ACADEMIC SENATE

Adopted Minutes

March 16, 2015
3:00 pm – 5:00 pm

1. Call to Order	Academic Senate President Michael Wyly called the meeting to order at 3:04 pm.
2. Roll Call	Michael Wyly, President; Mark Berrett; Sabine Bolz; Curtiss Brown *ex-officio;* Nick Cittadino; ; Lue Cobene; Dale Crandall-Bear *ex-officio;* Erin Duane; Les Hubbard; LaNae Jaimez; Julia Kiss; Amy Obegi; Narisa Orosco-Woolworth; Terri Pearson-Bloom; Andrew Wesley; Ken Williams; Debbie Fischer, Interim Admin Assistant Absent/Excused: Thomas Bundenthal; Joe Conrad; Susanna Gunther *ex-officio*; Ana Petero Guests: Jowel Laguerre, Yulian Ligioso, Leslie Minor
3. Approval of Agenda	President Wyly noted typographical error in agenda, Action Reminders 12.2.1. Should state March 2, 2015 instead of February 23, 2015. **Moved by Senator Duane and seconded by Senator Berrett to approve the March 16, 2015 agenda as presented. Motion carried unanimously.**
4. Approval of Minutes	**Moved by Senator Orosco-Woolworth and seconded by Senator Wesley to approve the March 2, 2015 minutes as presented. Motion carried unanimously.**
5. Comments from the Public	Senator Cittadino asked to be placed on April's agenda to discuss the mandatory Counseling 101 course.
6. AS President's Report *Academic Academy*	President Wyly, VP Jaimez, and Senators Citttadino, Kirkbride, and Reeve attended the 2015 Academic Academy for the State Senate this past weekend. It was a well-attended event, with over 360 in attendance. The focus of the event was student equity as well as student success. State-wide, any colleges are struggling with implementing student success and student equity plans. Many best-practices were shared in break-out sessions, including one from Senators Reeve and Kirkbride, in conjunction with Cosumnes River College. • Senator Cittadino attended an interesting session on how create a project from beginning to the end; he found it really helpful in terms of first-year experience; if anyone is interested, the Academic Senate website has all the material online, under Academic Academy, including one of the student success plans. • VP Jaimez indicated there were multiple conversations and presentations about student equity, and how to get the whole community to embrace the concept of student equity and student success; she found that many of the people were embracing the idea, and some of the schools shared their student equity plans. Overall the event was very positive. President Wyly facilitated a session, and mentioned it was very energetic and intense. One attendee in particular, from DeAnza College, was empowering and marvelous to listen to. The question now is what do we want to do with all of this knowledge? How can we inform Solano's decisions and plans with what we learned? President Wyly reached out to Shirley Lewis about a possible debrief with SEP and SSSP. Another possibility is to use Spring FlexCal, or something similar, as a periodic theme on Student Equity for the next few years. Discussion needs to be ongoing from a faculty perspective.
Correspondence Courses	President Wyly met with Curriculum Chair Curtiss Brown to talk about correspondence courses and how we are going to live up to our end of the bargain with respect to the pilot course approval process for correspondence courses. We want to assess our process, allow the assessment to inform our decisions as we move forward as a part of an expansion versus just expanding; we don't want the processes to result in a de-facto moratorium because we didn't follow through with this and we don't feel comfortable moving forward.

	• Brown mentioned that since the courses started so late in the semester, for now they will assess any bumps in the road, what were the positives and negatives for the process so far and make adjustments accordingly; then actively in Fall semester put together an assessment that will engage all instructors and students to see if the pilot program is working properly. He will return at the April meeting, once he has received feedback, to discuss the assessment process.
Shared Governance	President Wyly previously sent out a brief summary of the Shared Governance meeting from last Wednesday (dated 3/12/15). The content of that email is below. Senator Pearson-Bloom asked if Shared Governance was consulted about the reorganization of Student Services, and the answer is no. The reorganization was presented to Shared Governance for information only.

1. Outreach Blitz--Dr. Laguerre discussed current outreach efforts. Please see the attached handout for an overview.

2. (Wade Larson) Reorganization of Student Services. Pease see attached handout for an overview. Dr. Laguerre will discuss this item in more detail on Monday.

B. Men and Women's Tennis Program

Plan is to phase in first a men's program in S 16 followed by a women's program in huge following year. Currently, in case there are Title IX concerns, currently there're are more women's sports than men's at SCC. Board approval is anticipated by May 6. This program will include new courses to include a one-unit advanced tennis course in fall and a two-unit intercollegiate course to be offered in S 16. SCC to be part of eight colleges in Northern CA. Napa does not have a team. 30 FTES anticipated (or more). Coach selection and recruiting discussed.

C. Measure Q Update (Sata) **I would like to find time this semester to invite Leigh to the Academic Senate to give this presentation**. This has been on our radar since fall, and it has been back-burnered for other business. That said, there are a number of Board-proved purchases in VJO as well as more developed plans for VV of which we should be aware. On the main campus, projects for the performing arts was discussed--to begin in Summer 2015. In addition, duct repair and duct replacement for main campus buildings, roof repair, and ag/hort forthcoming. Also included will be faculty-led initiatives for upgraded classrooms per Dale's presentation to the Senate last meeting. Building 600 is considered the close out project for Measure G. In re to the library, measure Q allocations are in a holding pattern pending a more clear understanding of potential forthcoming state-wide ballot initiatives.

D. Technology Plans (R. Clague) 12-month plan. Highlights: upgraded tech for IT support; enhanced classrooms via Utelogy (per current pilot programs); group printing, to incl. high-capacity, industrial printers; all faculty/staff computers to be replaced by virtual desktop computers by end of year or laptops with convertible touch-screens which should be able to interface with classrooms; to encourage students to bring their own device; Virtual Device Interface (VDI); Library Tech Modernization to include "webrarians," rich streamed media, virtual drop in labs; tablet checkout; ebooks. In addition, looking ahead--possible visions for Shared Learning (with the need for faculty input emphasized including the content of Dale's presentation; lecture captioning; web access with an emphasis on prioritizing mobile devices. **I suggest that we have VP Clague to Senate to share this presentation and will work to invite him in late March or April.**

E. Senate proposed revisions to Code of Ethics. Approval of the proposed policy passed with one no and one abstention. To be forwarded to office of the president.

F. Part time and Emergency Hiring Policy. Approval of PT and Emergency Hiring policy with two abstentions. To be forwarded to VP Wade Larson.

G. Prerequisite and Corequisite policy tabled until next meeting. Passed with one abstention. To be forwarded to the ad hoc Board Committee on Policy and Procedure.

7. Superintendent / President Report	As a result of a 10+1 meeting with President Wyly and President Laguerre, it was recommended that President Laguerre attend today's meeting to clarify the results of the above resolution.
7.1 Resolution 2.23.15: Academic Senate of Solano Community College Complaints and Insistence on Process and Procedures Regarding the Board of Trustees Hiring for the Position of Vice	*First Resolve: that the Academic Senate of Solano Community College requests a prompt, thorough and detailed explication of the processes, definitions and interpretations utilized by the Board in the hiring of the Interim Vice President of Student Success* • President Laguerre stated that this was part of Policy 4800 whereby the Board can hire administrators on a temporary basis without going through the search process; he recognizes that this is generally for emergency purposes, however, if there is time they would want to allow for input by constituents into the hiring, as well as posting internally when there is an opportunity to do that. But there are times when there is short notice that we don't have the time to do that, as in this particular case.

President for Student Success in AY 2014-2015	*Second Resolve: that the Academic Senate of Solano Community College requests that, going forward with this position or any other position, the College adheres to a transparent, proper and legal process in all hiring* • The letter that the Academic Senate received from the President of the Governing Board (dated March 6, 2015) indicated agreement to the resolve *Third resolve: that the Academic Senate of Solano Community College receive a full accounting of current and projected grant expenditures prior to directing its President's signature to future 3SP and Student Equity plans to be submitted by the College to the California Community College Chancellor's Office for the 2015-2016 academic year* • President Laguerre distributed a handout entitled Assignment or Re-Assignment of Duties Filled by Academic Success Administrator (shown below), which shows the distribution of the VPSS duties after June 30th. It also includes his explanation for using SSSP money for the VPSS position.

By request of the board, the following was shared to show where the duties of the Vice President for Student Success will fall after June 30, 2015

• **AB 86**:	Workforce Development and Continuing Education.
• **I-BEST**:	Vice President for Academic Affairs.
• **Academic Success Center**:	Vice President for Academic Affairs.
• **CCPLS (Pathway to Law School):**	Dean of Social and Behavioral Sciences and Vice

President for Academic Affairs.

• **Foster Youth**:	Associate Dean of Financial Aid and Student

Services

• **Student Success and Support Program**:	Vice President of Student Services.
• **Academy for College Excellence (ACE):**	Vallejo Center Dean and Vice President for

Academic Affairs.

• **Enrollment Management**:	Vice President of Student Services.
• **Work with Vallejo City Unified School District**:	Vallejo Center Dean
• **Serve on Superintendent Cabinet**:	Not Applicable
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Statement on the Use of Student Success Funds
Following the action to establish the temporary position of Academic Success, Senate President Wyly shared with me the discussions that took place at some point between the Senate and members of the administration. There might have been some resistance to fill certain positions with 3SP funding. I had had no knowledge of these discussions prior to making the decision for using part of 3SP funding for the temporary position. Had I been aware of the discussions, I would have taken one of two actions:
• Not use 3SP funding and seeking other means to cover the position. Or
• I would have conferred with the Senate before making the decision to use 3SP funds.

Source of funding for the position
• 70% Career Pathway Grant with the Vallejo City Unified School District;
• 30% 3SP grant

• President Wyly noted Dr. Laguerre's support for the need for accounting of Student Equity funds and SSSP funds, and has reached out to Yulian Ligioso to attend the next senate meeting to report on these funds.
• Senator Pearson-Bloom brought up the concern about having counselors in place to do the SEP's required to earn priority registration status for the next registration cycle. She would like to see the Dean of Counseling invited to the next meeting to discuss how they are preparing for registration in terms of staffing, and whether or not some of the SSSP money will be used to hire additional counselors, etc. due to all the upcoming educational plans required.
• Dr. Laguerre indicated that there is a current search for temporary counselors; he has asked the Dean to make sure we advertise for full time counselors using SSSP funding; the full time person will not be in place by registration, but the adjuncts should be in place.

Final Resolve: that the Academic Senate of Solano Community College request the following steps should this position be extended beyond its initial six-month period (as it is currently scheduled to terminate on June 30, 2015).
• President Wyly felt that this resolve was fully addressed by the letter from the Board, and asked for any questions and/or concerns from the senators.

	- Senator Bolz asked for clarification as to whether or not the list President Laguerre provided was the final list of responsibilities (answer was "yes"), and also asked for the rationale for the VPSS position. - Dr. Laguerre indicated that he and Superintendent Bishop have had ongoing conversations about Middle College High Schools, and whether or not the School District should have one at our Vallejo Center, which she had been resistant to. However, she expressed an interest in the Wall to Wall Academy idea, which would give students the same opportunities for college access as the students enrolled in the Middle College High School. She also mentioned that she had money to pay for it. So he started thinking who could help us implement this program as fast as possible, within one semester? This was how the idea was established. After giving Superintendent Bishop the name of the person in charge of the program, he then discovered the money needed to fund the position had to be taken from the $600,000 joint grant from the Unified School District.
8. Vice President for Academic Affairs Report *Updates*	- Some summer classrooms/offices will change due to extensive HVAC upgrades, class times may change as well. Details will be sent out later, via email, as more information becomes available. Some of the affected buildings will be: 100, 500, 700, 1400, and 1600 (new roof). - K-12 Principals were invited to breakfast last Friday; they were updated on programs that may affect their pupils, such as changes to the Drafting Program that might be offered in high school; pathways to law school; student success program; juvenile detention facility partnership (six students coming in late spring to take Counseling 101). Also spent a lot of time talking about potential summer bridge or boot camp programs that the Principals may want their pupils to take advantage of on our campus. - Visiting all the schools to talk about cleaning up TBA classes; waitlist procedures; accreditation teams; etc. - On Friday, will attend non-credit curriculum statewide training to learn how to get more money for non-credit courses.
9. Action Items 9.1 Graduation Resolution	March 16, 2015 **Resolution 3.16.15: Commitment of the Academic Senate of Solano Community College to the 2015 Graduation and Commencement Ceremony** WHEREAS, the Academic Senate of Solano Community College is the elected leadership of faculty at Solano Community College in regards to academic and professional matters, including faculty roles and participation at commencement; WHEREAS, the Academic Senate of Solano Community College honors, values and supports the success of our students in the completion of Solano's degree and certificate programs and commits itself to the Dare to Declare campaign to increase student completion at Solano College, WHEREAS, the Academic Senate of Solano Community College understands and embraces the relationship between student success and faculty commitment to programmatic completion; WHEREAS, the Academic Senate of Solano Community College recognizes that a decrease in faculty roles at graduation over a period of years has contributed greatly to a diminished participation in commencement ceremonies; **RESOLVED** that the Academic Senate of Solano Community College commits itself to attending the 2015 Commencement Celebration of Solano Community College; and **RESOLVED** that the Academic Senate of Solano Community College shares its commitment with all Solano College faculty members to encourage attendance of all SCC faculty members to honor and celebrate student achievement at Solano College; and **RESOLVED** that the Academic Senate of Solano Community College work with the College to enhance greatly faculty roles and participation in commencement to honor and dignify the support and instruction provided by faculty to the students of Solano Community College.

President Wyly indicated that there are a number of ideas in the works to have faculty play a more prominent roles in commencement. For example, one idea is to have faculty meet at a central location, prior to commencement, for refreshments, and then to march to the field together. Also, banners might be purchased and carried by faculty to celebrate each school as they march in. Another idea would be to have faculty speaking on behalf of faculty to the graduating students (it may make the most sense to have our distinguished faculty give a short 5-minute address). Finally, we would find a role for faculty to be on the stage, either handing out diplomas, or standing in a receiving line, in order for our faculty to be elevated to the same prominence as other distinguished guests that are invited to commencement. Senator Williams suggested that our two new distinguished faculty could hand out certificates. President Wyly also

mentioned that if Item 9.3 passes, senators will be clearly identified with sashes saying they are representative of faculty-elected faculty leadership on campus, and possibly rotate three senators to the stage at a time to have continuous faculty presence on stage. **Moved by Senator Bolz and seconded by Senator Duane to approve the Resolution 3.16.15. Resolution carried unanimously; Senator Wesley abstained.**

9.2 ILO's – Revised and Approved by the Assessment Committee

Moved by Senator Duane to approve and seconded by Senator Pearson-Bloom.
Discussion: Senator Duane reviewed the Information Competency section (Section 2); she is fine with the condensing and re-wording of areas, but in sub-section A of II, she does not agree with omitting the old language; "you can't take the evaluation piece from the Librarian perspective out of Information Competency". After some discussion, President Wyly suggested that changes can either go directly to Shared Governance, or go back to the Assessments Committee. So far the changes would be:

- Move "Analyze and evaluate information for appropriateness, relevance, and accuracy" to the first bullet point under the proposed Section II.A.
- Unsure if the proposed "Converse in the vocabulary and concepts of the discipline" should be listed under Information Competency.
- Unclear as to why Scientific Complexities has its own category.

Senator Berrett asked where courses that teach Psycho-Motor skills fit in. It had been in sub-section IV.C, which wasn't the best fit. Discussion ensued about how the ILO's represent the GE experience, not major courses or programs. Not all courses will have to line up with the ILO. Several concerns arose about the potential for missing information. **Senators Duane and Pearson-Bloom chose to remove their motion until more information is gathered.** President Wyly suggests that in the interest of time, some answers to the concerns can be addressed via email. In the meantime, any other recommendations for amendments should be sent to him by end of week. This topic will be agendized for the next meeting.
T**abled until March 30, 2015.**

SCC Institutional Learning Outcomes (ILOs)
Upon completion of Solano Community College's General Education program, a student will demonstrate competency in the following areas:

Current Language:	Proposed New Language:
I. Communication Students will communicate effectively, which means the ability to: **A. Read** – Students will be able to comprehend and interpret: various types of written information in (1) expository prose and imaginative literature (including essays, short fiction and novels), (2) documentation such as manuals, reports, and graphs. **B. Write** – Students demonstrate the ability to: · Communicate thoughts, ideas, information, and messages in writing · Compose and create documents such as manuals and graphs as well as formal academic essays, observing rules of grammar, punctuation and spelling, and using the language, style, and format appropriate to academic and professional settings · Check, edit, and revise written work for correct information, appropriate emphasis, form, style, and grammar **C. Listen** – Students will be able to receive, attend to, interpret, and respond appropriately to (1) verbal, and/or (2) nonverbal messages **D. Speak and Converse** – Students have the ability to: · Organize ideas and communicate verbal or non-verbal messages appropriate to the audience and the situation · Participate in conversations, discussions, and group activities · Speak clearly and ask appropriate questions	I. Communication A. Reading: • Comprehend and interpret various types of information. B. Writing: • Communicate ideas and information in writi conventions appropriate to academic and pr settings. C. Listening: • Hear and respond appropriately to verbal as nonverbal messages. D. Speaking and Conversing: • Organize ideas and communicate clearly and using verbal and non-verbal messages in ap media.

Left Column	Right Column
II. Critical Thinking and Information Competency Thinking critically is characterized by the ability to perform: **A. Analysis** – demonstrated by the ability to: · Apply appropriate rules and principles to new situations · Discover rules and apply them in the problem solving process · Draw logical conclusions based on close observation and analysis of information · Differentiate among facts, influences, opinions, assumptions, and conclusions **B. Computation** – demonstrated by the ability to: · Use basic numerical concepts · Use tables, graphs, charts, and diagrams to explain concepts · Use basic geometrical shapes **C. Research** – demonstrated by the ability to: · State a research question, problem, or issue · Use discipline appropriate information tools to locate and retrieve relevant information efficiently · Analyze and evaluate information for appropriateness, relevance, and accuracy · Synthesize, evaluate, and communicate information using a variety of information technologies · Recognize the ethical and legal issues surrounding information and information technologies • Demonstrate understanding of academic integrity and honesty **D. Problem Solving** –demonstrated by the ability to: · Recognize whether a problem exists · Identify components of the problem or issue · Create a plan of action to respond to and/or resolve the · issue appropriately · Monitor, evaluate, and revise as necessary	II. Information Competency and Critical Thinking A. Information Competency: • Converse in the vocabulary and concepts of the d • Use discipline-appropriate tools to locate and ret information efficiently; and • Demonstrate understanding of academic and eth B Analysis: • Discover and apply information/rules to problem processes; • Draw logical conclusions based on verifiable facts contextualized knowledge; and • Differentiate among facts, influences, opinions, as and conclusions. C. Computation: • Solve problems using appropriate mathematical a statistical techniques; and • Create and/or use tables, graphs, charts, and/or d explain concepts. D. Problem Solving: • Identify possible problems and their components • Create a response to and/or resolve the issue app E. Scientific Complexities: • Apply the scientific method in natural and social s controlled and observational situations.
III. Global Awareness Students will demonstrate a measurable understanding and appreciation of the world including its: **A. Scientific Complexities** – Students demonstrate an understanding of: · The scientific method and its application in experiments · How experiments work · The major differences between social, natural and physical sciences **B. Social Diversity and Civics** – Students demonstrate ability to: · Communicate with people from a variety of backgrounds · Understand different cultural beliefs and behaviors · Recognize important social and political issues in their own community **C. Artistic Variety** – Students have been exposed to: · The visual and performing arts of one or more cultures · Analytical techniques for understanding the meaning in the arts, and/or · Hands-on experience with creative endeavors	III. Global Awareness A. Social Diversity and Civics: • Demonstrate an understanding of how cultural be practices impact behavior; and • Recognize important social, economic and politica locally and globally. B. Artistic Variety: • Engage in creative endeavors; and/or • Critique one or more visual or performing arts.
IV. Personal Responsibility **& Professional Development** **A. Self-Management and Self-Awareness** –The student is able to: · Accurately assess his/her own knowledge, skills, and abilities · Motivate self and set realistic short and long-term goals · Accept that assessment is important to success · Respond appropriately to challenging situations **B. Social and Physical Wellness** – Students make an appropriate effort to: · Manage personal health and well being · Demonstrate appropriate social skills in group settings **C. Workplace Skills** – Students understand how to: · Be dependable, reliable, and accountable Meet deadlines and complete tasks	IV. Personal Responsibility & Professional Developme Skills A. Self-Management and Self-Awareness: • Accurately assess his/her own knowledge, skills, a • Understand the importance of self-reflection; • Motivate self; • Respond appropriately to challenging situations; a • Demonstrate professional behaviors including goa dependability, and accountability. B. Social and Physical Wellness: • Manage personal health and well-being; and • Demonstrate appropriate social skills in group set

ILOs have to be assessed; Solano has only done them once.

Other schools use the course outcomes to measure the ILOs, which would be more efficient than what has been done in the past: surveys o faculty and an assessment written and given to students in addition to course assignments.

9.1 Graduation 2015: Academic Senate Sashes, Permission to Purchase	As part of our commitment to graduation, and to recognize all senators, we would like to provide sashes to be worn at graduation. **Moved by Senator Cittadino to approve (up to $300) and seconded by Senator Obegi. Motion carried unanimously.**
10. Information / Discussion Items 10.1 *College Budget Update and Answers to Questions – Yulian Ligioso*	Dr. Ligioso presented a chart that showed the Proposed Budget that was adopted by the Board, as well as the Projected Year Totals. (This information can be found on the website, under Finance & Administration, District Budget). The Board accepted a $1.4 million deficit, which resulted in a reserve level of approximately 6.25%. We are required to maintain at least a 5% reserve level, due to Board guidelines, as well as Chancellor's Office guidelines. When we fell below 5%, and for accreditation reasons, it was recommended that we hire a Special Trustee, which added to our deficit. The Trustee was here a few years. There were also cash flow considerations and deferrals from the state which resulted in us having to borrow money through our county. There are implications with falling below the 5% reserve level with the credit rating agencies; should our rating deteriorate, it could impair our ability to get more bonds. ACCJC also looks at our finances. After submitting our recent 2013/14 audit, we have seen over the past few years a pattern of declining enrollment, deficit spending, and reserves going down. These are factors in how we are rated with ACCJC. They have ratings of N-normal risk, M-moderate, and R-reported. We do not want to receive the R rating, which involves a special team coming to campus to assess our finances. When we look at where our projections are, they are worse than anticipated. This is due to increased class offerings to increase our enrollment; we are also trying to support instructional activity with release time and more coordinators than what was initially planned. We now expect our deficit to be $1.9 million, rather than $1.4 million, which drops our reserves to 5%. The State Chancellor's Office recently posted the report for Period 1, and we had a $650,000 deficit factor. (We had built in a $250,000 deficit factor). We are hoping for improvement by the time the annual comes through. For period 1, since we are considered stable, the state is holding us harmless, even though our FTES is lower that the budgeted 8,200 FTES. Discussion ensued about FTES and recent wait listing issues. Regarding the increase in academic salaries, part of the increase was due to more sections being offered, which resulted in an additional $450,000. Also, 7 FTES were budgeted for release time for coordinator positions, but it ended up being 10 FTES (approximately $200,000). Regarding employee benefits, we estimated a blended rate of a 10% increase, but Kaiser came in below last year, which is why benefits are down. Other encroachments to the general fund: the new initiative, Workforce Development and Continuing Education, was suspended, which generated about $150,000 toward the $590,000 loss. Another big piece of the $590,000 loss is the Child Development Center. Over the last four years, they have continued to lose money; $175,000 deficit was budgeted. The Small Business Development Corporation, and although we are seeing improvements, we expect a $50,000 loss. 2015/16 looks promising; this is probably the best budget from Governor and we should see a positive influx of funds; however, State leadership cautions us to not commit to ongoing expenditures which may turn out to be one-time money. Dr. Ligioso shared another document, referencing Certificated Salaries - Broken out by FT Faculty, Adjunct/Overload, and Academic Administrators" (see attachment below). In 2009/2010, our funded FTES was 9,544. After that we started seeing a workload reduction. By 2011/2012, we were reduced by about 7.6%. In the following year we looked at stability, using 8,500 FTES. Right now we are holding at 8,200, although we should end up with 8,600 including summer terms. This would restore us back to our original base from 2011/2012 (8,500 FTES), we would gain a 100 FTES growth. We could then strengthen the base by what we're doing this year. This would help us restore the $1.4 million we lost. Additional issues were quickly addressed: • Can enrollment updates be sent? Yes, that will be done. • Overall picture of classified faculty and management positions that have been added or changed in the past ten years: more of a challenge, but he will get what he can. • Adjunct compensation for mandatory training: some training is required by law, such as Sexual Harassment, Mandatory Reporting, Ethics course, and Diversity. If adjuncts have already fulfilled their Flex Cal obligation, is there money in the budget to pay for the training? It was

recommended to the President to set aside some Strategic Proposal monies for Professional Development. $200 has been set aside per faculty, starting next fiscal year.
- Comparison between faculty and administration salaries: see chart
- Instructional equipment: the Dean's received proposals from their faculty, and a total of $240,000 was allocated, but only about $180,000 was available. Some of the costs of projects were redefined, and some of the projects will be delayed until the next fiscal year.

President Wyly reminded everyone that the Professional Development money will be pooled, and individuals can apply for the funds per an established calendar and rubric. It's unclear right now if any unused money can be rolled over from year to year. Until then, the application process should start soon.

Due to time constraints today, Dr. Ligioso will be invited back to the next meeting to answer additional questions from the Senate.

10.2 *Shared Learning: Learning: Process for Curriculum Approval – Dale Crandall-Bear*	There is ongoing discussion about the Shared Learning concept about teaching a class simultaneously in three or more different locations. However, since the CTO, Roger Clayton, is leaving, the search for his replacement may hold up the process. Whether or not we hold pilot courses in the fall is still uncertain. The senate previously identified seven issues: • Title 5 compliance and committee involvement: we need guidelines that will enable the Curriculum Committee and the Distance Education Committee to approve proposals for doing shared learning since it is a change in modality; the CC would need to develop guidelines as to what is acceptable and what's not; also what constitutes student contact hours would need to be clarified. • Priorities: departments would need to determine if this type of learning would work in their discipline; • Student rights/Privacy rights: students being on camera and the potential of students being recorded; do students need to agree to be recorded, and what would be done with those recordings? • Intellectual property rights: If course activity is recorded, who owns those recordings, who can distribute them, etc.? Instructors would need to have full control over their presentations in the classroom. • Why should we have a tele-presence when computers are old (no technology/refresh plan)? IT does have a plan to refresh technology on an on-going basis; Dr. Minor mentioned that new computers are coming by December 31st. • How do we support instructors with this, especially in classrooms if there is no instructor there? This is one of the chief concerns. Existing staff in the centers might be available; phone numbers listed. • Workload: does this impact or increase workload? Senator Berrett mentioned that there are others schools who have done this; maybe we can start with looking at their documents. President Wyly suggested that we look at standing sub-committees (such as the DE committee and the Faculty Technology committee) to charge them with addressing these issues in cooperation with administration. Dr. Minor emphasized the importance of having a support person at each location. Dale will bring these issues back to the DE committee.
10.3 Distinguished Faculty Awards – Ken Williams	Senator Williams clarified that Deans <u>can</u> nominate faculty; emails/applications have gone out; President Wyly encouraged colleagues to nominate colleagues, including adjunct faculty.
10.4 Articulation Officer – Staff Position	President Wyly indicated that the Articulation Officer position is a release-time position, currently held by one of our counselors, Robin Arie-Donch, who is retiring at end of spring. What are we actively doing now to replace that Articulation Officer position? The Counseling Department does not want this position; they want their counselors to counsel. Dr. Laguerre proposes this be a "staff" position. President Wyly is not sure how he feels about this, and will check with Senate list-serves to see what other colleges have to say about that. This item will be tabled for March 30th meeting.

10.5 – Program Discontinuance – Mark Berrett	**Tabled until March 30, 2015**.
10.6 – Area B/ASCCC resolutions	President Wyly previously sent out an email regarding the forthcoming resolutions; if you have recommendations, email them to Michael. Area B meeting is on Friday, March 27th. As a reminder, those resolutions that are entertained at the Area B meeting then set the stage for Plenary in April and will be considered by the full body of the State Academic Senate, including the Consent Agenda; if there's anything you want pulled from the Consent Agenda, let him know.
11. Reports	None
12. Action Reminders	Program Review needs a student representative and could use another representative from CTE, Health Sciences, Math/Science, and Counseling
13. Announcements	The next regular Senate meeting will be held on March 30, 3:00 – 5:00 pm in the Board Room.
14. Adjournment	**Moved by Senator Cittadino and seconded by Senator Orosco-Woolworth to adjourn. The meeting adjourned at 5:06 pm.**
Attachments from Yulian Ligioso's presentation	PDF 1_FY2014-15 Budget and Projecti PDF 2_CertificatedSalari es.pdf PDF 3_Deans Final Determinations Insti