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SANTA ANA COLLEGE MISSION STATEMENT

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers and lifelong intellectual pursuits in a global community. Vision Themes of Santa Ana College: I. Student Achievement; II. Use of Technology; III. Innovation; IV. Community; V. Workforce Development; VI. Emerging American Community

APPROVED

Senate Fall Retreat Meeting Minutes

Date: **August 23, 2017** Time: **1:00 pm – 4:00 pm**

Place: **A-210**

| Member | s Present | Department Chairs | Guests |
|-----------------------|--------------------|--------------------------|-----------------------|
| Maria Aguilar Beltran | Jane Mathis | Kyla Benson | Rebecca Barnard |
| Gary Bennett | *Sarah Methot | Matt Beyersdorf | Randy Beach |
| Alondo Campbell | Ana Meckes | Molly Colunga | Annette Bui |
| Stephanie Clark | Moises Medina | Dori Dumon | Lisa Carriger |
| *Noemi English | Amit Mishal | Dalva Dwyer | Amber Chamberlaw |
| Ed Fosmire | Trudy Naman | Catherine Emley | Andrew Geragotelis |
| Gina Giroux | Mila Paunovic | Zach Fish | Kristen Guzman |
| Benjamin Hager | *Luis Pedroza | Suzanne Freeman | Michael Ha |
| *Michelle Hardy | Kristen Robinson | Heather Gillette | Daniel Horenstein |
| Charles Jang | Marty Rudd | Andy Gonis | Crystal Jenkins |
| Louise Janus | Anushi Seneviratne | James Hester | Megan Lange |
| Elliott Jones | Teresa Simbro | Phil Hughes | Michael Lewis |
| *Brian Kehlenbach | *Brian Sos | Jarik Janio | Jorge Lopez |
| Stacey Littlejohn | Tommy Strong | Kelvin Leeds | Minhan Mahoungstrakul |
| Flo Luppani | *John Tashima | Bud Little | Jeff McMillan |
| *Osiel Madrigal | *Monica Zarske | Lance Lockwood | Jose Lopez Mercedes |
| | | Leticia Jaurequi-Lopez | Sandy Morris |
| | | Joshua Mandir | William Nguyen |
| * Department Chair | | Rick Manzano | Suanne Oh |
| also | | Mark McCallick | Rebecca Ortiz |
| | | Renee Miller | Nicole Quinn |
| | | Dale Mixer | Adriana Ramirez |
| | | Michelle Parolise | Linda Rose |
| | | Mario Robertson | Susana Salgado |
| | | Stacy Russo | Carol Seitz |
| | | Susan Sherod | Sean Smith |
| | | Gabriel Shweiri | Timothy Smith |
| | | Ken Sill | Irene Soriano |
| | | Nick Singh | Shantel Thornton |
| | | | John Zarske |

⁽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 structures, 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

- I. <u>Call to Order and Welcome</u> President Zarske called the meeting to order at 1:05 pm
- II. Presentation: Guest Speaker Randy Beach Representative from Statewide Academic Senate (ASCCC)

Informative presentation covering the roles and responsibilities of local senates, how local senates connect with the State Wide Academic Senate (ASCCC), and how ASCCC supports the work of local senates. Topics included: Networking and informative collegial discussions, representation and shared planning, policies and procedures, empowerment, faculty advocacy & reports to BOT. Professor Beach also differentiated between the union's and senate's purposes for faculty, ASCCC's resources for colleges, historical perspectives on AB 1725, Title V and 10+1.

III. Curriculum Updates: Brian Sos & Monica Zarske State Chancellor's Office changes- Streamlining Curriculum

- The streamlining efforts by the Chancellors office have greatly reduced the time of approval for revised credit courses. More authority has been given back to local campus'. Not yet in the new State approval process: Cooperative Work Experience courses, Certificates of Achievements and non-credit courses and programs
- A single CCCCO tech assistance person will be assigned to SAC
- Though automated approval of courses will be implemented this still involves a significant amount of human work and responsibility on the part of the local campus'. In addition, the Chancellors office will continue to audit courses to make sure they are in compliance.
- Regional consortiums can now only 'recommend' if the community can support the program. That is the change the overall process stays the same for CTE programs.
- New programs still go to the state for review and approval
- Institution needs to be aware of Title 5 requirements. Curriculum reps need to know requirements of Title 5 and continue to assist faculty in their areas. If the COR is not adhering to Title 5 requirements when presented at Technical Review, it will be bounced back to the department. To not delay submission, faculty need to be diligent about the quality of the COR.
- Be aware of Student Learning Hours in COR (must have total number of outside hours) Based on Carnegie Hours. There is a calculation. Our divisor should be 54 hours based on how we are teaching but we are currently using 48 on our COR's. We are hoping that any necessary change to the COR with regard to units to hours can be automated. This will be worked on over the next year. It is our responsibility to fix these courses, not the State.

Occupational Studies Baccalaureate Degree -

• First cohort of 30 students will begin this semester. Congratulations to Michelle Parolise on the start of the program.

Guided Pathways-

• SAC is one of 20 selected schools in the state to move forward to participate in the Guided Pathways project. It will be a collaborative effort institutionally to implement.

IV. Equivalency Overview: John Zarske

Professor Zarske presented pertinent information on the district equivalency process. are District wide and qualifies an applicant for a full-time tenure track position Form 1

- Form I is used to set District wide criteria for equivalency
- not used for specific persons
- equivalencies are district wide not college specific
- requires consultation with SCC if they have corresponding program
- faculty in the discipline need to sign
- Senate President needs to review and sign

Form 2

- this is created for a specific person
- supporting documentation is: Include Form 1, resume, transcripts and anything else that supports it
- provide good rationale as to why this person's qualifications are equivalent to those listed on Form 1.

Work experience can not completely substitute for a degree but can support a degree No course specific equivalency

Every department should have a Form 1 on file

- V. **Academic Senate Goals**: Monica Zarske deferred to next meeting
- VI. **Adjournment** The meeting was adjourned at 4:00 pm. All attendees were invited to the Academic Senate Fall Social at the home of Jeff McMillan's beginning at 5:00 pm.

Respectfully Submitted,

Teresa

Teresa Simbro Secretary/Treasurer SAC Academic Senate