Santiago Canyon College
Academic Senate

Minutes-*Approved*

Senate Retreat

August 21, 2013

9:00 pm-12:00 pm E-203

Present:

Senators		Officers
Aguilera, Leonor	Hovanitz, Eric	Evett, Corinna (President)
Carrion, Rudy	Matthews, Evangeline	DeCarbo, Michael (Vice President)
Cummins, Shawn	Mettler, Mary	Wagner, Joyce (Sec/Treasurer)
Deaver, Doug	Nance, Craig	Rutan, Craig (Curriculum Chair)
Deeley, Steve	Salcido, Andrew	
Dela-Cusack, Lisa	Shekarabi, Nooshan	**Guests:**
Elchlepp, Elizabeth	Shields, Jolene	Hawkins, Evan
Freidenrich, Leah	Shoro, Natasha	Jones, Vanessa
Frost, Alicia	Sproat, Barbara	Scott, Randy
Granitto, James	Taylor, Michael	Smith, John

Absent: (none)

I. Welcome, Updates, and Announcements (Prof. Evett):
   A. FACCC (Evan Hawkins and Prof. Smith): The Faculty Association of California Community Colleges is an organization which advocates at the state level for full and part time faculty.
      1. FACCC is working to get $2 million, which is being held by the Department of Finance, released to the community colleges.
      2. FACCC is fighting against the proposed two-tier pricing system.
      3. A proposed bill about MOOCs was delayed into a two-year bill. FACCC is asking the state to allocate funds to the State Academic Senate to conduct additional research on the effectiveness of MOOCs for community college students.
      4. If you are not a member of FACCC and are interested in joining, contact Prof. Smith.
   B. Faculty Hires:
      1. Vanessa Jones, mathematics, is SCC's only current new faculty hire.
      2. Water Utilities gave up their new faculty position due to a weak candidate pool, but will be submitting a request again this fall.
      3. The proposed Distance Education Coordinator was changed from a faculty position to a classified position during the planning process last Spring.
      4. Sociology and Counseling, which were next on the prioritized faculty hiring list, were allowed to fly positions over the summer.
         a. The Sociology hiring committee is conducting final interview during flex week and is hoping to have a person in place for the first day of school.
         b. Counseling is hoping to finish their hiring process by the middle of September.
      5. If the Faculty Obligation Number (FON) is not waived as it has been in the past, the District may have to hire 24 new faculty for next year (the split between the colleges has yet to be determined).

6. 50% law:
   a. The 50% law states that "there shall be expended each fiscal year for payment of salaries of classroom instructors by a community college district, 50 percent of the district's current expense of education."
   b. Our district is currently at 50.01%.
   c. The Chancellor has proposed hiring a dedicated researcher at each college. If this were to happen, it may result in dipping below 50%. There is also concern about whether the colleges or the district would be responsible for these salaries.
C. Budget:
   1. SCC has not received the anticipated $1.5 million from the district.
   2. The district is hoping to take advantage of the potential growth money (1.63%) available from the state and has transferred $1 million from the district's stabilization fund to the colleges to allow for additional class sections.
      a. The re-establishment of Intersession in January 2014 has been mentioned as a possible way of collecting additional FTES. Questions were raised about the difficulty in working around the already approved academic calendar, the burden on admissions and records, possible payroll issues, the expense, whether SAC has to agree, and that this does not seem to indicate that planning is driving the schedule.
      b. Some classes have already been added to this fall's schedule and there is talk of adding late start and weekend classes.
D. Human resources committee: New and revised board policies will be coming soon; please review carefully and send your thoughts to Prof. Evett.
E. Transfer degrees: One hundred percent of the currently possible transfer degrees at SCC have been approved. SCC is the 5th of the 112 state community colleges to reach this goal.
F. Accreditation:
   1. Kudos to those faculty who worked on accreditation over the summer.
   2. A survey, initiated by the accreditation steering committee, will soon be sent to faculty. Please take the time to thoughtfully complete it.
   3. Since accreditation is an important issue at SCC, even when there is no upcoming site visit, a standing accreditation committee would be useful in planning and continually collecting evidence.
G. Facilities: The D-building is getting a new roof. Speak to your deans about moving to a new classroom if the noise becomes an issue.
H. Website Committee: More information will be presented at the faculty forum and in future senate meetings.

II. Senate/Curriculum Relationship (Prof. Rutan and Prof. Wagner; the PowerPoint presentation is on the Senate webpage):
A. Summary:
   1. Legislation has defined, to some extent, the roles of the major participants (Board of Governors, board of trustees, academic senate, curriculum committee, and administration) in the curriculum process.
   2. Our current practices at SCC were overviewed and discussed:
      a. The Senate has delegated most of the curriculum authority to the Curriculum and Instruction Council (CIC).
      b. The CIC recommends approval of curriculum directly to the Board of Trustees. The Senate is not asked to approve these decisions.
      c. The Senate does have the authority to recommend policies and procedures.
      d. Many of our current practices are not formally outlined in writing.

3. The Senate needs to take a strong role in developing written policies and procedures to formalize whatever curriculum process we think is best for our students, our college, and our district.
   B. Discussion/Questions:
      1. The SCC Curriculum Handbook is available on the CIC website. It serves as a curriculum primer.
      2. The Program and Course Approval Handbook (PCAH) from the Chancellor's Office is a more complete resource on curriculum.

III. Senate/Curriculum Scenario Workshops
   A. The senators were broken into groups to discuss different scenarios involving the relationship between academic senates and curriculum committees.
   B. Scenario 1: *Lack of Support by Faculty Senate President for Curriculum Committee* (A senate president asked their CIC chair to ignore a regulation).
      1. What authority does the Senate president have?
         a. In some colleges, the curriculum chair is appointed by the Senate president and therefore might fear losing their position.
         b. There needs to clarification of the different roles.
      2. Education of both the curriculum committee and the senate is important. There should be a liaison from the curriculum committee at the senate meetings.
      3. Responsibility falls to the chief instructional officer to not offer courses that do not satisfy regulations.
      4. The State Curriculum Committee is a valuable resource.
   C. Scenario 2: *Curriculum chair resists bringing recommendations to the Senate* (The curriculum chair is resisting requests from the senate president to make more complete reports and to bring recommendations to the senate).
      1. The curriculum committee has more expertise on curriculum than the senate.
      2. The senate, though, does have a say in policy decisions.
      3. Often curriculum committees and senates do not have enough interaction. It is important that each group understands their role in the curriculum process.
   D. Scenario 3: *Elimination of Coursework* (A math department eliminated the lowest level courses they offer. The first time anyone outside the department heard about this decision was when the deactivations were brought to the Curriculum Committee).
      1. It is important to know how this decision was reached. Other affected groups should have already been part of the discussion.
      2. If too many concerns are raised in the curriculum committee, the issue can always be sent to the senate. The curriculum committee has been given first authority but should be sensitive to which issues the senate should handle.
      3. The math department is the discipline expert but does not have the final authority over the curriculum.

IV. Pathways (Prof. Rutan): (The PowerPoint presentation is on the Senate webpage).
   A. Prerequisites are meant to ensure that students are prepared to succeed in a course and, as a result, have a better chance of completing a pathway.
      1. Prerequisites need to be validated, which can be done several ways:
         a. Finding equivalent university courses with that prerequisite:
            i. Unlike community colleges, universities have entrance requirements which act as a type of prerequisite.
            ii. Writing requirements are often not written in university course outlines because their students are screened in the admission process.

  b. Statistical validation: This can be a rigorous and difficult process.

  c. Content review: In 2011, Title 5 was changed to allow for content review, though our district has not yet changed the corresponding RSCCD board policy.

 2. It must be shown that a prerequisite does not have a disproportionate impact on students of a particular group.

B. Major preparation:

 1. Most universities now view major preparation as more important than completion of a GE package.

 2. Many STEM students do not receive an associate's degree because major preparation gets in the way of completing the required GEs. An IGETC for STEM is in the works.

 3. Major preparation is also becoming important for non-STEM majors.

C. Complete pathways: Programs at SCC should regularly offer the courses necessary for a student to complete their goal.

 1. Criminal Justice and Music are examples of programs that are not currently complete at SCC.

 2. The ASSIST website is an important resource in verifying that a program is offering the correct set of articulated courses to enable a student to transfer as a junior.

D. Discussion/Questions:

 1. The purpose of an education plan is to make students identify their goals and to keep them from taking unnecessary classes.

 2. The purpose of the student success scorecard is for colleges to improve themselves. However, it unfortunately may be used to compare colleges to other colleges. It is not important to WASC, but will be important to the press, legislature, and governor.

 3. The addition of prerequisites may temporarily reduce enrollment in a course, but would increase the success rate. We would need administrative agreement to not cancel some lower-enrolled courses.

 4. Students should have a realistic expectation that every class we offer would be offered within a two-year period.

 5. It needs to be determined how much support to give basic skills courses and how much to give transfer courses.

 6. We should be careful about taking on more STEM grants if we are not regularly offering a complete set of courses for each STEM program.

Meeting Adjourned at 12:00 pm.
Respectfully submitted,
Joyce Wagner
SCC-AS Secretary/Treasurer