

SCC Academic Senate Retreat Minutes - Approved September 7, 2016

SCC Academic Senate Retreat August 17, 2016

Senators Present

Leonor Aguilera
Denise Bailey
Nena Baldizon-Rios
Emma Breeden
Phillip Crabill
Shawn Cummins
Steve Deeley
Lisa Dela Cusack
John Dunham
Scott Howell
Jared Kubicka-Miller
Eden Quimzon
Steven Reed
Andy Salcido
Randy Scott
Barbara Sproat
Christine Umali Kopp
Jeff Wada

Senate Executive Board

President Michael DeCarbo
Vice President Mary Mettler
CIC Chair Joyce Wagner
Sec./Treas. Mike Taylor

Senators Absent

Alicia Frost
Nancy Parent

Guests

Brenda Carpio
Matthew Cotter
Cale Crammer
Angela Cuevar
Seth Daugherty
Amy Freese
Karla Frizler
Juana Galvan
Melissa Govea
Jim Granitto
Erika Gutierrez
Kathy Hall
Rosalba Hernandez
Kim Johnson
Jessica Kramer
Linda Martin
Rachel Petrocelli
Elaine Pham
Denise Salcido
Melissa Shirah
Shereen Siddiqui
Nicole Torneo
Beth Hoffman

II. Welcome and introductions

III. The history of AB 1725

- Community colleges were extensions of K-12
- Early 1920's – Junior colleges were allowed to be separate from K-12
- 1940's – GI Bill increased enrollment
- 1960's - Academic senate and board of governors were formed
- 1970's – Prop 13, lower enrollment and layoffs led to a centralized governance
- 1980's – AB 1725 written. Covers tenure, hiring (75ft/25pt), GE patterns (now plans B + C), funding, vocational education, ESL, remediation, accountability of colleges, designated the CC as a system, outside roles of faculty (faculty considered faculty regardless of outside roles, Board of Governors , references to shared governance)
- Roles of the academic senate

IV. Discussion and application of 10 + 1

- What are the 10 + 1?
- Scenarios and discussion

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V. Evolution of the SCC senate

- 2000 – SCC first accredited, Senate splits from SAC senate (was a senate of the whole for 3 years), right of assignment task force created, discipline groupings emerged later
- 4 Senate presidents overall, shows consistency
- 2001 – Measure E passes
- 2003 – Hiring process created (transparent and predictable)
- 2004 – Block schedule created
- 2006 – Accreditation re-affirmed
- 2008 – Abbreviated accreditation reaffirmed (to align with SAC)
- 2009 – District strategic plan, grant process emerges,
- 2013 – PIE formed, reinstatement of senate travel funds, revised constitution and by-laws, website committee formed, meeting matrix created, enrollment management committee formed
- 2014 – First strategic enrollment plan adopted, lauded student equity plan, stance on Saudi program
- 2015 – Distance Education committee formed
- 2016 – Accreditation reaffirmed, signature programs process created
- Continuing – Annual and adoption of BSI, annual hiring process, annual review and revision of government structure, active membership in ASCCC plenary sessions, annual contributions to the EMP, annual participation in the governance structure, annually exceeding state curriculum expectations
- Faculty voice
 - Governance committee makeup – faculty, admin, students, classified
 - Who are the senate executives and what do they do?
 - Campus and district committees
- Channels of communication – break out session to discuss:
 - **How are the constituents informed?**
 - ~ Minutes, how many read the minutes? (poll – low number raised their hands)
 - ~ How many are overwhelmed by the minutes? (poll – high number raised their hands).
 - ~ The Senate minutes are approved after the following meeting, does the faculty have enough time to review the minutes? (no poll taken, question to think about)
 - ~ Should the senators send emails with important points after the meetings? (no poll Taken, question to think about)
 - **How are senators informed?** Emails or hallway discussions, not all constituents communicate with their senators. Some constituents want to have a voice, others trust their senators to make informed decisions. Limit senate-speak in the information, make it understandable. Specific outreach to the adjuncts.
 - **How is the executive board informed?** The Executive Board knows what is occurring in the committees; assumptions that other faculty already know the issues needs to be avoided.
 - **How are the various committees informed?** Senate reps on the other committees, summary reports to inform others (Designate a senator to speak to the summary report?), possibility of anyone sitting on a committee even if they are not members.
- Discussion on senator responsibilities, what are our roles? Breakout
- Goals - Breakout
 - **What would you like to see change about the senate?** How does information get communicated? Where do senators take their concerns? Communication on processes, senator training, resolving of issues faster. Need more time for conversation. More transparency between Senate and the union (Memorandum of Understanding?).

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- President's goals – Every faculty member serves on a committee, create a transparent and reliable communication infrastructure, and establish an instructional calendar group.