

Cañada College Academic Senate
<http://canadacollege.edu/academicssenate>

Minutes 3/23/17 2:10pm – 4:00pm Room 2-10				
<i>Meetings of the Academic Senate are open to all members of the public. Materials are posted on the meeting page of the Senate website.</i>				
No.	Item/Topic	Presenter	Time	Action
1	Call to Order		2:18	Procedure
2	Introductions Present: Doug Hirzel, Sarah Harmon, Dani Behonick, Hyla Lacefield, Monica Malamud, Sarah Aranyakul, Sandra Mendez, Ana Miladinova, Denise Erickson, STUD1, STUD2 Absent: Lisa Palmer Guests: Jai Kumar; Gregory Anderson; Erin Moore; Supinda Sirihekaphong		1	Information
3	Adoption of Agenda HL: Amend to move 7.5 to 7.2 M: Dani Behonick S: Hyla Lacefield Unanimous		1	Action
4	Adoption of Consent Agenda M: Dani Behonick S: Hyla Lacefield Unanimous		1	Action
Consent Agenda <i>All items on the consent agenda may, by unanimous vote of the Academic Senate members present, be approved by one motion after allowing for Senate member questions about a particular item. Prior to a motion for approval of the consent agenda, any Senate member, interested student, citizen or member of the staff may request that an item be removed from Consent to be discussed in the order listed, after approval of remaining items on the consent agenda.</i>				
4.1	Approval of Minutes: 3/9/17			
Public Comment				
5	Questions/comments on non-agenda items	Public	5	Information
Regular Reports				
6.1	President's report – posted online Emphasis on ACES Coordinator position and Accreditation Faculty Lead (2 applicants so far)	Hirzel	5	Information
6.2	Treasurer's report Nothing to report	Aranyakul	5	Information
6.3	Curriculum Committee 10/181 courses not started yet—absolute drop-dead date to submit changes is 6 April—during Spring Break—so get on it! Division reps are communicating with those faculty, as well as Instructional Deans.	Behonick	5	Information
6.4	Professional Development GA: Professional Development Committee will actually be meeting in person, as opposed to online, soon.	Erickson	5	Information
Senate Business				
7.1	Invitation to review Board Policies: 2.06 Board Policy and Administrative Procedure; 2.07 Policy Development; 2.18 Student Participation in District and College Governance; 2.30 Political Activity <ul style="list-style-type: none"> • DH: 2.30 has been widely discussed, so there are no changes, but it may be time to look at it due to political climate. <ul style="list-style-type: none"> ○ HL: students have a tendency to use current White House administration in creating new digital art. It's not 	Hirzel	5	Information

	<p>being done in a balanced way...does this policy cover this? MM: So long as the curriculum is balanced and fair to all sides, students can do what they want.</p> <ul style="list-style-type: none"> DH: 2.18—reminder to ASCC to make sure to look at this. 2.06 and 2.07 don't have many changes, either; 2.06 has no governance input on this currently with respect to procedures, so we may want to visit this topic and require that they go through governance for both policies and procedures. We will revisit these for Discussion in April mtgs. 			
7.2 → 7.3	<p>Inclusive Access – a program for reducing the financial barrier to course materials</p> <p>See PPT from Jai Kumar (attached)</p> <ul style="list-style-type: none"> JK: Part of a larger movement to help students as much as possible—including OER, new/used books, etc. Cañada is the core campus of this project for the district, and only a few CCs in California are doing this project. <ul style="list-style-type: none"> Big advantage is that students can get the materials in a variety of platforms, and they can get it for the first day of class. Faculty can choose their books based on content, not pricing. Faculty work with Jai to get the best content/deal. If you have questions concerns, please talk to Jai. Part of the contract includes that the publisher will offer a reduced price (no more than \$49) for a print book if the student wants it. Digital content can easily be incorporated into Canvas, and students experience a seamless transition. Students can opt out of the digital content if they really want, although they won't be able to opt back in later—for now, at least. Faculty need to get your book orders in early!! It helps Jai to work with all publishers to get better prices/deals. Potential proposal from one publisher to do installment payments for students, instead of all at once. DH: Late adds still get access? JK: Yes DH: CollegeBuys.com offers internet access service for students, \$24.99/mo, so they can get it if they need it. SA: Comcast has Internet Essentials is even cheaper. MM: There is also a proposal by Chancellor Galatolo to consider OER, including faculty incentives to encourage adoptions of OER texts <ul style="list-style-type: none"> DH: State Academic Senate discourages stipends/incentives 	Jai Kumar	25	Discussion
7.3 → 7.4	<p>Faculty Diversity Internship Program</p> <ul style="list-style-type: none"> SS: Workgroup has been working on this for a bit over a year, and this is the latest draft. <ul style="list-style-type: none"> Pilot would be marketed in F17, start S18. PT Coordinator on each campus will be needed, plus HR staff. Length of program is 1 semester; can be extended for an additional semester so long as mentor agrees. Each college would get 2-4 interns in pilot year. Interns should be from under-represented groups; this would be determined by District. Intern needs to 	Supinda Sirihekaphong	20	Discussion

	<p>be enrolled in graduate program and completed half of it; mentor needs to be tenured faculty.</p> <ul style="list-style-type: none"> ○ Want competitive applications, with interns who want to teach at a CC. ○ There would be professional development workshops to get interns engaged in the campus community, including pedagogy, and shadowing faculty mentors. ○ Responsibilities of interns and mentors are outlined in the document, as well as the evaluation process and compensation for interns and mentors. ○ Goes to Board for approval; would be up to the colleges to work out the details. <ul style="list-style-type: none"> ● DH: May be a typo on p. 3, Intern & Mentor Responsibilities—interns have 10 hours of contact time with mentor, but mentors have 11 hours? Campus coordinators—document says could be classified staff or faculty or administrator—but should be faculty so as to maintain faculty input. Also: what does the coordinator do for 3 FLC (7.5 hrs/wk)? <ul style="list-style-type: none"> ○ SS: Will address the issue of faculty (vs. classified staff or administrator) as coordinator, as well as the responsibilities of coordinator. ● DB: This is to bring in new faculty, and we already have a significant adjunct workforce who is not eligible to participate in this program...but need to bring it up here again, since they are being left out and there is nothing in place to help adjuncts. <ul style="list-style-type: none"> ○ SS: FDIP can work on this, especially opening the workshops to adjuncts, but it will have to be addressed at a different time. ○ MM: agreed with DB, also hesitant to go forward with any initiative without proper compensation—while there is compensation here, the workload issue hasn't been addressed as a whole—and there is a disadvantage to current adjuncts, so cannot support this. ● AM: Who chooses the interns? Also, the process seems a bit unclear from the faculty side. There is benefit, but is there an expectation that they will still teach? <ul style="list-style-type: none"> ○ SS: No expectations, and the process for selection is in the draft. ● DE: Seems much like a student teacher situation, but that normally would ask the student teacher to do much of the teaching. For a college course, the curriculum is set by the professor, and seems illogical to break up the curriculum to hand over to the student teacher. Would like to hear what kinds of classes this has worked in other colleges that have FDIP, hear of successes. <ul style="list-style-type: none"> ○ SS: Most are in English and Counseling, but other disciplines are covered. ● SS: FDIP Workgroup will work on this more and get back to us. 			
<p>7.4 → 7.5</p>	<p>Provide input into the working draft of the college's new Professional Learning plan</p> <ul style="list-style-type: none"> ● EM: Getting preliminary feedback on goals and objectives and potential activities for Professional Learning Plan. <ul style="list-style-type: none"> ○ The IEPI/PRT visit brought out a Menu of Options, which include differing levels of professional learning 	<p>E. Moore</p>	<p>25</p>	<p>Discussion</p>

	<p>needed; responsible groups; opportunities for all constituency groups.</p> <ul style="list-style-type: none"> ○ Want alignment with EMP, and used draft strategic initiatives for EMP goals. ○ Now in 'collect feedback' mode—send to EM directly—or can go to open forums, or give comments/questions to PBC/ASGC representatives; there will also be an anonymous survey. ○ There is now a PL webpage, so info and documents are there. ○ Plan will go to PBC for vote on 17 May. This first PL Plan is a prototype that is for 1 year—want to analyze and reassess, and make changes as necessary. ○ Goals are on handout on ASGC page—we will come back to it at next meeting to give feedback—ideas that could be added, changed, what should be kept. <ul style="list-style-type: none"> ▪ DH: Goal 1—talks of resources, but nothing on staffing, i.e. coordinators, etc. EM will look into this. ● DH: send all feedback to EM via email in the next week, and we will see another draft of this on 13 April meeting. ● EM: Goal 2, first group—we already have established communities of practice, it's just to expand it. Also mentoring/coaching is part of this. 			
<p>7.5 → 7.2</p>	<p>Proposed resolutions:</p> <ul style="list-style-type: none"> ● Maintaining and growing the number of FT faculty and adoption of a Faculty Vacancy Process ● The role of not-for-credit education <p>Proposals page on the ASGC page shows table of proposed resolutions with update on discussion and actions.</p> <p>Maintaining and growing the full-time faculty workforce:</p> <ul style="list-style-type: none"> ● Need feedback on the last resolved re: Faculty Vacancy Process <p>Faculty vacancy process:</p> <ul style="list-style-type: none"> ● HL: Is it 2 semesters to be approved, or 2 semesters to apply? Unclear as written currently; need to refer to beginning of the process <ul style="list-style-type: none"> ○ DH: should be 2 semesters to initiate—but if the college says no, there can be an extension, so that changes can be made. Also, 2 semesters may not be enough, and it may be something that needs to be revisited. ○ HL: 2 semesters is fine, but there needs to be clearer language on what happens if the college doesn't approve. ● DH—need ask divisions to look at this. While we probably can't approve it this semester, we need to have something soon, so that as there are changes in the administration faculty are protected. <p>The role of not-for-credit education:</p> <ul style="list-style-type: none"> ● DH: <i>Advocate</i> article that came out today on this—good article that discuss this issue. There are cases where CCCE and our faculty have worked together on programs (SVIEP/ESL), but other issues have arisen (MEDA). This resolution would clarify our position—we support CCCE, but it can't be in conflict with our existing programs. But the 'Resolved' clauses need to be reviewed by faculty and by the Curriculum Committee (experimental courses). 	<p>Hirzel</p>	<p>15</p>	<p>Discussion</p>

	<ul style="list-style-type: none"> HL: Good idea for the piloting of courses, but concern over pipelines and their efficacy; experience with supposed pipelines and the students don't always show up. We need to make sure that the data are there. <ul style="list-style-type: none"> DH: May be an added resolved, or somehow get that information. DB: Challenge is that because CCCCE isn't held to the same standards, they don't also collect the same data. DE: if a faculty member teaches in this style of course, does it count for load? <ul style="list-style-type: none"> DH: No, you're an independent contractor. HL: Workforce funds available for some of these courses. Finding out if these funds can be used for that. DH: But since they're short course—8-hour for many of them—it wouldn't make much of a dent into load. <p>For all above proposed resolutions:</p> <ul style="list-style-type: none"> DH: Please write amendments as appropriate, and please discuss the <i>Advocate</i> article with divisions/colleagues. Also, we did send CCCE resolution to Tom Bauer, and he was appreciative of being a part of the process. Will be discussing this at a future ASGC meeting. 			
Other Reports, Meetings and Deadlines				
8.1	Division reports and concerns	Division Reps	10	Discussion
8.2	Upcoming Meetings A. Joint Division Meetings: Guided Pathways – April 28, 3-142, 12-2 p.m.			
8.3	Upcoming Conferences: A. Partners in Excellence: Co-Creating and Outstanding Student Experience – ACCJC – April 4-7 http://accjc-conference.org			
9	Adjourn	Hirzel	4:06	Action
	Next Meeting			Apr. 13, 2017

In accordance with the Ralph M. Brown Act and SB 751, minutes of the Cañada College Academic Senate will record the votes of all members as follows: (1) Members recorded as absent are presumed not to have voted; (2) the names of members voting in the minority or abstaining are recorded; (3) all other members are presumed to have voted in the majority.

Academic Senate for the 2016 – 2017 academic year:

President: Doug Hirzel; Vice President: Sarah Harmon; Secretary: Lisa Palmer; Treasurer: Sarah Aranyakul;
Curriculum Committee: Danielle Behonick; Professional Development: Denise Erickson; Humanities and Social Sciences Division: Monica Malamud; Science and Technology Division: vacant; Business, Design & Workforce Division: Hyla Lacefield; Athletics, Library and Learning Resources: Ana Miladinova & Diana Tedone; Student Services: Sandra Mendez