

# SCC Academic Senate Business Meeting Minutes (Draft)– May 17, 2022, 1:30pm-3:15pm, ConferZoom

<b>Senators Present</b>	<b>Senators Absent</b>
Aguilera, Leonor	Salcido, Andrew
Castellanos, Ralph	
Chavez, Ricardo	<b>Guests</b>
Crabill, Phillip	Castro, Melba
Cummins, Shawn	Escobar, Dora
Frost, Alicia	Garbis, Tiffany
Gates, Alana	Green, Michael
Gonzalez, Sara	Jones, Vanessa
Graham, Song Le	Martin, Linda
Henry, Amanda	Neely, Elizabeth
Howell, Scott	Ralston, Pamela
James, Scott	Roe, Maureen
Johnson, Kimberly	Strickland, Jonelle
Kramer, Jessica	Taylor, Camelia
Murphy, Ryan	Vega, Alex
Oase, Daniel	Villalpando, Willy
Tragarz, Roberta	Wagner, Joyce
Valdos, Yanina	Woodhead, Ian
Van Dyke-Kao, Rita	Wulin, Melina
Waldren, Robert	Xufang, Serena
	Yang, Vivian
<b>SCC-AS Executive Board Present</b>	
Rutan, Craig, President	
Taylor, Mike, Vice President	
Kubicka-Miller, Tara, Secretary/Treasurer	
Diaz, Darlene, CIC Chair	

**I. Welcome**

- A. Santiago Canyon College Academic Senate (SCC-AS) President Craig Rutan called the meeting to order at 1:30pm on Tuesday, May 17, 2022

**II. Approval of Agenda**

17 May 2022 agenda approved unanimously (Move by S. Gonzalez, Seconded by S. Howell)

**III. Public Comments (2-minute limit per person)**

- A. Congratulations to Bob Waldren for receiving the faculty excellence award and disappointment was expressed that the ceremony is not accessible via zoom.
- B. Reminder of the faculty excellence awards today at 3pm in H-106
- C. In regard to Plan D, a broader consensus should happen when creating a new campus wide plan. Concerned that in CIC it was a 50/50 vote split by the chair. Plan D omits large portions of lifelong learning like kinesiology. When obesity and suicide are among the largest preventable deaths for people in America between the ages of 18-24, our classes teach students how to manage these issues and deal with daily stress with the goal of lifelong fitness. This could be our last chance to reach them and is reluctant to support anything that does not try to reach these issues. Proponents have stated students just do not have time for these courses because they are inundated with math and science, which is the heart of the problem and why as an institution we need to support them taking these classes.
- D. Good news from the STEM academy program - 8 students chosen for 8-week undergraduate research experience at CSUF and they will receive a stipend along with amazing experiences.

#### IV. **Approval of Minutes**

3 May 2022 minutes approved unanimously. (Moved by S. Gonzalez, Seconded by M. Taylor)  
Abstentions - A. Frost, A. Henry, S. Howell

#### V. **Action Items**

##### *Action*

- A. Fall 2022 Professional Development Calendar** (Motion to accept the calendar by S. Gonzalez, Seconded by P. Crabill)

Approved unanimously with typo correction.

- B. Resolution S2022.07 – Adopt Revised Faculty Hiring Prioritization Process**

AS Sec/Treas Kubicka-Miller responded to the outstanding questions from the previous meeting and illustrated the content on the PowerBI.

##### Roll Call Vote

**Yay** - D. Oase, R. VanDyke-Kao, L. Aguilera, P. Crabill, S. Graham, R. Castellanos, S. Gonzalez, S. Howell, R. Murphy, R. Tragarz, Y. Valdov, S. James, S. Cummins, A. Frost, A. Henry, K. Johnson, J. Kramer, R. Chavez, R. Waldren, M. Taylor, T. Kubicka-Miller, D. Diaz.

Resolution passed unanimously.

- A. Resolution S2022.08 – Extension of Remote Teaching Certification for Fall 2022**

Adopted by unanimous consent.

**B. Resolution S2022.10 - Authorization for Teleconference Meetings** (Moved by S. Gonzalez, Seconded by R. Castellanos)

No opposition. Adopted by unanimous consent.

**C. Resolution S2022.11 - Support Applying for Title V Grant** (Moved by R. Tragarz, Seconded by Y. Valdós)

Dr. Melba Castro discussed some of the information found in the packet located in the agenda. The Grant would focus on onboarding and successful completion. It will also complement in consultation with Guided Pathways, enhance dual enrollment, career exploration, and summer bridge and transition support programs. It will launch a Welcome Center and integrate with the Help Desk.

Senator asked if continuing education students are included in the grant.

Response explained that the language of the grant is tailored toward the credit side.

Senator noted that on the notification checklist the EMPC co-chairs and curriculum committee chair were left unchecked and asked if that was in error.

Dr. Castro explained they did not think these groups were part of the routing, but if the senate felt they should be included, she'd be happy to do so.

Senator stated it was important to notify everyone on the list.

Senator asked if the \$200,000 cost was a one-time or ongoing cost and if there was a minimum amount of time that we are obligated to institutionalize or can we switch it off at some point if we do not see the results we were expecting?

Dr. Castro explained it would be ongoing and being that the goal is to institutionalize, we would keep the areas that are most effective in helping students.

Following a senator's questions, Dr. Castro confirmed the start of this would be in 2027 and the amount was calculated to account for projected costs.

Senator questioned why this was listed as an action item and not a first reading.

AS President Rutan explained he made that decision based on the nature of it being a recommendation from the Planning Committee and on the timeline of our semester and confirmed that if senators were not comfortable with that, we can amend the notion and postpone the vote to the next meeting.

Senator asked if there was a way for non-credit students to be a part of the recruitment in the summer bridge and transition support program.

Dr. Castro and President Ralston explained although the shape of the grant is based on the credit side, we will be using the grant to strengthen all of the transition support services and that will include the bridge from non-credit to credit.

No opposition. Adopted by unanimous consent.

*First Reading*

**A. Resolution S2022.12 - Establish Associate of Science Degree General Education Plan D** (Moved for discussion by D. Diaz, Seconded by L. Aguilera)

CIC Chair Diaz and other guests/senators shared in presenting an overview as to why Plan D is needed and what it is. Please see presentation slides as an attachment.

ASG Student Rep - personally against Plan D for students for a variety of reasons after comparing the plan against other plans and considering how important it is for younger students like our dual enrollment students to experience full general ed coursework. She commented that one of the main arguments is this plan will increase completion, but questions whether that completion would be meaningful.

Senator - Read statement from kinesiology department opposing Plan D. Statement can be found in attachments.

Senator - Thanked everyone for sharing their perspectives and appreciated everyone's goal in benefiting our students. Statistics in regard to obesity, misinformation on social media, and our mental health were shared to show that now more than ever we are seeing challenges directly related to wellness, stress management or lack of fitness. This is the data that should drive our decision making. Our degrees are value statements and not just a certificate. They represent what we believe our students need in order to have a well-rounded and healthy life. Faculty are obligated to express their opinion on what we think is best for our students and not how many degrees we can get through the system. The lifelong learning courses are needed to help STEM students deal with the demands of their stressful careers.

Senator - As a person of color and coming from poverty, if there was a fast track to get through school, he stated he would have taken it and would not be here right now. Many of our students are from the same background and need a well-rounded education.

Representing Sociology, Ethnic studies, Gender Sexuality and Women's Studies a senator shared quotes and evidence from research articles arguing the need for AHSS courses in the STEM professions such as being able to communicate your science is an important part of being a scientist if STEM programs are trying to create people to be leaders in their fields and citizens of this world, they need to be able to comprehend what is happening in politics and economics.

Senator shared comments from constituents supporting Plan D such as 630 students who plan to transfer left SCC without receiving an Associate's Degree, if Title V regulations say STEM students can have a degree we should allow that, Plan A favors AHSS whereas Plan D favors math and sciences, and in our goal for hiring faculty and increased funding we could do those things if we had more funding from the state. She also added a constituent's opinion that we should have a 60/40 or  $\frac{2}{3}$  vote when voting on a campus wide issue.

Senator wanted to remind senators that students who complete Plan C are also not completing the lifelong learning requirements. Plan D is covering the small niche of students who want to do STEM. They are transferring anyway and Plan D will add the offering of a degree and will help SCC statistics and funding. Everyone does respect GE's and a well-rounded education.

Senator - If Universities are not willing to confer a degree upon students without these courses, why would we want to confer a degree upon students without these courses? If we are now conferring degrees that do not legitimately cover what an AA is supposed to mean that is bad precedent.

Senator - This is a good alternative to a transfer degree. For us to meet CSU and UC requirements we have to be at very high transfer numbers. These are units they are doing already and if we offer this degree, they will complete the process with our guidance. They are not missing out on these courses; they are just taking them at a different time and location.

Senator - Thanked everyone for all the perspectives. It sounds like continually being expressed in regard to equity and applicable to all students and not just STEM students. What we need are cohorts, learning communities, OER's, student support etc., for all students. These are the issues that would meet our problems in equity and earning a degree.

CIC Chair Diaz - addressed several comments made by senators directly: The Brown Act was the reason a proxy vote could not be counted. Plan D has never been rejected since it has never been voted on. Plan D is not a transfer degree. Students are tired and Plan D is a nice carrot for those students who want to take two years to get to their goal. Humanities students have to take math because of Title V, not because we want them to. Guided Pathways is where students will fulfill community work for their major. What we need to offer students is an opportunity to have something when they leave SCC.

Motion made to extend the meeting by 15 minutes by L. Aguilera, seconded by P. Crabill.

Senator apologized if a message from the letter he read was received by CIC Chair Diaz as a personal accusation. Everyone understands the decision was being followed by the requirements of the Brown Act.

Senator noted that a counselor was also not able to attend CIC to vote and that those who developed Plan D put a great deal of work and time into researching the issue and considering student perspectives.

Senator asked if other community colleges have degrees like this.

A counselor communicated that there are other community colleges who have examined the data and created similar degrees. There are students across disciplines that are leaving, due to any number of reasons, without a degree. This provides those students with the leverage to get a job. It is imperative we at SCC look at these gaps and how we can help these students. There are also colleges working with Universities and creating a reverse degree wherein students who transferred to a

university but leave without a degree go back to their community college to finish the courses needed to earn their AA.

Senator - thanked everyone for their feedback and asked: If Plan D is intended for the small niche of STEM students who successfully transfer to a university without a degree from SCC but end up not receiving a degree from their transfer university, what is stopping those students from coming back to take the few more classes to achieve their degree from SCC? Senator also voiced that a conflict is being created within the college for a small niche of students who may or may not be harmed.

Guest - We may think of the difference as a few classes, but that relates to time and means for coming back to SCC and is a lot more on students than referenced. Plan D does not eliminate all AHSS courses, there are still four non-stem classes that are being taken here. This Plan just does not penalize students from getting a degree.

Guest - Thanked everyone for the space and time as we discuss what we think is important for students. Counseling looked at data and that does not come with the belief that all courses are not worthy and important. It is encouraged that the dashboard be reviewed carefully to see the data that this was based on. Be mindful that students are not leaving with less than what the law requires.

Extended 15-minute ended.

**Meeting adjourned, 3:25 pm.** (Moved by K. Johnson, Seconded by D. Diaz)