for revisions.

During one of the breaks I had a chance to share my concerns with Cheryl Aschenbach (ASCCC President). Her response was somewhat reassuring in the sense that she communicated her awareness of the lack of concern about IDEAA. I have since signaled my availability to participate in the CCN process

during the summer convenings. It may be just as important for the other disciplines involved in Phase I (ENGL, COMM, MATH, and POLS) to get involved.

Session - Charting Progress: Revisiting Faculty Diversity, Equity, and Inclusion in California Community Colleges

The focus of this session was on the work that the Chancellor's Office has undertaken since 2018 with regards to implementing DEI initiatives in hiring practices and aligning those with the "Vision for Success" goals. Much of the discussion accordingly focussed on a 2020 report that was produced and what data looks like as of 2023 compared to 2019. Main takeaways from that data pertaining to tenure-track and tenured faculty in California's community college (CC) system are as follows:

1. White Non-Hispanic faculty decreased from 58.65% to 53.62%.
2. Tenured faculty only grew marginally from 19.97% of all faculty to 20.87%.
3. Slight increases amongst Hispanic and African-American tenured faculty members.
4. American-Indian / Alaskan Native faculty members remained unchanged.

The main recommendations made by the DEI Taskforce were to empower CC's to implement diversity strategies, have faculty ratios match student diversity ratios in districts, and to allocate resources to support the implementation of programs that seek to diversity faculty. To that end a roadmap consisting of 68 recommendations was produced by the taskforce, with a focus on three main areas: (1) the pre-hiring process, (2) the hiring process, and (3) retention efforts of BIPOC faculty members. The EEO then proposed a 10-point plan that covers all three of these steps. This is where the CCCCCO EEO best practices grant comes in (which SRJC is a recipient of).

Some concerns raised during discussion that were especially pertinent were the following:

1. Data was only provided for tenured and tenure-track faculty, which only make up about 20% of all faculty. If we are really concerned with diversifying the faculty we hire, there needs to be a focus on what the recruitment process and practices are when it comes to hiring associate faculty members. These processes tend to be much less robust.
2. Data had not been disaggregated by gender, which some of the audience questioned. The presenters dismissed these concerns, arguing that diversity was the focus of the presentation. Showed a pretty problematic conceptualizing of what diversity can / should entail.

Session - Dual Enrollment and Governance

The main focus of this session was twofold: (1) to outline what dual enrollment is, and (2) to identify what governmental structures pertain to it. As explained, *Vision 2030* has set as a goal that high school students would complete 12 units of college credit before graduating from high school. Accordingly, some districts have begun creating programs that instruct students as early as 9th grade. Relevant sections of the Educational Code and Title 5 were covered in this session. It was stressed that California ed. code supersedes Title 5 regulations. It was explained

that we need to be aware that high school student bodies present their own unique set of challenges. Accordingly, if a robust dual enrollment program is developed at a community college (CC), it might be appropriate to then also offer professional training opportunities to faculty at those CC's that trains faculty how to teach high school students.

Interesting concerns raised during the Q&A:

1. Not enough disaggregated data is currently available to see if dual enrollment is working. While it is tempting to use dual enrollment as a way to plug budget deficits at the CC level, a poor experience for high school students in these programs can actually do more harm than good.
2. There is no standard practice right now for how agreements between high schools and CCs are made. The ASCCC might want to consider developing them.
3. While it is tempting to recruit high school students at all ages, numerous concerns were raised about how ready those in 9th and 10th grade are for college level classes. It should still be college level classes that are being taught.
- 4.

Session - Generative AI's Unintended Lessons: Confronting Racial Biases in EdTech

Most of this session was spent providing examples of how AI is being leveraged by some faculty members to simplify their work. Very little of it had any to do with racial biases in EdTech (besides one mention that we should tell students there is bias in AI programming). Explained how ChatGPT and Claude 3 are the two most used AI programs out there. Urged us to not see AI as cheating, but a wrap around service for students and faculty. We were also told not to worry about losing our jobs - experts will still be needed to evaluate work. Examples of how AI is being used by some institutions / faculty:

1. One presenter used it to provide "robust feedback" to students.
2. The same presenter used AI to grade student work.
3. The instructor from Cal Bright explained how he as the only full time faculty member and 3 associate faculty could "teach" 2,800 students with AI.
4. AI can be used to tutor students.

Session - Evolving Legislation: The Future of California Community Colleges

The session began by explaining that as it dawned on ASCCC leadership that legislative advocacy is important, they as of the last few years have employed their own lobbyist(s) to advocate on behalf of ASCCC in Sacramento. The basics of the legislative process and timeline were explained to the audience. It was made clear that most of the legislative work and hearings happen in April, which is not great as far as aligning with ASCCC meetings for getting our message out in time to respond to changes on the ground in Sacramento.

The dominant themes of this current legislative session that will have an impact community colleges (CCs) in California are as follows:

1. California is broke, which is likely to impact various programs. Exactly how is unclear at the moment.
2. There is much focus on streamlining the transfer process in Sacramento right now.
3. Newsom has been pushing for more workforce development, which is actually being used as a way of overhauling career ed.
4. There is a real focus / push to expand nursing programs right now.
5. There is a push to review Title 9 requirements, with 11 bills total working their way through the legislative branch after 1.5 years of work. There is a real worry that the Roberts Court could undo Title 9 in its entirety.

The main legislative bills of interest in this session are the following:

1. AB 1887 - This has pushed back the filing deadline for financial aid from April 2 to May 2 in response to the mess that rolling out FAFSA has been this year.
 2. AB 2057 - Consists mostly of recommendations for streamlining the process of associate degree transfer requirements.
 3. AB 2370 - Began as a bill to try and assure that faculty will remain at the center of teaching and will not be replaced by AI. Has since stalled because the legislators first want to have a clearer grasp on the implications of AI. Accordingly, they are more focused on information gathering right now and are hesitant to make major policy decisions at this moment.
 4. SB 895 - Looks to introduce 15 pilot programs in CCs to offer BA programs in nursing. Is facing serious pushback from CSU lobbyists. Nonetheless, there is real momentum behind it. The expectation is that it will not be 15 pilot programs that get rolled out, but fewer. There also are ongoing discussions as to which communities should get these programs (some legislators want to focus on impoverished communities receiving preference here).
 5. SB 995 - Bill focused on trying to shore up K-12 educator shortages. Seeks to do so by streamlining the “pipeline” between CCs and the CSU system.
 6. SP 1287 - Bill that seeks to prohibit harassment, intimidation, and discrimination on CC campuses. Mainly inspired by events on 4 year campuses surrounding retaliation for those speaking up about the events in Gaza. Probably will be amended.
- **Breakout #1: Charting Progress: Revisiting Faculty Diversity, Equity, and Inclusion in California Community Colleges**
 - Demographic comparison of full time faculty by 2019-2023
 - Discussed recommendations from the EEO/DAC Best Practices Handbook
 - Pre Hiring
 - Has to be intentional: can't be a color-blind process
 - Acknowledging that you're hiring people who have historically been excluded
 - Slow down the posting process: Update the job announcements
 - Hiring

- Diverse hiring committee
 - Committee composition evaluation: stack the deck: (add more members to committee if necessary to increase diversity)
 - Training and EEO representatives
 - CCCCCO EEO Plan Annual Certifications
 - Annual reporting of EEO-related activities to receive EEO funding appropriated by Legislature
- **Breakout #2 :Faculty in Statewide Service: Radical Spaces of Engagement, Learning, and Influence**
 - Reasons for participating in service
 - Learning by doing
 - Community building
 - Contributing and influencing change
 - Opportunities via ASCCC → ASCCC Application to Serve
 - [Apply: 16 Standing Committees \(annual appointment\)](#)
 - Appointments to Chancellor’s Office Advisory committees, task forces, workgroups
 - Run forASCCC Executive Committee office
 - ASCCC Caucuses
 - FELA: ASCCC Faculty Empowerment and Leadership Academy
 - 2 or 3 meetings of all mentees/mentors
 - Monthly meetings between mentees/mentors
 - ASCCC C-ID
 - Swirling--students swirling across campuses
 - OERI (Open Educational Resources Initiative)
 - **Reviewers:** No OER experience necessary
 - Discipline Lead: Submit application
 - OER Liasion
 - Partnership Resource Teams
 - Institutional Effectiveness Partnership Initiative
 - ACCJC: Accrediting Commission for Community and Junior Colleges
 - Submit peer reviewer interest form
 - Board of Governors
- **Breakout #3: Generative AI’s Unintended Lessons: Confronting Racial Biases in EdTech**
 - Discussion of potential for AI
 - Lacked any critical analysis of best practices, didn’t actually touch on how to confront racial bias
- **Breakout #4: Practical Ways Colleges Can Destigmatize Academic Probation (Slides)**
 - RP Data: Transfer Categories
 - Transfer explorers
 - Students at the Gate: due to difficult completing math requirement and/or low GPA
 - BA are least likely to complete transfer level math
 - Participation in Umoja, academic counseling increase
 - Being put on academic probation decreases BA likelihood itself
 - Resources via ASCCC

- [Addressing the Stigma of Academic Probation](#)
- 5 Things You Can Do On Monday
 - Search for the word “probation” in your institutional documentation
 - Look at the letter that students get when put on notice
 - Look at your data
 - Engage leadership
 - Review resources for students on probation