

## COLLEGE OF MARIN ACADEMIC SENATE

### MEETING MINUTES

February 4, 2021

12:45 – 2:00 pm via Zoom Meeting

**Senators Present:** Meg Pasquel, Karen Robinson, Peggy Dodge, Patricia Seery, Jeff Cady, Patricia France, Kristin Perrone, Dave King, Maria Coulson, Kofi Opong-Mensah, Kevin Muller

**Senators Absent:** Shawn Purcell, Paul Cheney, Becky Brown

**Guests:** Cara Kreit, Holley Shafer, Cari Torres, Greg Nelson, Rion Smith

Group 4 team: Andrea Gifford, Nicole Ghiselli, David Schnee, Harding Dowell Green

- I. Approval and Adoption of the Agenda – **ADOPTED (Robinson/Perrone) with approval to move Invited Guests to the top of the agenda.**
- II. Reading and Approval of the Minutes of December 10, 2020 and January 28, 2021 - **DEFERRED**
- III. Public Requests to Address the Senate on Non-Agenda Items - **NONE**
- IV. Officers' Reports
  - a) President – **NO REPORT**
  - b) Vice President – **NO REPORT**
- V. Committee Reports – **NO REPORTS**
- VI. Consent Agenda - **NONE**
- VII. Invited Guests:
  - a) Cari Torres, Holley Shaefer, Cara Kreit: ACCJC Midterm Report  
*Report attached.*

Asst. VP of Instruction Cari Torres provided background and context for the ACCJC midterm report. The report includes responses to recommendations from the last ACCJC accreditation report. The report includes a section that evaluates plans that we set for ourselves as well. Topics in the report include Humanities 101, Distance Education, hiring practices, and non-instructional services. The ACCJC Midterm Report goes to the COM Board of Trustees for first reading on 2/9/21. Between February 9 and 22, a feedback period will be provided for all constituent groups to allow for revisions to be incorporated before the final version of the report is submitted for Board approval on March 9, 2021.

A significant part of the report is in regard to SLO, Elumen, and consistent reporting of SLO Assessment. Cara Kreit highlighted improvements in those areas including the allocation of more resources to better position SLOAC to support more meaningful faculty engagement in SLO assessment. The focus now is on making SLO assessment more meaningful for faculty and making the work more effective in closing equity gaps.

Director of Institutional Effectiveness Holley Shafer reported on the section of the report on Institutional Effectiveness and Institutional Set Standards that assesses standards and stretch goals. Director Shafer had presented much of this information to the AS in Fall 2020. With 3 years of data, she reported that we have met most of our floor goals. Those goals are the threshold that requires immediate action if we fall below them. The areas of concern include EMT and Dental certification results but the data is based on partial numbers for 2020, so the floor goals in those areas may also have been met. Stretch goals exist for course success, degrees, certificates, and transfers. COM exceeded stretch goals for degrees and transfers, still working on meeting them for certificates and course success. Initiatives to improve outcomes include the Educational Master Plan and accompanying Strategic Plan, institutional focus on closing equity gaps, guided pathway work, and response to AB705. A Senator expressed a desire to see the data underlying the analysis of floor and stretch

goals. The Senator will send a request to Director Shafer and she will send the data when it is requested.

#### b) Architecture Team: LRC Presentation

The Group 4 team, with contribution from Assistant Superintendent/Vice President Greg Nelson, presented a slide show (*attached*) and participated in Q&A with the AS. Submission of schematic designs for the LRC is planned for 3/9/2021. Slides depict how programs may be stacked in the LRC. The library is the heart of the building with a Wellness Pod, Primary Food Venue, Grab and Go Café, Enrollment Services Pod, and Flexible classrooms and event space included.

Slides depict a 3-story building and tentative grouping of spaces within that structure. Design Value survey results indicated a preference for a warm and casual building design and naturalistic with informal landscape design values. Presenters emphasized this would not be the final design. External pressures on cost will result in "belt-tightening" on the building design.

Design guiding principles are for this capstone project of the bond to unify, inspire, and fit. It unifies the campus through the design reflect at the glade level, inspires engagement with the social slope, and fits with the area and campus with design that attends to the adjacency to the Academic Center and the building frontage on College Avenue.

Building design geometrics and orientation take a 5 senses approach. Consideration of weather conditions impacts building orientation. Materials that will clad the building are still being considered both for aesthetics and economic impact.

A survey regarding interior design values is active right now. Those design values include colorful & creative, neutral & refined, warm & comfortable, and ecological & organic.

Senate questions and presenter responses included the following:

- How has disability access been considered?
  - The building includes a pair of large elevators and the intent is not to meet, but to exceed, standards. The social slope layout will make for a smoother flow for disabled access. Consideration of the needs related to a wide range of disabilities including deafness, blindness, sensory sensitivities, and mental health issues are being addressed in a range of ways, including air filtration systems, mechanical systems, and provision of spaces in the building to allow individuals to de-escalate sensory input.
- The plan for the building indicates that Counseling and Career offices are together and Transfer is in a separate area. The Career and Transfer functions are currently housed together. Students attend COM for both purposes and Counseling convenes with the center housing both functions frequently to discuss mutual goals and student issues. Why separate them?
  - The Transfer Center is a focus at the main entrance as a highly visible representation of where students are going after COM.
  - Counseling and Career offices are on the third level of the building and easily accessible.
- Which of the geometric designs presented will be most resistant to earthquakes and flooding?
  - The building is designed to be above flood level and meet most stringent earthquake standards. Sea level rise considerations in the County EIR involve building a second wall near the creek to allow for a cache basin and the building is designed not to be in the way of that. An underground concrete all is in the plans to mitigate liquefaction concerns.
- What specific considerations have been given regarding building ventilation?
  - Zone control similar to the Academic Center is being planned. Design considerations have been heavily influenced by recent smoke events in Marin. The ventilation design can shut off outside air and generate air. Carbon filters will be used where possible.
- Building plan has an area labeled "hoteling". What is the function of that area?
  - Hoteling is an area of work stations that are not assigned to a particular individual

but staff and faculty can use for short amounts of time. With 830 College Avenue as the Welcome Center for COM, some enrollment staff might need to use hoteling area at times. Hoteling work stations are over and above offices for permanent staff.

- What is the vision for the event space?
  - The event space would be a 300-person flexible space. It includes a mechanical wall to separate the space into two rooms. It is designed with a flat floor and may have a raised platform at the front of the space. Learning communities are on the same floor and it is anticipated that they may be using the event space frequently. The event space will be rented out but priority will go to faculty and student use.
- How many classrooms will be included in the new LRC?
  - 3 small class room (24-32 seats)
  - 2 Medium classrooms (40 seats)
  - 1 Computer Classroom (36 seats)
  - 1 Large Classroom (72 seats); divisible into 1 small classroom and one medium classroom
  - Event space (140 seats) divisible into 2 large classrooms – capacity with chairs only is 300
- What specifically are the external factors limiting the building budget?
  - The amount of money left in the bond is a limiting factor, as is the increasing cost of construction. Where programming sits on campus will have a lot to do with the cost of the building. Alten Construction, who will build the LRC, came in under budget on the Jonas Center and VP Nelson is confident in their ability to budget and manage.
- What provision is being made for Business and Computing classrooms lost in the demolition of the original LRC?
  - Those classrooms are now at IVC.

Other topics brought up by Senators included:

- Soundproofing considerations, especially for “flexible” rooms
- LEED certification
- Safety considerations including escape routes, alarms, and ability for counselors with disabilities to safely exit offices in an emergency
- Need for dedicated hoteling space to host college representatives when they visit campus
- Office size standard

VIII. Action Items - **NONE**

IX. Discussion

- a) New Senators - **DEFERRED**
- b) DE and Hybrid courses - **DEFERRED**
- c) Community Hour - **DEFERRED**

X. New Business

Retiree Gifts - **DEFERRED**

XI. Adjournment: 2:10 pm

For questions or information concerning the Academic Senate Minutes, please contact: Peggy Dodge, Acting AS Secretary: [pdodge@marin.edu](mailto:pdodge@marin.edu)