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| lgavlogo | Gavilan College Academic SenateTuesday, April 16th, 2019 from 2:30 – 4:30 p.m.LOCATION: N/S Lounge |

**MINUTES**

1. **Opening Items:**
	1. Call to order – **@ 2:32 p.m**.

Nikki brought several items from the Academic Senate Plenary, e.g. Rostrum. See her if you would like one.

* 1. Welcome and Roll Call

**Senators:** Nikki Dequin, Pat Henrickson; Linda Stubblefield; Carla Velarde-Barros; Nicholas Park; Sabrina Lawrence; Andrew Delunas; Blanca Arteaga; Jessica Hooper; Sejal Dharia; Jane Maringer-Cantu;

**Guests:** Rosa Sharboneau; Randy Brown; Wade Ellis; Fran Lozano; Peter Wruck; Cherise Mantia; Dr. Kathleen Rose

* 1. Approval of Agenda

**MSC: (Delunas/Lawrence) Motion to approve the Agenda, passed.**

1. **Public Commentary:**

This portion of the meeting is for members of the public to address the Senate. No action will be taken. Each individual is limited to one minute.

1. **Consent Agenda**
	1. Approval of Minutes: March 19, 2019 - change title to Minutes not Agenda.
	2. Approval of Minutes: March 29, 2019 Special meeting
	3. Curriculum Meeting Minutes: February 25, 2019; March 11, 2019; & March 25, 2019

**MSC: (Delunas/Arteaga) Motion to approve the Consent Agenda with changes, passed.**

1. **Workgroup breakouts**

**Integrated Planning/Hiring/Equity and Grants**

Velarde-Barros: CTE Pathways work group reviewed the potential grant that Sabrina Lawrence shared (CTE Pathway grant). They made a recommendation that there be special attention paid to how this grant would impact hiring and faculty load. They asked that what classification the FT temp Instructional designer would be, and how that might impact departments if positions are temporary or reassigned time.

**Student Learning Outcomes and Inst. Research/Data**

Sabrina Lawrence: the work group talked about the formation of the Student Learning Outcomes (SLO) Committee and concerns with the changes in the Instructional Research department, with Peter Wruck leaving. They suggested that position be an integral part of the committee and wondered what the committee would look like if that position was not a part of it.

**Distance Education/Technology and Learning Resources**

Pat Henrickson: The group looked at student survey results and its connection to Distance Education, including iLearn and Canvas.

She added the group wants to take a good, hard look at the draft of the Preferred Name policy and evaluate its impact on students, faculty and college resources.

Dequin: The resolutions pertaining to Open Educational Resources (OER) were adopted at Plenary. She attended a breakout session at the conference that focused on OER, funding and equity issues.

Lawrence: There are some courses already listed as OER and there is a state-approved symbol to denote the zero cost textbooks and courses with free textbooks or OER.

1. **Information:**
2. **Discussion:**
	1. **Academic and Career Pathways clusters, titles, descriptions and designs, Rosa Sharboneau:**

Guided Pathways (GP) is not just clusters. It’s a transformational change for the campus in how it serves students and prepares them for jobs and transfer.

Gavilan has developed eight clusters, but is not certain if it is the optimal number for the college. It will not be known until they are put into practice. Mapping and clustering are not stand alone pieces, they intersect.

In the Fall of 2018, GP began collecting data and campus-wide input to develop the clusters based on Gavilan’s student population needs. At that point, Gavilan offered 140 programs that needed to be mapped and clustered. Sharboneau said the over-arching goals are for students to start and complete the degree or certificate in two-years, which leads to either employment or transfer to a University.

The eight proposed clusters give students a starting point and guide for their career at Gavilan. They still have the freedom to change their minds and for the college to adjust curriculum. The workgroup is now seeking feedback on the proposed clusters.

The next step will be addressing how students are informed about GP.

Sharboneau said the charge is very specific~~:~~ If a student starts in one cluster, will they see success without taking excessive units or attending Gavilan for an extended period of time? The days of taking their time and trying out different paths may be in the past, said Sharboneau.

One way they will help potential students decide on a path, is through career assessments at the high school level. The college application will also be streamlined behind the clusters.

After the completed clusters are approved, the group plans to begin implementation of the clusters in Fall 2019. The clusters will continue to be evaluated and adjusted to best support student’s needs. Sharboneau said the group anticipates that counselors and students will be the first to experience the need for changes to the clusters. Program flexibility will be the key to addressing these changes.

The workgroup proposes to institute a trial over the next few years and to review the progress midtrial.

**Discussion:**

There were questions on whether to formally adopt the GP clusters. Sharboneau said the workgroup is not seeking formal adoption, but to implement a trial period.

Jessica Hooper commended the group for its inclusion of the English as a Second Language program into the clusters.

Five course maps were looked at and it was determined they could create a successful first semester for those maps.

There is still a lot of work to be done, along the lines of career options for students, Sharboneau said.

As a caveat, Johanna Stewart found some old paperwork showing Gavilan was developing the same process in 1999.

The workgroup is developing a clear process for review, with criteria designed to establish what does and does not work. Overlapping is still an issue, but Sharboneau said, from a student’s point of view having a clear area of study with no overlap is beneficial.

There was concern that labeling groups would confine or push students past exploration. Leslie Tenney said the intent is not to push students away from exploring their options, but to provide structure and to serve as guidelines. Students are not stuck in the cluster they choose in the beginning. They can change clusters and explore opportunities of interest.

Carla Velarde-Barros said in her experience, we want to encourage students to use the pathways to explore, but students do come in with stated goals. They want to know how to approach and how long it takes to complete an area of study or degree.

Blanca Arteaga asked if they would display the clusters in the student center to gain student input. Sharboneau said they are planning posters and will also be distributing the information during the upcoming Super Saturday event.

All were asked to send comments, questions and feedback to Sharboneau.

* 1. **Guided Pathways Mapping update, Leslie Tenney**

The mapping process is continuing. Currently, they need to come up with a standardized format for explaining what a pathway looks like and how it will function.

Some of the maps still need items such as, program descriptions and future uses or employment within the area of study.

Tenney said she is proposing a commitment with Vice President of Academic Affairs (VPAA) Denee Pescarmona for piloting maps. Classes would be offered in-line with the maps for the first cycle. Within reason, those classes would not be cancelled due to low enrollment. Departments interested in piloting need to finalize their maps.

Through this process, Tenney says they hope to gain feedback to better serve the students and to address areas where the program may not be functioning as well as planned.

Randy Brown thanked Tenney and Sharboneau for their teams’ hard work. He added that the teams have built a structure that students can see. This structure should make it easier for students to make informed choices in programs or careers. These are foundational pieces, he said. There is still a lot of work in the future to fine-tune the process. He supports taking the next step and piloting some of the maps.

**Discussion:**

Some of the work is to create a program template that every area can agree on; fine tune the look of the clusters and then put them on the website; and create examples of pathways for different subjects.

Jessica Hooper asked how they will make the pathways function and be inclusive for all students.

The pathways will be adjusted for individual students. Students should be encouraged to speak with a counselor to understand their options. Flexibility needs to be embedded in the pathways.

* 1. **Peer Online Review Process (POCR) draft proposal, Sabrina Lawrence**

Historically, Gavilan was accepted into the Online Education Initiative. As a member Gavilan needs to have 20% of its course approved through the POCR review by spring 2020.

Lawrence proposes that Gavilan develop its own POCR process, where courses are reviewed locally then submitted to the state. This would require a 40-hour training course for the reviewers. Lawrence and Jane Maringer have completed the course, and Julian Kearns is currently taking the course.

A committee needs to be formed that consists of the trained reviewers, possibly a librarian and DE committee members. Then the group will take in applications from faculty who would like their course(s) reviewed. The group would offer faculty course adjustments, training and assistance in developing the course. After it completes the local review, the course would be ready to submit to the state and be placed on the Statewide Exchange. She cautioned that the review is a strenuous process on the faculty.

Lawrence said programs such as this are more successful when they are institutionalized and have faculty participation. She asked the Senate to spearhead this project.

Working through Title 5, Lawrence said, the reviewers would be paid for their work. In exchange, the reviewers would provide feedback and data on how the process is working.

Dequin asked the Senate to take the proposal back to their departments for input.

1. **Action:**
	1. Strategic Plan Goals (Cherise Mantia)

**MSC: (Delunas/Park) Motion to Approve; passed.**

* 1. Program Integrated Planning and Review –AEC, Counseling, Library

**MSC: (Delunas/Stubblefield) Motion to Approve; passed.**

* 1. Proposed Student Learning Outcomes committee

**MSC: (Delunas/Lawrence) Motion to approve withdrawn, Item tabled until next meeting.**

Discussion: It was agreed that by-laws should be in place and members recruited before the committee is officially formed.

* 1. AP 3435, AP/BP 3518

**MSC: (Delunas/Park) Motion to Approve with recommendations; passed.**

Discussion: Recommend that the policies include links to the SCC and SBH county websites; designate where forms can be found on campus and at offsite locations.

1. **Reports:**
	1. Standing Reports:
		1. ASGC: Blanca Arteaga

80 local high school students are expected for the Leadership Symposium on Friday, throughout campus.

The ASGC elections will be April 24-May1.

* + 1. College President

**MSC: (Delunas/Velarde-Barros) Motion to extend meeting 5 minutes, Passed.**

**MSC: (Henrickson/Lawrence) Motion to extend meeting another 5 minutes, Passed.**

Dr. Kathleen Rose

**Reorganization:**

Dr. Rose announced that Peter Wruck has accepted a position in the Midwest and will be leaving the college on May 10. As part of the reorganization, she said the college needs to hire a VP of Business Services to replace the individual that is retiring. This position supervises our Informational Technology, Fiscal and Facilities. The hiring process will be the same as for the hiring of the VPAA with a community board and open forums.

The other positions that will be filled with an equity focus includes: Dean of Student Success and Equity/Special Programs; Dean of Student Success and Equity/Enrollment Services and Student Pathways; All Deans will be highly trained.

Diane Stone’s position as Departmental Assistant in Kinesiology will be filled, as well as a Director of Allied Health and two faculty members in Allied Health; plus 2 additional full-time faculty members.

This is a one-year student-centered, Guided Pathways-driven plan. The administration is moving forward with the hiring processes.

**Accreditation Draft report**:

Gavilan received a Commendation for Community Support. It received 4 recommendations; 3 for compliance issues and 1 for improving quality.

Compliance 1: Distance Education should consistently adhere to the policy of regular and substantial contact with students.

Compliance 2: Course Syllabus, college needs to ensure students receive a course syllabus that includes correct SLOs.

Compliance 3: Information Competency

Improving Quality 1: The College needs to make sure all staff are evaluated systematically and at stated intervals. We do them according to the Contract for both.

Dr. Rose said she will be addressing some of the Compliance recommendations with the ACCJC chairman. Even if all four areas stay, Dr. Rose said she does not believe we will not be reaffirmed.

Henrickson said it is time for all to address those issues. For example, some faculty were not using the current syllabus with the SLOs that available on Curricunet.

Lawrence said she believes the AS needs to approach the State Academic Senate to evaluate DE and how to measure regular and substantial student contact.

* + 1. Senate VP of Academic Affairs
		2. Senate VP of Student Services
		3. Senators (please include any input regarding ongoing AS discussions)

Pat Henrickson: said the deadline for letters of intent for the Academic Senate elections is Friday, April 26. Election in May

Jane Maringer: The Chancellor’s Office is evaluating all college’s DSPS services, so please ask your departments to complete the staff/faculty survey when it is distributes.

Senate President

* + 1. GCFA President
	1. Academic Senate Standing Committees
1. **Closing Items:**
	1. Open Forum: (time permitting)
	2. Items for next agenda
2. **Adjournment (Velarde-Barros) @ 4:40 p.m.**

**Next meeting: May 7,2019**

**Senate Responsibilities: “10 + 1”**

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports.
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. *Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate.*