



ACADEMIC SENATE MINUTES

January 22, 2020 | 2:30 – 3:30 pm Room 1620B | 3:30 – 4:30 pm Room 1687

LPC Mission Statement

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

LPC Planning Priorities

- ❖ Implement the integration of all ACCJC standards throughout campus structure and processes.
- ❖ Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
- ❖ Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.

Academic Senate

Quorum: 8

Non-Voting Members:

President: Sarah Thompson
Past President: Melissa Korber
Parliamentarian: Craig Kutil
Student Government: Ariana Colmenares
Admin.: Rifka Several

Voting Members:

Vice President: Elena Cole
Secretary: Bill Komanetsky
Treasurer: Ashley Young
SLPC: Robin Roy, John Rosen
A & H: Catherine Suarez, Natalie Keller, Katie Eagan
STEM: Darcy Ernst, Michael Peterson, Segal Boaz, Alain Olavarrieta
BHAWK: Marsha Vernoga
Counseling: Heike Gecox
Student Services: Jill Olivera
Part Time Representatives: Jeff Judd, Kate Bennett Faix

SPECIAL MEETING OF THE ACADEMIC SENATE

1.0 GENERAL BUSINESS (S. Thompson)

- 1.1 Call to Order/Establish Quorum: Meeting called to order at 2:35 pm.
- 1.2 Approval of Agenda: Motion to approve: moved/seconded/approved
- 1.3 Public Comments (3 minutes) This time is reserved for members of the public to address the Academic Senate. Please limit comments to three minutes. In accordance with the Brown Act, the Academic Senate cannot act on these items.

Michael Schwarz (Student Transfer Function on Campus): see attached statement.

2.0 GUEST SPEAKERS

- 2.1 Introduction (S. Thompson) Special welcome to our guests:
- 2.2 Karen Simpson-Alisca - Associate Director, Undergraduate Transfer Programs & Policy at the California State University Long Beach, Office of the Chancellor
- 2.3 Bob Quinn - Transfer & Articulation Specialist at the California Community Colleges Chancellor's Office
- 2.4 Letter from Kyle Burch - Articulation Officer at California State University East Bay (read by Sarah Thompson, see attached)
- 2.5 Mitch Watnik – Associate Dean of Undergraduate Studies, CSU East Bay
- 2.6 District and LPC Guests: Ronald Gerhard, District interim Chancellor; Theresa Rowlands, District VP Student Services and Success; Roanna Bennie, LPC Interim President; Kristina Whalen, Academic Services VP; Elizabeth David, Dean of Student Services; Amy Mattern, Dean, A & H.
- 2.7 Welcome to our faculty and staff guests.
- 2.8 Discussion Background: (S. Thompson): We are a premiere transfer community college in the state; we need to assure our transfer degrees are not problematic in terms of being incomplete or incorrect.

Karen Simpson-Alisca: She shared her background on this subject, how she was involved in building this program and its processes. The community colleges had the infrastructure to do the work. Faculty were involved in the approval of transfer majors. The vetting was done through the shared governance model. A common understanding was reached on these transfer courses. There is a possibility for course substitutions, but the understanding is that the course has to be CID approved. There have been instances where the substituted course did not meet the requirements so the student was harmed because they did not have the core requirements for their AD-T.

Bob Quinn: He explained that the associate degrees had to be accepted by CSUs without doubt, remaining true to the TMC structure. The tension between the CSUs and CCs has existed for ten years; how the student received their transfer degree has to match what is accepted by the CSU.

Sarah read a letter from Kyle Burch. He expressed that LPC had awarded degrees without the proper number of units, or the core classes required for transfer. There was a policy to not penalize students with transfer errors, but this did not lead to improvement of the issue. The students might experience delayed enrollment, lack the foundational education that other students have, or have to take additional college classes to graduate. He wants to improve communications between our two schools.

Mitch Watnik: He has experience chairing the Academic Senate. Faculty were concerned about the issue of other campuses approving course substitutions that the CSU would have to accept. His concern is that as more programs sign on to this agreement, some departments are likely to rethink the agreement as they see the effect on students. There are programs that have very few elective units so substitutions really affect these, as students do not have crucial prerequisites. This affects student progress toward degree. We also have to be aware of requirements on the university level, and how substitutions affect graduate school acceptance. We want to fulfill the promise "60 to a degree." This saves student and college resources.

2.9 Questions:

Interdisciplinary programs: is it the program faculty that makes course substitutions, not the discipline faculty? Bob responded that this is a local decision; it is not defined in the state guidelines.

Regarding the chancellor guidelines for decisions on substitution: Bob responded that these guidelines stand.

Is a statistics class required for criminal justice? Mitch – CSU EB requires this, and probably others do. Karen - Some programs have options, others do not. This partnership is necessary

Kinesiology degrees question, about PE requirements for transfer: Karen - find a campus that will give articulation using the courses. Not all CSUs will do so; it is considered life-long learning (area E).

To protect the student, do we want to get a CID approved course for substitutions? Karen – yes, the course should have gone through this process.

3.0 ACTION ITEMS (S. Thompson)

3.1 Approval of forms and processes: AD-T Course Substitution Form (2.4.19) and Local Course Substitution or Waiver Form (12.4.19): Motion to split the action item: moved/seconded/approved

3.2 Approval of forms and processes: AD-T Course Substitution Form (2.4.19) See 3.4, below

3.3 Local Course Substitution or Waiver Form (12.4.19): tabled until next meeting

3.4 Motion to approve the AD-T Course Substitution Form: Moved/discussion: Craig reviewed the current and proposed form and process. Changes from the current document: The student process is on the front page. The student would submit the form to Articulation Officer, who would work with faculty. Faculty returns the form to the Articulation Officer, who will check the CID approval and work with the program and/or discipline faculty who would make the actual determination. A & R would then review for accreditation. Craig explained the resources available for determinations. He feels the process is similar but quicker with a time limit and a grievance process. It would be a fillable online document.

Question on the role of the Academic Senate for final determination; **substitute "shall" for "may."**

Question about foreign classes: the evaluators have guidelines for this. An accredited institution evaluates foreign transcripts.

How do students know what required documents are needed in the new form? Add the details from the original forms so they have clear direction. (Transcripts, course syllabus, etc.)

The form will be on the counseling and A & R websites. The information would be entered into Banner.

If there is a denial, what is the appeal process? Mitch – the department is the authority. The student could appeal to California Promise when they transferred to the CSU. Karen – But the transfer degrees should be portable through the entire college system. Her advice is that there not be much leniency.

Is there concern where the AO disagrees with the faculty? What if Senate isn't meeting? This would slow down the process.

When the Senate does step in, how is student privacy protected? Their name and other identifying information would be redacted.

Suggestions for the form from counseling dept.: **“Discipline Faculty” replace with “Program Discipline Faculty.” “Decision” instead of “Recommendation.” Language at the bottom; refer to the most recent counselor recommendations (5.2019).** We want to assure close collaboration with A & O.

What is the role of the program faculty? The AO would take the program into consideration.

Motion to approve with **above bold modifications**: moved/seconded/approved as modified.

4.0 ADJOURNMENT OF SPECIAL MEETING (S. Thompson)

Motion to adjourn: moved/seconded/ approved.

REGULAR MEETING 3:40 – 4:30 1687

1.0 GENERAL BUSINESS (S. Thompson)

1.1 Call to Order/Establish Quorum: Meeting called to order at 4:05 pm

1.2 Approval of Agenda: Motion to approve: moved/seconded/approved

1.3 Approval of Minutes (December 11, 2019): Motion to approve: moved/seconded/approved

1.4 Public Comments (3 minutes) This time is reserved for members of the public to address the Academic Senate. Please limit comments to three minutes. In accordance with the Brown Act, the Academic Senate cannot act on these items. NONE

2.0 ACTION ITEMS (S. Thompson)

2.1 Approval of Hiring Priorities: Motion to approve: moved/seconded/approved

3.0 CONSENT ITEMS (S. Thompson) Motion to approve consent items: moved/seconded/approved

3.1 History Replacement Hiring Committee: TeriAnn Bengiveno, John Rosen, Paul Torres, Frances Hui.

3.2 Replacement Math Instructor Hiring Committee: Ashley McHale, Michael Peterson, Bhairav Singh

3.3 Lab Tech Hiring Committee: Michal Shuldman, Russell Jensen

3.4 *Appointment of two full-time faculty (representing Language Arts, Visual Arts, or Performing Arts) to be on the selection committee for the Milanese Family Gift Fund Award 2020. (Faculty cannot be submitting grant applications themselves.) Tabled until next meeting.*

3.5 CTA Appointment: Melissa Korber

3.6 Approval of Board Policies:

BP 2610: Initial Collective Bargaining Proposals BP 2710 Conflict of Interest

BP 2715: Code of Ethics and Standards of Practice

3.7 Approval of Administrative Procedures:

AP 2610: Presentation of Initial Collective Bargaining Proposals AP 2710: Conflict of Interest

4.0 REPORTS: No Reports

5.0 OLD BUSINESS (S. Thompson)

Motion to go out of agenda order: moved/seconded/approved

5.1 AB705 Presentation: (Michael Peterson and Katie Eagan) (tabled from Dec.11 meeting): We are providing more support to math, English and ESL. This law changes everything in basic skills. There is no reassigned time for this area. Math course offerings have changed dramatically; all classes increased sections. Pretransfer courses were reduced greatly. In English, enrollments changed and trying to figure out what sections to offer has been challenging, and it has been difficult to inform students. ESL is a year behind in making these changes; they are worried about falling enrollments this Spring. We are working closely with them to assure correct placement, especially with severe language acquisition.

5.2 Reassign Time Survey (Ashley Young and John Rosen) (tabled from Dec.11 meeting): They researched all the reassigned time; all that can be assigned now is already allotted. A CAH has to be assigned to all tasks; a decision was made to assign the time to disciplines, not specific faculty. They want to finish this in February, so an application form can be created. There needs to be faculty professional development to support the changes. They have applied for SCFF funding. In the old system, there was a linear process. Now we see students not passing, although they do not need two courses in the new system. They have applied for reassigned time to deal with all the changes.

6.0 NEW BUSINESS (S. Thompson)

6.1 Chabot Updates (presented by Miguel Colon, president, Chabot Academic Senate): He appreciated being invited to talk with LPC Academic Senate; and he wants to maintain a partnership between the two Senates. He questions the term “sister college” as expressing a diminutive dynamic. We especially need to work together because if the SCFF goes through there is a potential \$6 million budget reduction.

Priorities this semester:

Think about how to increase student success: counseling, tutoring, support, etc.

Also consider a 16-week “compressed” schedule, and compressed classes (see attachment). The Chabot divisions are interested in moving forward with this, and will form an exploratory workgroup, led by Theresa Rowland. This also allows for additional professional development time. Input: Take the athletic season into consideration with the compressed calendar, and the proposed changes to the athletic seasons nationally. This will be kept active on the Senate meeting.

Faculty diversification: we need to start to utilize video technology in the interview process. We can now use this for faculty hiring. Policies need to be put in place. We are also looking at the configuring of the hiring committees. An increase the budget is recommended for advertising faculty positions.

Addressing intimidation on campus: we need to hear all voices during this paradigm shift (see attachment). Classified professionals especially have experience on the “front lines” of working with students, and knowledge about their issues.

He proposes a joint Senate barbeque before the end of the semester.

6.2 *Program Proposal Process (Craig Kutil) Motion to table: moved/seconded/approved*

6.3 Math (and other GE classes involving critical thinking) Waiver Process (Craig Kutil and Heike Gecox): Students with specific cognitive disabilities have difficulties completing their math due to their disability and this should be dealt with at the community college level before transfer. Craig will do research with CSUs and make recommendations. Make the process address non-transfer degrees as well and include the math dept. and DSPS in the process. We need to be in compliance with OCR. *This topic will be on the agenda for the next meeting.*

6.4 New Program: LGBT Studies (John Ruys) Many CSUs and CCs have these programs. Livermore just had their first pride event, and this program idea was well-received. The program will offer courses for a social justice AD-T. Courses would be interdisciplinary. There is a TMC specific to this. Discussion about these courses being attractive to students. *This will be on the agenda for the next meeting.*

6.5 Draft LPC Mission, Vision and Values Statements (Rajinder Samra): *This will be an action item for the next meeting, with a clean amended copy available.* The process started in August 2019, with college council responsible for final review. Discussion about creating the definitions for the statements. Addition to document: Refer to board policy for “sanctuary campus.”

7.0 GOOD OF THE ORDER

7.1 Announcements:

7.2 Meetings: 2nd and 4th Wednesdays, 2:30 – 4:40 pm, room 1687; next meeting FEBRUARY 12, 2020

7.3 Adjournment: Motion to adjourn: moved/seconded/approved.

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