

Academic Senate
MINUTES
 Monday, March 11, 2019
 3:00 – 5:00 p.m.
 Room 1109

Executive Committee Members Present					
x	Cathy Anderson	x	Kari Aranbul	x	Jim Bigelow
x	James Crockett		Anthony Eckhardt	x	Leslie Ellingson
x	Leo Fong	x	Lenore Frigo	x	Scott Gordon
x	Chaz Kelley	x	Robb Lightfoot	x	Mindy Marlatt
x	Susan Meacham	x	Haley Mulvihill		Ray Nicholas
x	Carolyn Singh	x	Jeff Specht		Linda Thomas
x	Craig Thompson	x	Joanne Tippin	x	Susan Westler
	Don Cingrani (N/V)	x	Frank Nigro (N/V)		Scott Yates (N/V)
Other Faculty Present					
Guests					
x	Will Breitbach	x	Tim Johnston	x	Jennifer McCandless
x	Carlos Reyes	x	Greg Smith	x	John Yu

1. Call to order: Meeting was called to order at 3:05 p.m.
2. Approval of Minutes (Attachment)—February 25, 2019: Susan Westler requested a correction in the record of our discussion for AP 4235—Credit by Examination (item 6.h); she stated that her reason for requesting that the item be tabled was not that there was no feedback available but

that she wanted more time to read the policy. Susan Westler moved to approve the February 25th minutes; seconded by Craig Thompson. Motion with correction carried unanimously.

3. Opportunity for Public Comment

- a. This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.

4. Reports

- a. Report from the Academic Senate President (Cathy Anderson)
 - i. Cathy reported that she attended the Innovations Conference in New York City two weeks ago, and from all the sessions on acceleration in English and math that she sat in on, she was impressed by how much progress we have made in acceleration compared to other colleges around the nation.
- b. Report from Instructional Council (Susan Meacham)
 - i. Susan Meacham reported that Instructional Council met on March 7. Each dean started by presenting their division's top ten initiatives, if they had that many. The presentation order was randomly generated. As time permitted, the deans with more than 10 initiatives were allowed to address additional items. It was the consensus of the Instructional Council that the initiative rubric, which goes from 0 to 3, be expanded from 0 to 6 in each category to reduce the likelihood of ties. Rankings are to be submitted by noon on March 20 in time for the next Instructional Council meeting on March 21.
- c. Report from College Council (Frank Nigro or Cathy Anderson)
 - i. Frank Nigro reported that the minutes for all of the fall meetings of College Council are now available online. Additionally, the final report on the 2015-2018 Strategic Plan will be posted by the end of this week. Finally, he noted that he sent out an update on the ten full-time faculty searches currently in progress; second-level interviews will be starting next week.
- d. Reports from Standing Subcommittees (Reports are given by the Co-Chair or delegate as needed)
 - i. Curriculum Committee (Co-Chairs: Scott Yates, Frank Nigro)
 1. Susan Westler reported that the committee is developing a procedure to handle courses that haven't been taught within the past five years. The committee is also working on a checklist of people to consult before presenting a course or program to Curriculum.
 - ii. Scholastic Standards Committee (Co-Chairs: Don Cingrani, Tim Johnston)
 1. Tim Johnston reported that the committee considered a number of student petitions. Tim also announced that with Don Cingrani's upcoming retirement, the committee will decide on a new co-chair at the end of the term.
 - iii. Faculty Excellence Committee (Co-Chairs: Melanee Grondahl, Jennifer McCandless)
 1. Joanne Tippin reported that with Jennifer McCandless joining the committee as co-chair, they have been reviewing the committee's scope of responsibilities. In particular, they have been reviewing the list of approved flex activities. Joanne also mentioned that the committee has

been considering online courses on effective teaching practices that are offered by the Association of College and University Educators (ACUE).

- iv. General Education Committee (Co-Chairs: Susan Westler, Carlos Reyes)
 - 1. No report.
 - v. SLO Committee (Co-Chairs: Sara McCurry, Kate Ashbey, Will Breitbach)
 - 1. No report.
 - e. Reports from Joint Committees (Reports are given by the Co-Chair or delegate as needed)
 - i. Distance Education Committee (Co-Chairs: Tom Glass, Will Breitbach)
 - 1. No report.
 - ii. Student Success Committee (Co-Chairs: Jim Crooks, John Yu)
 - 1. Kari Aranbul reported that the committee did a first reading of the Student Equity Plan draft. This draft will be coming to Senate in two weeks.
 - f. Report from the Institutional Assessment Committee (Sara McCurry)
 - i. No report.
 - g. Guided Pathways (Jennifer McCandless)
 - i. Jennifer McCandless reminded everyone that today is the deadline to submit applications for faculty liaisons for Guided Pathways. She also announced that a team from Ed-Insights is coming for a campus visit on March 26-27 to examine our progress with Guided Pathways; Ed-Insights is a research group that does site observations for the Chancellor's Office, and we were one of the colleges selected. They will be meeting with several focus groups. Also, a team from Shasta College will be attending a Guided Pathways workshop in Sacramento on April 8.
5. Informational Items
- a. Carolyn Singh announced that the celebration honoring newly tenured faculty has been tentatively scheduled for May 2, 5:30-8:00 p.m., at the Gaia Hotel.
6. Discussion/Action items
- a. Proposed New Courses (1 attachment)
These courses were approved by the Curriculum Committee.
 - i. There were eight new courses approved at the March 4th Curriculum meeting: ALH 108—Pharmacy Technician Fundamentals (4.0 units); ALH 109A—General Pharmacy Practice (4.0 units); ALH 109B—Pharmacy Technician Lab I (1.0 unit); ALH 110A—Advanced Pharmacy Practice (3.0 units); ALH 110B—Pharmacy Technician Lab II (1.0 unit); BSOT 130—Computer Basics (1.0 unit); CALS 260—Money Matters (3.0 units); CALS 262—Modes of Expression (3.0 units). Susan Westler moved to approve all the new courses listed; seconded by Kari Aranbul. Motion carried unanimously.
 - b. AP 4235 – Credit by Examination – Third Reading (1 attachment)
 - i. To highlight how Qualification #3, which sets the limit for cumulative units earned through credit by examination at 15, would impact students, Susan Westler pointed out that incoming LVN students can challenge courses that are in the first two semesters of the program, and that would entail more than 15 cumulative units. Tim Johnston checked Title 5 and found that individual colleges can decide what this limit is. Cathy asked about how many students actually challenge this limit. Frank Nigro and Tim Johnston said they were not aware of any such challenges, but Frank said that he

anticipates that we will see challenges in the future because of students requesting that their prior work experience be counted for course credit, so he agreed that a limit of 15 units was too low. Cathy proposed raising this limit to 30 cumulative units. Susan Meacham moved to approve AP 4235 with a change to the limit of cumulative units from 15 to 30; seconded by Susan Westler. Susan Westler requested a change to the awkwardly phrased sentence "There is no refund of fees if the examination(s) is not taken" in item 3.d in the Petitioning for Credit by Examination: Procedure for Shasta College Students section on page 3. Susan Meacham suggested that this sentence could be revised as "There is no refund of fees if any exam is not taken." Motion carried unanimously.

c. Add-Code

This semester we are piloting a new expiration date for the add codes. We agreed to discuss the results of our pilot during this semester and revise as appropriate.

- i. Tim Johnston had recommended that the expiration date for add codes be extended to the day before census; this would help students who are given an add code for a class but do not use it before the expiration date and must go to the Admissions and Records office to add the class. Susan Westler was in favor of this extension because she has seen this type of scenario often, with students sending her emails right before the deadline to add. Susan Meacham noted that the week that our census day occurs has varied from semester to semester, so if we are setting an add code expiration date based on when the census occurs, we should have greater consistency with when the census falls on the calendar. Tim Johnston stated that Title 5 requires colleges to conduct the census during either the third or fourth week of the semester, so to avoid having an add period that is too long, we should aim for having census day during the third week each semester. Joanne Tippin was troubled by the idea of students adding at the end of the third week for an online class because those students will have missed a considerable portion of the course by not being able to access any of the course content until after they have officially added. Cathy asked if there could be a way for students to be able to access an online course before officially adding; Will Breitbach pointed out that this would be problematic because for online courses students must be on the roster to be able to participate in the course. Susan Meacham said that she explicitly states in her syllabus her policy of strongly recommending that students add the class within 24 hours after the add code is issued; Frank Nigro recommended that other instructors follow Susan's example and make their add policies explicit in their syllabi. Craig Thompson noted that students often have legitimate reasons, such as financial aid issues, for waiting to add. Scott Gordon moved to approve an extension of the expiration date for the add code to the day before census; seconded by James Crockett. Motion carried with one no vote (Joanne Tippin).

d. OEI Course Design Rubric – Will Breitbach

<https://cvc.edu/wp-content/uploads/2018/10/CVC-OEI-Course-Design-Rubric-rev.10.2018.pdf>

The statewide Academic Senate recommends that [local Senates adopt the OEI course design rubric](#). The Distance Education Committee therefore suggests that the Academic Senate endorse the OEI Rubric as a recommended best practice for online course design.

- i. Will Breitbach shared several faculty testimonials that highlighted the benefits of using the OEI Course Design Rubric, and he provided a list of reasons why following this design rubric would benefit both students and instructors. Susan Westler stated that she reviewed the rubric and found it to be quite useful, so her previous concerns about adopting it were allayed. Lenore Frigo requested explicit language be added stating that complying with the rubric is recommended but not required. Scott Gordon suggested using a statement specifying that the OEI Course Design Rubric be used as "a recommended best practice for online course design, but not a requirement." Scott

Gordon moved to endorse the OEI Course Design Rubric as a recommended best practice for online course design, with the added language that it is not required that online instructors use it; seconded by Craig Thompson. Motion carried unanimously.

- e. Develop Local Goals that Align with the Vision for Success – Will Breitbart (no attachment but data will be presented during the meeting)
 - i. Will Breitbart shared the proposed local goals for Shasta College that are intended to align with the Vision for Success program by the Chancellor’s Office. Goal 1 involves completion, with a targeted 20% increase in the total number of completed associate degrees (from 723 in 2016-17 to 868 in 2021-22) and CCCCO-approved certificates (from 388 in 2016-17 to 465 in 2021-22). Goal 2 involves transfer, with a targeted 35% increase in the number of students competing ADT degrees (from 175 in 2016-17 to 236 in 2021-22). Goal 3 involves unit accumulation, with a targeted 10% decrease in the average number of units earned per completed associate degree (from 84.84 units in 2016-17 to 76 units in 2021-22). Goal 4 involves workforce, with a targeted 10% increase in median annual earnings of exiting CTE students (from \$22,928 per year in 2016-17 to \$25,250 per year in 2021-22). Goal 5 involves equity, with a targeted increase of 323% for the number of first generation college students completing an associate degree (from 15 in 2016-17 to 55 in 2021-22), and 200% for the number of first generation college students completing a CCCCO-approved certificate (from 10 in 2016-17 to 30 in 2021-22); also, there is a goal to decrease by 4% the number of units accumulated by associate degree earners who are first generation college students (from 79.38 units in 2016-17 to 76 units in 2021-22), and to increase by 5% the median earnings of all first generation college students (from \$31,376 in 2016-17 to \$32,944 in 2021-22). Will explained that these goals are benchmarks that we can use to measure how successful we are with Visions for Success goals. He stated that the Senate is not required to approve these goals, but Cathy, as Senate President, will be asked to certify them. Cathy asked for a copy of Will’s PowerPoint so that she can distribute it to Executive Committee members.

- f. Fulltime Faculty Hiring Procedure (1 attachment)
Continue our discussion; what’s working, what’s not.
 - i. Cathy summarized the proposed changes that have been made so far to the Procedure for Selection of New Faculty. She emailed these before today’s meeting. Susan Meacham noted some awkward language in the section on Selection of Committees, and she proposed replacing the statement “the following committees may have members in common or be disjoint” with “the following committees may or may not have members in common.” Scott Gordon suggested that in the section on Job Announcements Prepared the statement “the Area Administrator will consult with members of the advisory committee...” be changed by replacing the modal verb “will” with “may.” Carlos Reyes asked about part b of the Advertising the Position section; the first sentence states that “the Associate Vice President of Human Resources will process applications for review by the screening committee,” but in actuality it is the Human Resources Office that does this; Greg Smith agreed that “Associate Vice President of Human Resources” should be changed to the “Human Resources Office” in that sentence. There was redundancy in the first part of the Equivalency Established section with that sentence “In either case, equivalency will be established before the candidate is interviewed”; this sentence should be removed. Also, the sentence stating that “the Equivalency Committee will pass all proved applications to the Screening Committee for further consideration” was updated to read “the Equivalency Committee will forward all approved applications to the Human Resources Office for processing” to more accurately reflect the procedure. Cathy asked everyone to think about what could be added to the Interview Questions section, particularly to reflect the recommendations

made by Roger Gerard and Lorraine Haas that were presented during the January 28th Senate meeting (“to encourage a more diverse faculty....”).

- g. Review an Article in the Chronicle of Higher Education – Frank Nigro (1 attachment)
Review of the article Meet the New Mega-University
 - i. Frank Nigro asked Cathy to share this article with Executive Committee members. It profiles Southern New Hampshire University and Western Governors University and the massive growth in enrollment at both schools. Frank connected the article to our current enrollment situation, which shows an increase in enrollment for online courses and a decline in demand for face-to-face classes. It also relates to discussions that we have had concerning shorter academic terms, such as 8-week ones, and the use of Shasta Summit to better connect with students.
- 7. Other— No action may be taken on discussions under the “other” agenda item.
- 8. Adjournment: Meeting was adjourned at 5:00 p.m.
- 9. Next meeting: Monday, March 25, 2019, at 3:00 p.m. in Room 1109

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