Minutes
Thursday, 2 April, 2015
rm 6203

Governing Council
Officers
2014-2015
Kate Williams Browne
President
Stephen Fredricks
Vice President
Leigh Anne Shaw
Secretary
Tiffany Schmierer
Treasurer
Nicole Harris/Marlon Gayton, Jr.
ASSC Rep (non-voting)

Committee Chairs
Dennis Wolbers
Curriculum
Nick Kapp
Educational Policy
Zachary Bruno
Professional Personnel
Mousa Ghanma
Research
Rob Williams/Janice Sapigao
AFT Rep (non-voting)
Alanna Utsumi/Michele Haggar
Classified Senate (non-voting)

Division Representatives
Dennis Wolbers
ASLT
Richard Claire/ Shawna Whitney
Business
Jacque Escobar
Counseling
Jessica Hurless
Language Arts
Amber Steele
KAD
Tatiana Irwin
SSCA
Mousa Ghanma
SMT

Standing Agenda Item

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<tr>
<td>Officers’ Reports</td>
<td>Reps and officers</td>
<td>15</td>
<td>Standing agenda items and officers' reports were not shared due to pressing issues and questions from guests in New Business section of agenda. Secretary Shaw requested all committee chairs to send reports to her to compile for the senate to read offline. This report will be attached with the draft minutes online (see materials).</td>
<td>Information</td>
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Pres. Browne asked the Senate to please read offline the draft of syllabus checklist provided by Dennis Wolbers, Curriculum Committee chair. He asks for feedback to bring back to the Curriculum Committee.

President’s/Vice President’s Report
- College Governance – no report
- SPARC – see later agenda item
- District (DAS, DPGC, DSPC) – no report

Treasurer’s Report- Schmeier
Research – Ghanma
Curriculum – Wolbers
Ed Policy – Kapp
Professional Personnel – Bruno

Awards & End-of-Year Party

Other reports
Reps and officers 10
ASSC – Gayton
AFT – Williams/Sapigao
SEEED – no rep
Classified Senate – Utsumi/Haggar

New Senate Business

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<tr>
<td>Skyline Faculty Hiring</td>
<td>Perkins</td>
<td>25</td>
<td>Update of Skyline Faculty hiring, and parity across District</td>
<td>Information</td>
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Dr. Perkins first shared an update on buildings. The district has interviewed architects for the environmental science building (planned for overlook of ocean with a walk-connection from building 8). Short timeline: no labs, not large, a general use building, aiming for LEED gold or platinum. Additionally beginning plans to remodel Building 1. Longer timeline: Plans for Pac Heights to come down and be replaced many years down the road. Getting ready for architect selection for the replacement of Pac Heights.

Kapp asked if there were plans for faculty housing to be created. Perkins indicated that this information has not come to the board. Browne shared that she is on the board of the housing committee and will be discussing it at their next meeting.

Dr. Perkins addressed the senate on the topic of hiring. SPARC has deliberated the budget at several meetings – next meeting is April 9. Allocation model has fundamentally changed how funding comes into the colleges; no longer based on growth and FTES is no longer part of the model. Growth parts of the model are centered on international students and property taxes. She acknowledged the desire to understand why CSM and Cañada are moving forward with robust hiring while Skyline is not; she had no answer for this. She stated that Skyline is NOT in a hiring freeze, but has been holding positions while the allocation model has been becoming more finalized.

Ghanma asked about replacements, which are supposed to be
separated from the funds for new faculty. Several positions were Prop 30, Measure G, or grant-funded and have had to be shifted back into Fund 1. BOT has opted not to renew Measure G. Our full time ranks are approximately 123, an increase during Perkins' tenure. No positions are being swept – they may be held until the budget is clearer and more secure.

Browne asked whether the model may continue to be revised. Perkins said it could happen.

Shaw brought up how Career Development and College Preparation (CDCP) courses, which tend to be CTE, basic skills, and ESL, are now eligible for enhanced funding, and many colleges are pursuing noncredit as potential revenue. She asked for clarification as to whether we have an incentive to pursue CDCP or noncredit due to our community supported status. Perkins indicated that we do not because we would not receive apportionment.

Shaw asked about coding of courses for Basic Skills – CSI has been looking at coding to better reap the benefits of BSI funding for such courses. She said that we are eligible for that funding despite being community supported. We are also a Hispanic Serving Institution (HSI) which opens up to funding opportunities that we were not open before, and this is not affected by our non-apportionment status.

Steele asked why Prop 30 was not seen as a resource anymore. Prop 30 funds apportionment-based education. As Prop 30 sunsets, the revenues from the state will catch up and there won't be a gap anymore – for apportionment-based districts. Therefore, Prop 30 doesn't help us. We have our local property taxes that help, but Prop 30 won't.

Perkins affirmed that she is positive and does not see the situation as dire. It is unsure, which presents opportunities and challenges.

We are still held to the 50% Law (50% of resources for facilities, 50% for instruction). The growth in facilities does not affect us in terms of being able to grow in instruction due to our basic aid status.

We are still eligible for Prop 20 money (lottery).

Browne shared that Pres. Stanback Stroud would be attending our meeting on the 16th.

Strategic Planning and Budget McVean & Briones 30 Update of SPARC meetings and implications of budget projections

McVean shared that Strategic Planning process has been happening for approx. 1 year. A forum at Skyline last month gave feedback. A set of metrics are tied to student success (see materials).

Growth doesn’t result in much increased funding to the colleges (small amount from categoricals). The amount of effort/resources to make the most of the few items we get funded would outpace the actual revenue. We need to seek other sources of revenue. Looking at global studies division to bring in more revenue.

While the forums are well attended and filled with robust input and
Brown expressed concern and observation that the input from the forums was not being heard from the consulting group. Irwin also shared concerns from her own division that input might not be taken as seriously as it should by the consulting group. She asked for more understanding of the process, and for more transparency, also for a presentation to her division.

<table>
<thead>
<tr>
<th>Distance Education Certification</th>
<th>Fischer</th>
<th>10</th>
<th>Description of new DE Certification program for Skyline Faculty And Online Course Approval process</th>
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<td>Fischer shared that from accreditation, the largest concern was regular and effective contact in DE. The DE committee has drafted a process by which faculty will be approved in order to teach a DE course. The process makes options available for new faculty who have never taught online, new faculty who have taught online, current faculty who have never taught online, and current faculty who are teaching online. It specified training and processes, and will make articulations for faculty who come in with training from other places. It will use the Online Education Initiative (OEI) rubric, which has been vetted at the state level by faculty. Looking at offering STOT I and II in off-semester times, in shorter modules to increase access to completion.</td>
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<td>Recertification every two years: documented participation in a minimum of 10 hours of professional development on DE Pedagogy and Methods over a 2 year period.</td>
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<td>Steele expressed concern over the 10 hour recertification requirement. The senate shared benefits of it if it were in the form of peer review, attending and conducting workshops. Steele is concerned that our teaching has already increased in workload with the advent of new technologies, and this requirement may be burdensome.</td>
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<td>Claire expressed concern that the idea of peer review in this process mirrors peer review in the contract, and therefore might land the process in the camp of evaluation, which is contractual. Browne raised the question that the process seems to be outside of that of normal courses that go through the curriculum committee, and whether that was appropriate. Fischer shared that online education is being regulated in a way different from face to face classes and therefore merits a different process. She affirmed that the process is in no way meant to be punitive or evaluative, but to ensure appropriate rigor and regular, effective contact in online teaching.</td>
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<td>Hurless shared how the push to get courses online sometimes moves ahead of the faculty's ability to commit, develop, and support it. Fischer acknowledged this.</td>
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<td>Fischer will return to the steering committee to share the concerns with them.</td>
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<th>Campus Climate survey and Institutional Effectiveness Partnership Initiative</th>
<th>Wong</th>
<th>10</th>
<th>IEPI and annual student campus climate survey</th>
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<td>Wong shared a recent requirement for all colleges in order to continue to receive SSSP funding. The college is in the process of revising the balanced scorecard. Two senate bills tie SSSP funding to the adoption of the Institutional Effectiveness Partnership</td>
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Initiative framework and the development of goals. Senate Bill 860 requires the creation of a goals framework, and Senate Bill 852 provides funding for the creation of an Institutional Effectiveness Division within the State Chancellor’s Office to oversee the development and operation of a comprehensive technical assistance program to further student success at California Community colleges, including resources for professional development. The CCCCO will send teams to colleges to assist them with improving student success. Goal: decrease number of campuses undergoing sanctions while increasing student success. $2.5 million per year for five years.

The Framework of Indicators has four areas: student performance and outcomes; accreditation status; fiscal viability; programmatic compliance with State and Federal guidelines. Based on data from Chancellor’s Office IE Monitoring Portal at https://misweb.cccco.edu/ie. Framework is required by the Legislature to be adopted and implemented by June 30, 2015 (at least v.1) and updated annually.

Goals required by June 15:
• Successful Course Completion—70%, as established by the our own Balanced Scorecard
• Accreditation Status: Reaffirmed
• Fund Balance—determined by the District
• Audit Findings—Yes (determined by the District)

Next steps:
1. Inform SPARC
2. Get approval from the CGC
3. Inform the Board of Trustees

Claire asked whether our basic aid status affects how much SSSP funding or student equity funding. McVean assured that we are eligible for SSSP funding.

Challenges with Adjunct Evaluation according to Contract
| Shaw | 5 | Ongoing discussion about faculty evaluation procedures | Information |

This topic was tabled due to lack of time.

Final Announcements and Adjournment

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<td>Next meeting</td>
<td>Browne</td>
<td>Thursday, 4/16/15, 2:10–4:00, in 6-203.</td>
<td></td>
<td>information</td>
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<td>Adjournment</td>
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<td>M: Claire /S: Fredricks / U 4:11pm</td>
<td>Minutes submitted by: Leigh Anne Shaw</td>
<td>action</td>
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