



Academic Senate Minutes

2/13/24 3:00PM-5:00PM

Zoom Link: Found on agenda

411 Central Ave; E112, Salinas CA 93901, 1736 New Haven Way, Salinas CA 93906, 1031 Rosita Rd, Del Rey Oaks CA 93940, 123 Crazy Horse Canyon Rd. Salinas CA 93907, 628 Loma Vista, Salinas CA, 93901, 28 First Street, Spreckels CA 93962, 1552 N Main Street, Salinas CA 93906,

NAME	POSITION	PRESENT	ABSENT
Kelly Locke	President	X	
Jennifer Moorhouse	Vice President	X	
Heather Rodriguez	Secretary	X	
Jason Hough	Past President	X	
Cynthia Ainsworth	Senator	X	
Tammy Boates	Senator	X	
Peter Calvert	Senator	X	
Norma Cuevas	Senator	X	
Brook Foley	Senator		X
Carol Kimbrough	Senator	X	
Carol King	Senator	X	
Liz Morales	Senator	X	
Cheyl O'Donnell	Senator	X	
Sam Pacheco	Senator	X	
Nancy Schur-Beymer	Senator	X	
Lisa Storm	Senator	X	
Christine Svendsen	Senator		X

I. **Call to Order**

- II. **Public Comments:** 10 minutes (3-minute maximum per season) are set aside to receive comments on agenda items or items not on the agenda but within the authority (10+1) of the Senate

III. **Action Items**

- a. Adopt Agenda
1. MSC: Carol Kimbrough/Jason Hough- Moved to adopt the agenda
 2. Question: When is Chapman coming back for second reading on the AST. - They are working on making updates according to suggestions and will bring it back when done.
- b. Approval of Minutes
1. Wrong minutes were posted online and needed to be updated; Secretary would update links on agenda and online to update the minutes
 2. MSC: Jason Hough/Jennifer Moorehouse to table the minutes until they can be updated.
 3. Later in the meeting: MSC: Jason Hough/Carol Kimbrough to approve the minutes with a correction to Larry Adams' name.
- c. Appointments to Hiring Committees
1. Director of AA - Early Childhood Education: Mayra Almodovar Lopez, Tammy Boates
 2. Biology Faculty–Alex Edens, Rosser Panggat, Mary Rayappan
 3. Engineering Faculty–Sonia Arteaga, Tarek Hussain, Nick Pasquale
 - a) Sonia is Computer Science faculty who meets minimum qualifications for Engineering, Tarek is Math faculty who meets minimum qualifications for Engineering. Without having a full-time Engineering instructor, we are using the faculty expertise we have from other disciplines
 4. Chemistry Faculty–Michael McCarthy, Wendy Lampart, Leti Contreras
 5. HR Technician Committee–Trav Williams
 6. HRIS Committee–Deborah Stephens
 7. MSC: Jason Hough/Sam Pacheco To approve the appointments as a slate
 - a) Discussion: Question- HR Technician and HRIS, are these new? HRIS is a new position, not sure about the HR Technician.

IV. **President's Report**

- a. Update on Petition for excess units, AP 4240 on Academic Renewal, other policies approved last semester.
1. Excessive units-proving to be technically difficult. Shawn Pullum from IT and Robert Sanchez from Admissions have been at meetings and think there could be a way to automate this. There is willingness to implement, but logistically difficult.
 2. 9 or more units for the summer will trigger a petition. The problem for fall is that students don't fit into one box, we have sections that

range from one week to 19 weeks. There is so much to calculate it will be tricky to trigger a petition for students with 54 or more student learning hours when they have a variety of term lengths in the schedule.

3. Kelly will keep us updated.
 4. Academic renewal is on track to be approved for fall semester.
 5. Other procedures are in the catalog and on forms and will be updated for 2024-25 catalog.
- b. Vacancies: 2nd VP position, at-large steering, need nominees/volunteers. For election next meeting.
1. 2nd VP has been vacant since Kelly stepped up for President
 2. Volunteers are needed. Hope to do selection for the next meeting, reach out to Kelly.
- c. Spring Plenary Session
1. April 18-20, starts Thursday with Thursday and Friday being the sessions and ends Saturday with delegate voting.
 2. Email sent, let Kelly know if you are interested.
 3. It is located in San Jose
- d. Dual Enrollment Meeting North-March 2, 2024
1. Registration is due February 23- [Register](#)
 2. Looking to find someone on the senate to be the senate expert or developing expertise, so that we can have dual enrollment more integrated as a Senate. It is part of the Vision 2030
 - a) Peter- Question-If you have high school students who are taking college level courses and they are adults what happens when a high school students' parent complains about topics in the college course?
 - b) Kelly- There are ways to address it.
 - c) Sam was under the impression that they are college students and they are not supposed to talk to parents, but it seems that the high school teachers teaching college level courses are beholden to the high school administrations and how does that impact the course?
 - d) For all practical purposes, parents are signing off on the students to attend, they are saying that they understand they are adults on campus and they could be exposed to adult material.
- e. [The African American Transfer Tipping Point](#)
1. Presentation was given at Fall Plenary
 2. Transfer tripping point is the idea of how to get students to transfer after starting.
 3. Study that particularly looked at Black /African American students and they are 2 times more likely to transfer when they hit this tipping point than the white students.
 4. The question that is answered in this presentation is how to get them to this point.

5. You can take a look at the slide deck and review it on your own
 6. On the negative side is probation, on the positive side was the Umoja Counseling
 7. Something that is unique to African American/Black and other students of color is the microaggressions they are subjected to on campus and the impact on their success in mathematics.
 8. Statewide Academic Senate Resolution to destigmatize Academic Probation.
- f. Ongoing AI Webinar Series
1. [Webinar Registration](#)
 2. You can get to the recordings through the Vision Resource Center
 3. Faculty Professional Development related to AI will be coming this spring from the English Department.
 4. Student Success Conference (2 days) will be in the fall instead of the Spring.

V. Discussion Items

- a. Instructor Vs. Professor: Debating the Title Change (Norma Cuevas/Sam Pacheco)
1. Teach in the post secondary realm and specialize in our subject of teaching
 2. There are other colleges around us that do use the term professor
 3. Las Positas- Had a debate and here are some of the results.
 - a) For- Expected to do more than instruct, applying for grants, incentivize qualified candidates, gender neutral, sounds less robotic, feels more professional
 - b) Against- Community college instructors being called professors is watering down the term
 4. Articles are available through the slide deck.
 5. Next steps are to maybe have a survey of our faculty along with the slide deck to see where our faculty stand on this issue.
 6. Question: What would the title for Librarians and Counselors etc. Are they professors or their function? Partially dependent on what their role is? Should they have dual titles? Librarian/Professor or Counselor/Professor etc.
 7. Peter: Is the district going to recognize it? Meaning is there going to be a financial benefit to Professor vs. Associate Professor, etc.?
 - a) We have a decision to make first, once that has been done, the question about recognition of the title is a negotiated item.
- b. First reading SEM Plan-Dr. Gayle Pittman
1. SEM slide deck will be shared with Faculty to review

2. First question asked is what do we have for SEM?
 - a) Process started late last summer/early fall
 - b) Did an institutional assessment with all the Senior managers and self ranked the practices
 - (1) Participants were surprised at the number of responses that were: we do this a little, we do not do this, or I don't know- Highlighting why we needed this.
 - c) Office of IR, completed an internal scan and external scan of the factors that influence the students who come to Hartnell
 - d) Each work group met 3 or 4 times throughout the semester
 - (1) 6 faculty, classified staff and managers
 - (2) All aspects of the onboarding process through persistence. Looked at all types of students.
 - (3) Identified goals, and process to meet those goals
 - (4) Put together a draft plan
 - e) Institutional Research is almost done pulling baseline to help set target, goal is to get it approved by HC Council by March, maybe April. The hope is to launch the plan for summer and fall enrollment push
 - f) Regarding Data: Making sure that we have access to data and using data to make informed decisions.
 - g) Regarding scheduling: Concern about the siloed nature of scheduling. Not a holistic approach to scheduling. Concerns about scheduling just one semester in advance. Conversations on the modality and availability of courses. Locations etc.
 - h) Communication: The two major themes are about timely communications to students as well as communication between institutional services regarding enrollment practices
 - i) Student Services: A lot of talk about adult learners and non-traditional students. How do we accommodate for these students
 - j) Connections: Students feeling a sense of belonging
 - k) Staffing: Offering staffing at the times the students are taking classes, and overall staffing at each of the campuses
3. Overall goals: FTS and Efficiencies- Offering the classes that students need at the times they need. Are students enrolling and staying in the course until completion, Momentum- Course taking patterns that promotes future completion, Fall and spring

persistence, and Representational equity- ensuring our service area that reflects our student demographics

4. Year 1, 2 and 3 goals.
 5. If you go into the document, you will find more specific information
 6. Regarding the centers-we need to be responsive to the needs of the community of the centers when developing a plan for the centers.
 7. Cynthia- We need to make sure that the infrastructure is here. We talk about increasing enrollment, but we do not have enough staff at the centers to support the enrollments (i.e. Librarians, IT, etc)
- c. Swim Digital presentation Dr. Gayle Pittman
1. Charged with conducting analysis of outreach and onboarding process for Hartnell College
 - a) Requested data and documents
 - b) Series of deep dives in 9 different areas
 - c) Secret Student Process- Experienced all the onboarding processes
 2. Identify and reduce unnecessary barriers for students
 3. Findings were organized into 4 categories
 - a) Onboarding/First Year Experience
 - (1) Challenging at every step along the way
 - (2) Adult learners or non-traditional populations experienced additional barriers to registration
 - b) Success/Persistence
 - (1) Part time students had low persistence rates
 - (2) Current Counseling model is insufficient-Demand outweighs the supply
 - (3) Norma- mentioned the cyber attacks took away our scheduling system and that impacts the scheduling system
 - (4) Various support and interventions but they are siloed and not integrated with each other
 - c) Organizational Systems
 - (1) Most are operated in silos. Some may need to be reorganized and restructured to align with the student journey
 - d) Technology Support
 - (1) Ransomware recovery and timelines are unclear
 - (2) Roles and responsibilities was unclear
 - (3) Project status timelines are unclear

4. Many of the changes are structural. It is looking like it is going to be longer than the planned 2 year process and it is going to be a phased approach. There are three task forces
 - a) Organizational development (heaviest lift)
 - (1) Yearlong scheduling model
 - (2) Student affairs restructuring
 - (3) Standard Operating procedures for onboarding
 - b) Onboarding/ Orientation
 - (1) Redesigning to be more reflective of our student population
 - (2) Develop first year experience
 - c) Strategic Recruitment
 - (1) Proactive about getting word out to all populations not just the high school population
5. Timeline- Initial meetings in January, coming to campus end of February , second site visit in April
6. Take a look at the original report slide deck from Swim Digital that Dr. Pitman sent out
7. Achieving the Dream will not duplicate, but rather complement SWIM Digital–working on the third and fourth pillars of the Guided Pathways model.
- d. Data presentation: Waitlists and open seats Jason Hough
 1. Enrollment By section
 - a) No dean should just roll over data from the past semester or past year.
 - b) We need the dashboard for information, but we also need to have conversations to really understand the data.
 - c) The waitlist tab can also be informative to see where disciplines might need to open more sections
 - (1) Concerns-Student can enroll in multiple courses on the waitlist, so they may not be fully accurate.
 - (2) Peter: Do we know what happened to the 1300 people that is the difference between those that started on the waitlist and those who are still on the waitlist?
 - (a) Students need to remove themselves from waitlist, so those numbers might not be accurate

- (b) Norma-Students do not always know much about what to do about adding to the waitlist, or how to reach out after adding to the waitlist.

VI. Informational Items

- a. Flex Reporting Tool roll out
 - 1. We will now call the FPDC, the Faculty Advancement and Opportunities Committee (FAOC)
 - 2. Rolling out the new Flex tool
 - a) Katie put together a video to help faculty with logging in and logging their hours
 - b) Jason has shared a Title 5 list to help faculty know what is already pre-approved.
 - 3. Can log hours as you go so you do not need to send email to committee
 - 4. Check you emails today

VII. Announcements

- a. Statewide service: Including common course numbering
 - 1. Will send email due to limited time.

VIII. Adjournment

- a. MSC: Lisa Storm/Carol Kimbrough to adjourn