

Academic Senate
MINUTES
February 27, 2008
3:00 - 5:00 p.m. BC214

Members Present: Ignacio Alarcón (Chair), Armando Arias, Susan Broderick, Cathie Carroll, Tom Fitzgerald, Jack Friedlander, Tom Garey, David Gilbert, Kelly Lake, Ray Launier, Kathy Molloy, Kim Monda, Marcy Moore, Elida Moreno, Mimi Muraoka, Dean Nevins, Kathy O'Connor, Jan Schultz, Dan Wrentmore, Ana María Ygualt, Oscar Zavala

Members Excused: Linda Lowell

Guest(s): Pam Guenther, Diane Kiino-Rodriguez, John Lorelli, Jerry Pike, Alice Scharper, Sheila Wiley

1.0 Call to Order

- 1.1 Approval of agenda.
- 1.2 Approval of minutes 2-13-08 (postponed for next meeting, due to their late distribution.)

2.0 Information

2.1 SBCC's performance on the State Accountability Measures (ARCCC). These are college level indicators from the System Office. A group of peer colleges is compared for each of these measures. The peer group is not the same for all measures. SBCC is above average in our peer groups, but not at the top in any. These results could be used to assist us in the determination of numerical targets in the College Plan.

2.2 Presidential Search.

Interviews by the Search Committee have concluded. The finalists are: Dr. Jack Bermingham, Highline Community College, Washington, and Dr. Carlos Campo, College of Southern Nevada. There will be public forums on March 12 at the Jurkowitz Theatre. There was concern expressed about the location not being adequate for this. The gym was suggested as an alternative venue for the forums. The Public Information Office will be releasing the candidates' bios. There will be a section of predetermined questions. Suggestions for questions can be submitted to Steering Committee, which will meet on March 5. Our Academic Senate meeting for March 12 needs to be rescheduled. It will be held on March 19, instead of the scheduled Steering Committee meeting.

2.3 Cal-Pass Workshop.

SBCC has recently signed with Cal-Pass (California Partnership for Achieving Student Success), a state funded project that allows for data sharing among high schools, community colleges, and universities, in order to track students' progress between segments. There will be a workshop led by Cal-Pass personnel, on February 29, 10:00 am – 1:00 pm, at the Fé Bland Forum. The forum will describe the project and SBCC's participation.

2.4 Statewide Academic Senate Area C Representative Lesley Kawaguchi and Treasurer Michelle Pilati will attend Steering Committee meeting March 19.

2.5 Other.

Senator and Professor Jan Schultz in the Department of Earth and Planetary Sciences was recognized by the Tom Dibblee Foundation as the “Honorary Geologist” for the FOX MOUNTAIN QUADRANGLE GEOLOGIC MAP, Santa Barbara County, CA (DF-260). On occasion, the Dibblee Foundation directors select outstanding professionals as “Honorary Geologists” when a new geologic map is printed. As not all of the Dibblee geologic maps carry names, the recognition is particularly significant. The dedication on the map reads “This map is dedicated to Jan Schultz for her years of dedication to geologic field work with students and for her contribution in the advancement of our knowledge of California geology.”

An ovation for Prof. Schultz followed.

3.0 **Hearing/Discussion**

3.1 Textbook rental program. (John Lorelli)

The bookstore manager reported on what is widely known as a big problem for students at the national level, the cost of textbooks. In roughly half of the states, there is pending legislation related to the cost of textbooks. There are nine conglomerates that control 95% of the textbook business and control cost. Textbook costs have increased 186% over ten years and keep rising with two increases occurring every year.

The bookstore will experiment with a small scale program to offer rental textbooks for some classes starting next fall. The bookstore will be selecting textbooks with new editions from classes with large enrollments. Instructors will have to agree to use the book for four semesters to make this feasible. If the program is successful, it will be expanded. Another attempt is to offer low cost e-books. Currently, the bookstore has sold only 8 e-books, although the cost is significantly less.

A question was asked regarding how students could use rental books. For example, could they highlight in them. John Lorelli said that it is expected that students could use the rental books as they would use a textbook of their own, and that they could highlight in them without penalty. John also said he would research the question about summers counting as part of the four semester book rental plan.

3.2 Office of Campus Diversity activities. (Diane Rodriguez-Kiino)

Ms. Kiino handed out posters and pamphlets describing the Diversity Dialogues that have been organized by her office. She thanked everyone for promoting the activities of the Office of Campus Diversity in the classroom. Ms. Kiino remarked she was encouraged by all the good response. The events that are particularly successful are those in which students talk to students on specific topics.

Ms. Kiino also said she is open to questions and offered to be a resource for their divisions. Ms. O'Connor expressed how Ms. Kiino's assistance had been very valuable when she attended a meeting with her division and helped to develop appropriate and meaningful questions on diversity.

3.3 Educational activities regarding the college bond measure.

Ignacio announced that a PowerPoint presentation would be emailed to everyone. The presentation is a barebones snapshot/fact sheet about the college for use when Senators present the educational campaign about Measure V to their divisions. In the classroom, instructors can remind students to register to vote and give information on the bond's specific projects, without advocating for a specific position on the measure.

On a positive note: individuals that aggressively opposed the past bond measure are now supportive of Measure V. Also, the deadline for pro and con statements to be included on the ballot was met with the submittal of a pro statement and no con statement for the measure was submitted.

The Student Senate also has plans to hold information meetings about Measure V, and to promote voter registration on campus.

Recommendation: In terms of the educational effort – the educational information should include some of the factual errors cited in the NewsPress editorial – with accurate information.

3.4 Method for integrating program reviews in college planning.

Kim Monda reiterated how P&R would like to have a greater role in the program review process. P&R would appreciate receiving information from program reviews to get a sense of what to include in the next college plan. This would be a method of shared governance that would involve getting the program review report and some type of outcome report at the conclusion of the review, and the format would need to be agreed upon by the chair, the dean, and the EVP. Each semester P&R would give a brief summary to the Senate about the issues and ideas being discussed.

The EVP noted a number of colleges have received warnings from WASC or are on probation and he identified certain areas that would be apropos for SBCC to pay close attention to:

- Not making sufficient progress on SLOs
- Not linking the program review to the college planning process (the EVP commented this would be where the good connection with P&R would come in)
- Not doing program reviews correctly – they need to include specific actions and follow up

Concern: Is there anything in the documents that would be considered confidential?

The EVP wanted to address that important point. The meetings to discuss program reviews are a brainstorming session, with numerous issues discussed. There is a natural concern that if this is going out to a broader audience, the interpretation could be that the discussions are carried out differently. We should not create a whole new level of expectations. What is critical is that people understand good ideas and outcomes that have planning applications. Each department does this a little differently and it works. The EVP is also sensitive to everyone's workload especially chairs. A narrative is not needed only bullet points. The main

thing is the discussion. The idea is to not make it a public document but have the deans highlight the main points.

EVP: In terms of accreditation and planning processes and good follow up I would like to experiment with a template format on the major issues and see if that would work and with the hope of not being too overly burdensome. He plans to send two or three reviews forward to P&R and noted that this might also help him, the deans, and the chair to summarize the review. We can test this process and see if it is sufficient for planning and for the dissemination of good ideas.

3.5 Major Overarching Challenges and Priorities for the College and College Plan 2008 – 2011. (pg. 8 and 9-13)

Tom Garey expressed that, under Governance (pg 8) – there is a tone in every draft that suggests that we have a governance and consultation process that is broken. It is not a broken process, although some would like to think it is. It is a functioning process. We have many examples of success, for example the Partnership for Student Success. It is true that the process is strained under increasing demands by the growth of the college, by administrative requirements, by legal requirements, and by the growing complexity of the institution. Tom would like to suggest a rewording of the item in its entirety. The process is not inefficient. The process is indeed time consuming, as good decision-making is.

Ms. Monda emphasized that the negative implication of the proposed phrasing was a concern for many and prompted the language modification.

Suggestion for the Major Overarching Challenges and Priorities document: under “Challenges” replace item 1 to read: “The effect of growth, increasing institutional complexity, and administrative and state and federal legal mandates on established governance and consultation processes.”

The discussion then focused on the College Plan. Regarding Objective 1.6: Use technology in new and innovative ways to enhance student learning, how can this objective be measured. Kim, on behalf of P&R, said this is an objective that we strive for, and that as such it should be in the plan.

Susan Broderick would like to add something regarding student success to Objective 1.5: Increase the percentage of students completing courses, degrees, and certificates in the career technical programs.

Oscar Zavala asked if the non credit information originated from that division. When we offer credit classes at off campus sites is there a need to also offer services? The EVP answered that this is costly, but certainly needed. The college continues to try to offer more credit classes at the current non-credit centers.

EVP: Objective 4.3 is based on a survey that will be conducted during the Fall 08 semester. The wording is for action to be taken as a result of the survey. The survey has not yet taken place.

Regarding Objective 4.4, what is the changing college environment?

Examples: SLOs, legal changes, Banner implementation. This is an important objective but it is too nebulous as stated. Do we also mean changing diversity of our student population, online college environment, and other areas where changes are occurring?

Objective 4.7: Achieve the institutional targets for increasing the credit full-time to part-time faculty ratio. The previous college plan explicitly mentioned the 75/25 ratio. Homer needs to disseminate the Faculty Management Group report. Tom Garey said the Instructors' Association is still discussing this.

EVP the goal hasn't changed. It is how to get there. It may not be adequate to use "increasing". We should consider "making progress" instead. However, realistic targets need to be included, particularly with the impending budget difficulties.

Objective 4.6: Increase the number of credit and non-credit faculty and administrators who participate in activities designed to effectively meet the varied educational needs of the students served by the college. The objective is not clear. Do we mean professional development around varied learning styles? How can we measure that? Tom Garey believed the objective was initially conceived to address the need for increasing opportunity for professional development: conferences and training. Suggestion: eliminate this objective. It has morphed into something unrecognizable.

Objective 7.3: Increase the revenue generated from the use of the facilities on the Mesa campus. This objective refers to the effort to make the campus a year-round campus. On the section: Facilities, Capital Projects, and Maintenance, an added goal/objective(s) was needed that addressed Maintenance. (P&R proposal)

Goal 9. Maintain the college's physical environment.

Objective 9.1. Evaluate the effectiveness and level of staffing to maintain the physical environment so that it conforms to health and safety standards.

A discussion followed. If the bond does not pass, do we have a contingency plan? EVP would check with VP Business Services about any contingencies in place. We are still making progress toward 9.1, although the timeline may be pushed further out.

Objective 8.2. Improve the utilization of facilities and other college resources in instruction and student support programs to ensure the student needs are being served in the most effective and efficient manner. The objective seems much broader than room utilization. Maybe we could have a section for just room utilization.

3.6 Mission Statement.

Handout (created by EVP/Alarcon based on Kathy Molloy's version)

Consensus: The first line from the handout version is much better than the agenda version. Please review and if you have suggestions please forward them to Ignacio.

3.7 Instructors' Association - Academic Senate Liaison Agreement.

Not addressed. It will be on senate agenda on March 19.

- 3.8 Ad-hoc subcommittee to elaborate guidelines for possible replacements of full-time certificated personnel out of regular HRLA timeline with extenuating circumstances.

Not addressed. Postponed for a later meeting.

4.0 Action

- 4.1 Partnership for Student Success recommendations.

Kathy Molloy gave a summary about the ongoing request for the classified positions. The suggestion to go with the single classification designation came from HRLA. They are not comfortable with the single classification designation. Dean Scharper and the EVP have assured HRLA that there is stable funding source. HRLA would like to offer them as regular classified positions and at a reduced salary.

EVP: if there are reductions in the future we would have unallocated ongoing funds within that budget to make up the difference.

Jan Schultz mentioned that categorical funding is not a stable funding source. Once those classified people are here they could be kept here at the expense of janitors and other personnel that cannot be funded out of categorical funds.

EVP: These funds are pretty stable. In the worst case, that the budget is horrible the reserve is gone, these people do not bump custodians; they bump in their own classification.

Jan Schultz said she is very concerned that funding would come out of the general fund if there are difficult budgetary times.

Tom Garey agreed with HRLA and CSEA that we should not be creating special categories of employees.

M/S/C Move to approve the Partnership for Success recommendations including the recommendation to hire the new categorically funded full time positions pending the state budget (Garey/Dean)
2 opposed 2 abstentions

5.0 Reports

- 5.1 President's Report
5.2 Liaison Reports
5.3 EVP Report

6.0 Adjourn