

Mendocino College Academic Senate

Fall Retreat

MINUTES

Tuesday, August 15, 2017

9:00a.m. – 2:00p.m., Room 4210

- Call to order* President Edington called the meeting to order at 9:03 a.m.
- Present* Doug Browe, Taylor Cannon, Rachel Donham, Jason Edington, Rodney Grisanti, Rhea Hollis, Catherine Indermill, Conan McKay,
- Absent* Maria Cetto,
- Recorder* Catherine Indermill
- Agenda Approval* **M/S/C (Browe/McKay) to approve the agenda as amended.**  
Edington asked that “Approval of the Minutes from Spring 2017 (Action Item)” be removed from the agenda, explaining that none ready for consideration. Yeas: unanimous
- Approval of Minutes from Spring 2017* none presented – removed from the agenda
- Public Comment* None
- Reports* **President’s Report:** Edington provided a written report (attachment #1) and discussed the items addressed in the document. He mentioned the revisions to the Flex Handbook and he hoped Flex Committee members would be able to present these at the faculty meeting scheduled during In Service (8/17/17). He said he intends to talk about the outcome of today’s Academic Senate Meeting including our new Goals. He mentioned his attempt to coordinate a visit from ASCCC technical visit on a Friday this semester. He is working with the administration, CCLC and ASCCC to set a date. He thanked McKay for proving the Acronym Handout (attachment #2) and suggested Senator’s keep handy in their senate materials for reference.  
**Senator’s Report:** None
- Action Items / Old Business* **1. Senate Meeting Schedule for Fall 2017:** Edington noted the suggested dates for Academic Senate Meetings for Fall 2017 listed on the agenda (8/31, 9/14, 9/28, 10/12, 10/26, 11/16, 11/30, 12/14 at 12:30-2:00).  
**M/S/C (McKay/Grisanti)** There was a brief discussion about ending the meetings at 1:20 because Senator’s Donham and McKay have class at 1:30. It is difficult to complete all of our work in the time scheduled, as it is. Further, Donham requested action items be placed at the beginning of the

agenda so that she may adequately represent her constituents in any voting. Edington noted he is aware of this conflict, but shortening meetings would dictate adding enough during the semester to make up the time. It was pointed out that typically “action items” are at the beginning of the agenda before “new business” is discussed. Indermill suggested if there were discussion items that constituents had input on that may be discussed after McKay and Donham need to leave for class that they note them in a Senator’s Report so that it becomes part of the record. Edington said he will post the meetings on Outlook within the next couple days. Yeas: unanimous

**2. Faculty Meeting Schedule for Fall 2017:** Edington noted the suggested dates for the Faculty Senate Meetings for Fall 2017 listed on the agenda (9/7, 10/5, 11/9, 12/7 at 12:30-1:20). He suggested we continue to have faculty give presentations at the meetings and ask the Senators to “host” them. Discussion: none

**M/S/C (McKay/ Browe)** Yeas: unanimous

*Discussion Items /  
New Business*

**1. Constituent Groups:** Edington projected and handed out his suggested groupings of constituent faculty for each senator and explained the groupings. General discussion included:

- The uneven number of faculty in each group.
- Changing Indermill from Math to Social Science midway through her term. It was noted that without doing so might put Rodney in the same situation next year when he is half way through his term.
- As CTE has grown, maybe we need an additional constituent group for CTE faculty
- Our ratio is 1 senator to 7 faculty and maybe 1 to 10 is a better, more effective breakdown
- Changes to the makeup of the disciplines represented in each group will need to be formalized with revisions to the Academic senate By Laws

**2. Overview of the Senate and its function:** Edington introduced the Power Point Presentation (attachment #3) by noting the importance of understanding the laws that govern us (e.g., Title 5, the Ed Code etc.). He pointed out that the materials he will present come from primarily ASCCC. Throughout the presentation, Edington noted the underling importance of “collegiality”.

**3. Constitution/Bylaws/Senate Operations:** Edington presented (attachment #4) another power point presentation (taken from ASCCC). He suggested senators become familiar with our local Constitution and Bylaws for two primary reasons: 1. because it is important to know this and 2. We will likely make some changes this year. He said the Constitution (which takes a 2/3 vote to ratify) is more like the “law” and the Bylaws are more like our operational guidelines (thus are easier to alter). He shared

information from the *Local Senate Handbook* prepared by ASCCC and encouraged senators to review and become familiar with it. He mentioned various points about keeping the local senate “involved, engaged and on course” and our responsibilities to: 1. Constituency, 2. the college and 3. ASCCC.

**4. Operational/Meetings Discussion:** Indermill projected and handed out a draft document (attachment #5) that provides an overview of the Brown Act (Open Meeting Act), Robert’s Rules of Order and general local Academic Senate protocols. She indicated this is a “draft” in case there is anything that the senators would like to be further clarified and/or added. Indermill asked the senators to review this information, the *ASCCC Guide for Local Senates* and let her know if anything else needs to be addressed. General points that were highlighted included:

- Brown Act and Robert’s Rules provide the structure which allows us to operate in an effective and open manner
- “Motions” are the means for opening a discussion of an agenda item and we should only be discussing items that are on the agenda of the day (sometimes topics cross over into other areas and/or committee assignment so we need to be careful to stay on point)
- Whenever possible any supporting documentation to agenda items will be sent out with the agenda so there is ample time to read and be prepared for discussion
- “Private” and/or secret votes are not allowed. If it is not clear what the outcome of a vote is *any* member of the senate and/or chair may call for a “roll call vote” if it doesn’t seem to be clear. The minutes will be the record of the specific Yea and Nye
- When a senator should or might abstain from a vote. Information about this will be included in a revision of this document and presented at the next Academic Senate meeting
- A brief distinction between “public comment” and open forum” was made. The senators indicated the use of an Open Forum at the end of each agenda. When comments are made during the Open Forum it requires us to follow up and is part of the official record
- Indermill mentioned AB 1725 and the importance this bill has had in changing the education landscape, the faculty voice the cc system into a high level professional environment. The term “participatory governance” has its roots in the original term “shared governance”. This means that the faculty and classified staff *share* the responsibility of governing the college with the administration. . This may create a “heavy burden”, but is also a powerful “right” to be sure decisions that are made are academically and educational based.
- An idea that has been discussed is having a senator on each of the “key” decision making committees, who will make regular reports to the senate about the work that is being done. This is an idea that needs to be put on a future agenda for discussion and a decision on how to proceed

- Indermill noted that additional information will be provided about abstentions, serial meeting
- In reference to Accreditation, Indermill suggested that the senators review committee structures and practices to ensure the committees they serve on are following these guidelines (or make suggestions to revise the Report to reflect the actual practice)
- In addition, the Academic Senate should also determine what/if other decision-making committees that should have senate representation
- Edington was asked to send the current committee list to the senators
- Indermill noted that working on committee representation by the senators may take some time to “formalize” by way of revisions to the By Laws and/or Constitution, but she suggests we work on establishing this practice in the meantime

## 5. Break (Lunch)

**6. 2016-2017 Academic Goals:** Edington introduced this topic by indicating he needs to complete a report about the completion of our goal from last year and referenced his summary of the work completed last year (attachment #6). The report is more about how committee goal line up with the Institutional goals which the Academic Senate Goals really didn't do as directly as they could have been. First, we need to review the work done on last year's goals and then begin working on our goals from this year. Edington said he does not want to establish any goals for this year without having a senator to serve as the “key” person to head it up. He indicated not much progress was made to them so we need to decide if they need to be revised and carried over into this year.

Edington acknowledged the goals from last year are not as succinct as they should be and we need to work on being more specific with this year's goals. Edington spent some time going over each of the 2016-2017 goals. He read each goal and made some general explanatory comments about them. Edington added he thinks the summary he prepared is an “honest review” of the things we didn't get done and things we did.

General comments and questions included:

- The structure of Professional Development Committee
- A concern that this review may not fit into the report to be submitted to the Institutional Researcher. This reads more as a “narrative”, not as a clear account of accomplishments achieved (or not). It was suggested the specific documentation of when task were completed, discussed at the Academic senate, presentations that were made etc. It was suggested the report contain the specific supporting documentation to illustrate what we have done and when.
- Edington was asked if he will bring the report back to the Senate for review. He said that he would do so at the next Academic Senate

meeting.

**7. 2017-2018 Academic Senate Goals:** At this point we need to determine which/if any of the 2016-2017 Goals need to be continued (see attachment #6 for a detailed list of the 2016-2017 Goals). If it is all of them, they need to be prioritized. The task for today is to determine if the 2016-2017 Goals need to be continued and who is going to work on them.

Edington began the discussion by addressing Goal #1: *Committees – Look to consolidate, streamline, and update o include staggered staffing*. He said he thinks this needs to be re-written. Some discussion centered on the appointment of part-time faculty and the role of the part-time faculty union. Edington said there is some inconsistency with the Academic Senate Constitution and the Part-time faculty Collective Bargaining Agreement, which is a separate issue from Goal #1. McKay, Donham and Edington Some general discussion occurred regarding the other goals (not in order) and the following volunteers were agreed to:

- Goal #2: *Investigate and recommend actions with regard to administrative workload of faculty*. Edington said he did not think this one that is not as important as the others. Browe and Cannon will review this to determine if it needs to be addressed.
- Goal #3: *Investigate hiring policies, practices, and training for hiring committees, including the role of the faculty co-chair on hiring committees*. Indermill will “head up” this up along with Donham. It was suggested this goal reference the Board Policy and Administrative Procedure related to hiring as that is what we are actually addressing. Hollis will join her.
- Goal #4: *Investigate and possibly implement a process for electronic voting for Senate*: McKay was assigned to head this up last Spring. Browe will join him.
- Goal #5: *Investigate and Recommend Open Educational Resources and Zero Cost Degrees*. McKay was assigned to head this up last Spring, Grisanti will assist.
- Goal #6: *Investigate and report back on issues surrounding Dual Enrollment*. Work has been done on this last year, The Ad Hoc committee raised some questions that makes it seem there is still some work that needs to be done. This should be followed up of last year’s goal and not something new. Edington will follow up with the Ad Hoc Committee and arrange for a final report regarding Dual Enrollment.
- Goal #7: *Investigate and implement methods to increase communication and awareness of issues with faculty*. Edington said that this was accomplished by having various committees make presentations to the Academic Senate (e.g., SLOT). Having Senators “host” the faculty meetings and focus on faculty presentations was discussed as it relates to this goal. The value of this was pointed out (“dynamic change”) and the suggestion was made that we continue with this practice.

“Ongoing matters” as listed at the end of the 2016-2017 Goals (attachment #6) were discussed. It was agreed that if any of these continue to be regular and continued responsibilities they should be written into the Bylaws (and/or Constitution) so they become formalized and do not continue to appear on agendas and “to do” lists.

- 1. *Continue to support effective communication & collaboration between faculty & administration / management. Identify potential points of friction and possible solutions. Communicate faculty support for administration as applicable.*
- 2. *Review state-of-the-college with regard to SLOs, PSLOs & ISLOs.* It was noted that there is still considerable amount of work that needs to be completed related to Learning Outcomes and the Academic Senate need to “keep on top of” this work to ensure it is completed. This is ongoing work of the Academic Senate. It was suggested that the 2016-2017 Goal be re-written address how SLO’s affect faculty evaluations and Accreditation. It was noted that this “ongoing matter” is unclear and vague. It was suggested that a senator work with Dan Jenkins (SLOT Chair) and MCFT to define what it is, what needs to be done and what the role of the Academic Senate actually is. Then bring it back to the Academic Senate for discussion and considerations of next steps, if appropriate. Further questions were raised about if this “ongoing matter” is actually a goal, part of the Bylaws, a report from SLOT. McKay will head this up with Cannon’s assistance.
- 3. *Review Constitution &/or Bylaws (annually).* Edington said that he and Indermill would work on this, but he thought it had been rolled into something else and doesn’t need to be addressed here. Indermill noted that all of the senators, as well as the faculty should be involved.
- 4. *Follow progress and discussion occurring in key faculty committees & provide time in AS meetings for regular reports from key committees.*
- 5. *Review Equivalency Procedures.* It was agreed this should be written into a 2017-2018 Goal and noted it should be referenced as the Board Policy and Administrative Procedure. Indermill has previously agreed to head this up. Edington and Hollis will assist her.
- 6. *Support continued representation & involvement of our local AS at statewide level.* Edington indicated he did not think this was something that should be spelled out as a Goal on “on going matter” as it is something we are doing on a regular basis. He will consider if it should be in the Bylaws.

Addition comments included that it appears we taking the 2016-17 Goals and rolling them into the 2017-2018 Goal – Edington confirmed that is correct – in light of this the suggestion to make the goals specific and attainable. It needs to be very clear what we are addressing. Cannon suggested using the SMART (“Specific, Attainable, Reasonable, and Timely) model for establishing the Academic Senate Goals. He will provide

templates that he has experience using that we can consider using. He will send this information to all of the senators. It was suggested that the “lead” senators with those assisting them try to use the SMART format and re-write their goals for the next meeting.

*Open Forum*

Donham indicated she has spoken with various administrators about the District joining the “We Are Still In” movement. This is a nation-wide organization taking a stand to say we are interested in staying in the Paris Climate Accord. It requires a multi-year plan to reduce carbon emissions. We already doing a good job with this due to the solar panels, reduced water usage, progress on the car charging station). It also requires President Reyes to “sign on” and support. If faculty can support this it will be a good step in moving towards approval by the Board of Trustees. It was suggested this should most likely be a Resolution. Edington will follow up with Rachel to make this determination. He also suggested this be discussed at a faculty meeting.

Browe mentioned the interest in having the College partnership with the local public radio station. He brought this up last Fall as a general idea and noted that it is now happening on the Coast.

Edington asked the senators to think about things that might be “goal worthy” for the Academic Senate to take on this year. Maybe it isn’t a specific “goal” at this time, but something you’d like to see the senate working on that will benefit the college and students, at the next meeting.

## PRESIDENT'S REPORT – SUMMER 2017

Respectfully submitted by Jason Edington, Academic Senate President

### 1. **Space Allocation (May 31, 2017)**

Catherine Indermill, Steve Cardimona, and I met with VP Cichocki and Director Lojowski to discuss an alternative plan to the restructuring of the campus. The plan that was suggested was forwarded to the Facilities Committee.

### 2. **PBC (June 6, 2017)**

The main topic was on the Allocation of Space. The result was a hybrid plan based on ideas that were presented at the original rollout combined with suggestions brought up at this PBC meeting – to have the Instruction Office move to the library. The only person that remains in the Instruction Office is Minerva Flores. The HSI office is now where the Career and Transfer center once was. Several smaller moves were made as well. The new VP of Student Services office will be in what was Dennis Aseltyne's office.

### 3. **VP Student Services (June 13, 2017)**

The forum for the new VP was well attended. There were diverse ideas from the three candidates, each presenting a different point of view on the position. Non-anonymous feedback was requested from the forum attendees for each candidate.

### 4. **MLCCD Board of Trustees Meeting (June 14, 2017)**

I was unable to attend the BoT meeting as I was attending the Legislative Liaison Workshop in Sacramento. Here are the highlights of the meeting:

- New faculty members were approved
  - Heidi Crean (Nursing)
  - Kimberly Swift (Nursing)
  - John Rall (English)
  - Neeka Aguirre (History)
  - Chantal Cimiotti (Mathematics)

### 5. **Legislative Liaison Workshop (June 14, 2017)**

The ASCCC held a workshop the day before Faculty Leadership intended for Legislative Liaison's and Senate Presidents. As we do not have a Legislative Liaison, I attended with the intention of learning more about the position so that I could better understand the job duties. The titles of the breakouts and general sessions were:

- Legislative Cycle and the Need for Advocacy: Political Landscape and Power Dynamics of Sacramento
- Advocacy at the System Level: Connecting Local Advocacy to Statewide Politics
- Practice Session (Lead by Jonathan Lightman, Executive Director of FACCC - Faculty Association of California Community Colleges)
- Advocacy Talking Points Review



**6. Faculty Leadership (ASCCC) (June 15-17, 2017)**

Yearly conference for Senate leadership. Topics of breakouts and general sessions that I attended include:

- Collegiality in Action
- Creating a More Effective Senate by Establishing Strong Relationships
- The community College Budget
- Policies, Processes, and Practices, Oh My!
- Research, Data, and Decision-making: What every Senate Leader Should Know
- Senate Resources at Your Finger Tips: Using the Local Senates Handbook and Navigating the ASCCC Website

Collegiality in Action is also the title of the first two types of technical visits offered by the ASCCC (see #11). The strong message being relayed is that the role of the senate is to focus on the 10+1 areas outlined AB 1725, and then working to build consensus and collegiality within the system in order to focus on improving student success.

**7. MLCCD Board of Trustees Meeting (July 10, 2017)**

This meeting was not originally scheduled and was added sometime after the June meeting. I was not made aware of this meeting and did not attend. Highlights of the Board Meeting:

- New faculty members were approved
  - Emily Hashemian (Counselor – EOPS)
  - Chantal Cimiotti (Mathematics)
  - Fran Laughton (Nursing Instructor/Director of Nursing)
  - Laura Mays (Fine Woodworking)
- Superintendent/President Reyes' Performance Evaluation was discussed in Closed session. Upon returning to Open Session, Board President Geck reported that, by a vote of 7-0, the board approved the final 2016-2017 Superintendent/President Evaluation Report which also includes the Superintendent/President providing a mid-year report to the Board on the progress he has currently made in achieving his 2017-2108 goals.

**8. MLCCD Board of Trustees Meeting (August 9, 2017)**

The board meeting was held at the Mendocino College Coast Center. One of the topics that was discussed is the desire of one board member to have the board (and in doing so, our college) declare itself as standing for either Social Justice or the Search for Truth. Should this discussion occur as a future agenda item, the board will review the *YouTube* link of John Haidt's lecture at Rutgers entitled "Two incompatible sacred values in American universities". There seems to be some debate as to whether these two values can coexist.

Highlights of the board meeting include:

- Temporary Full-Time Faculty Assignment
  - Jason Davis (English – Fall Semester)

Item 6.3 was removed from the Agenda and will be brought back in the September agenda.

Student housing is something that seems to be gaining steam as the lack of affordable housing is affecting many areas of the college, including FTES. There will be an agreement finalized soon that will start a feasibility and planning study. The college will be working in conjunction with the foundation so that the foundation owned land can be considered in the study. The study will take approximately four to five months before information is returned to the district.

**9. Mendocino College Coast Center Grand Opening/Ribbon Cutting Ceremony (August 9, 2017)**

I attended the ceremony which was held shortly after the Board of Trustees meeting. Many community members came out to the ceremony. Deborah White was acknowledged as she suggested to President Reyes early on that taking on this area would be wonderful for the college, and that we could do a great service for the residents.

**10. Meeting with Interim Vice President of Instruction Debra Polak (August 10, 2017)**

Discussion focused on the upcoming Inservice Agenda. On Thursday there will be workshops for Canvas – one for experienced online instructors, and one for on-ground instructors. As the Fall Part Time orientation will be an all-centers-in-one meeting at the main campus, there will also be time for Faculty to have a meeting with their Part Time instructors if they like. (The plan is to have the Fall Part Time Orientations to be held at the main campus, and the Spring Part Time Orientations to be held on different nights at the various centers.) There will be a Part Time Faculty appreciation dinner from 5:00 – 5:45, and then the Part-Time Faculty Orientation from 6:00 – 8:00.

Friday Inservice:

- 8:30 – 10:30:
  - Reports from College
  - CUE Classified Workgroups report out
  - CUE Faculty Workgroups report out
- 10:45 – 11:00: Break
- 11:00 – Noon: Reflecting Back and Looking Forward: Integrating Equity Work into our Practices (Part I)
- Noon – 1:00: Lunch
- 1:00 – 2:00: Reflecting Back and Looking Forward: Integrating Equity Work into our Practices (Part II)
- 2:00 – 3:15: Faculty Meeting
- 3:15 – 4:30: Department Meetings

There will be some information coming from CUE, Data, that should be a ‘quick read’ and that faculty should look at to get the most out of the two ‘Reflecting Back’s’.

We also discussed the changes to the integrated planning for BSI, Equity, and SSSP. These three funding streams and the reporting for them have all been merged into one from the state. There is some discussion about how this could affect the committees as well. Further, we discussed the big project on the horizon that we’ll need to start working on locally - the ‘Guided Pathways’ project.

## **11. ASCCC/CLCC Visit Discussion**

Towards the end of the Spring semester, I sent a request to ASCCC for a 'Technical Visit', basing my concerns on campus moral and the perception of participatory governance and processes not being followed. ASCCC reached out to President Reyes to see if he would agree to the visit. He did, and we are currently working on finding the best dates to hold such a visit. Here is the description from the ASCCC website:

### **Collegiality in Action: Effective Participation Fundamentals**

The informational presentation service is intended to provide a basic overview of the state law, state regulations and guidelines concerning shared governance. The presentation is done by a representative of the League and Academic Senate and takes approximately two hours. Handouts are provided, good practices highlighted and questions answered. This service is best used at a college or district where there are no significant issues of conflict but a recognition that many participants in local shared governance roles are new and need an orientation or refresher on the required processes.

Based on the response and need, there are three more levels of assistance available:

### **Collegiality in Action: Effective Participation Focused Study**

The advisory assistance service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences. The service is conducted by one to two representatives of the Academic Senate and League over four to six hours. The time includes a basic overview presentation for all interested parties and separate meetings with the faculty and with the trustees and administration. A written advisory report is provided by the assistance team to the district or college within six weeks of the visit. The advisory report seeks to clarify the key issues identified by the team in its visit, makes recommendations for addressing the issues and suggests who might be responsible for embarking on the solutions.

### **Issue Resolution**

The purpose of the issue resolution service is to provide mediation assistance to a college or district when the parties have reached a stalemate and are unable to resolve their differences on a major issue. This service will not be provided unless the local board, chief executive officer and academic senate agree in advance and are committed and open to address seriously the recommendations of the assistance team. Prior to the six to eight hour visit of one to two representatives from the League and Academic Senate, focused discussions and investigation occur to clearly delineate in writing the issue to be resolved and the approach to be used. During the visit there will be focused interviews with individuals and groups. A written advisory report is provided by the assistance team within eight weeks of the visit. Prior to the formal presentation of the written report, the local parties involved will be given an opportunity to clarify, correct or refine the recommendations or statements in the report. The assistance team will return to the college or district to present the report and to answer questions publicly. In addition a follow-up training session to provide guidance on implementing the recommendations will be provided if requested.

## **Special Workshops and Presentations**

The fourth service involves special workshops and presentations on topics that help local personnel better understand particular issues and various aspects of effective decision-making processes. These jointly presented workshops are designed under the direction of the President of the Academic Senate and the Executive Director of the League, working with local college representatives.

### **12. Appointment of Hiring Committee Members**

The following appointments were made:

- **Human Resources Technician:** Doug Boswell
- **Chemistry:** Marcus Frederickson and Steve Cardimona (need one more)
- **Center Assistant – Coast Center:** Nicholas Petti
- **Data Analyst:** Mike Giuffrida (Replaced by Briana Zuber)

### **13. Equivalencies**

Met with one equivalency committee to look at two equivalencies for Equity Counselor. I also met with faculty to discuss the equivalency process and to help them help an applicant navigate the process.

### **14. New Student Financial Aid Disbursement Options**

Mendocino College has partnered with BankMobile Disbursements to begin delivering financial aid funds beginning August 1, 2017. The new disbursement program will give students three options to receive their financial aid, which includes Electronic Deposits. This will help to facilitate the disbursements allowing students to receive their funds more quickly.

### **15. Office Space Update**

The Office Space Committee received and approved a request to have the new English faculty member, John Rall, use the office vacated by Mike Giuffrida.

### **16. 2017-2018 Minimum Qualifications Handbook**

The new Minimum Qualifications Handbook has been published and can be found at: <http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2017-Minimum-Qualifications-Handbook-r1-ADA.pdf>

### **17. Upcoming Initiatives and Important Information from ASCCC**

Conan McKay, the Area B Representative for ASCCC, keeps me informed on things that are occurring at ASCCC and the state level. He sent me these documents and I am forwarding them to you to take a look at as these will likely be things we are working on in the near future.

## California Community College Acronyms

50% Law: Requires districts to spend at least 50% of annual educational budget on salaries of classroom instructors. Intent is to limit class size and relative growth of administrative and non-instructional costs.

75:25 Ratio: Legislatively prescribed ratio of hours of credit instruction taught by full-time faculty to hours of credit instruction taught by part-time faculty. Also known as full-time/part-time ratio. Districts that do not meet this goal are obligated to use a substantial percentage of their Program Improvement Funds to hire new full-time faculty.

10+1: The academic and professional matters over which academic senates are granted purview.

AB1725: Legislation authored by John Vasconellos passed in 1988 which created the 10 + 1 along with a myriad of other changes for community colleges.

ACCJC: Accrediting Commission of Colleges and Junior Colleges. The body that accredits California community colleges

Articulation: Articulation is the structuring of educational programs between different educational segments so that course work fits into a systematic whole. The Tech-Prep model is an example: it begins with courses in grades 11 and 12 that lead to more advanced courses in community college, and eventually to an Associate of Arts degree or certification in a technical field. Articulation agreements between institutions allow students to transition smoothly between those institutions without losing credit for work already done or being forced to repeat work.

ASCCC: Academic Senate for California Community Colleges. The statewide Academic Senate with is tasked with academic and professional matters.

BoG: The Board of Governors. The board that oversees California community colleges.

CAI: Common Assessment Initiative. Initiative to create a common assessment tool for colleges.

CCCCO: California Community Colleges Chancellor's Office.

CE: Career Education (previous Occ Ed, Voc Ed, and Career Technical Education).

CFO: Chief Financial Officer (also CBO, Chief Business Officer)

C-ID: Course Identification Number System. System which was created to aid students and colleges in identifying similar courses in the CCC and CSU systems.

CIO: Chief Instructional Officer

CSSO: Chief Student Services Officer

## California Community College Acronyms

CSU General Education Breadth: Certified completion of CSU GE Breadth guarantees that a transferring community college student has satisfied the lower division general education requirements for the CSU system.

Community Services Class: A community services class is one that is neither a credit course nor a noncredit course. This category is a primary area under which contract education occurs. Curriculum development, instruction and materials translate into a cost-per-hour expense that is charged to the customer. Other funding sources may offset the cost of the training, but no state funding is involved. Faculty teaching not-for-credit contract educational programs shall be hired, compensated, and evaluated according to procedures specified in the contract between the community college district and the public or private entity. This category includes community service offerings.

Contract Education: This is an agreement between an employer and a college to provide specific training or services (assessment, counseling, tutoring, etc.) for employees of the company/government agency. The training may include regular college courses or customized courses, which may vary in length from an hour to a semester or more. The course content is jointly agreed upon by the employer and the college and must undergo the proper approval process as any course offered under the district's name. Courses may be for credit, not-for-credit or, in some instances, non-credit.

Credit Class: A credit class is open to the public and is usually offered on-campus, although it may be offered at a company site, or community location. When delivered on contract with an employer, special services such as book delivery, on-site registration, invoicing, etc., are involved.

Ed Code: California Educational Code. Laws made through legislation regarding education. Always supersedes title 5.

EPI: Educational Planning Initiative. Initiative to create standardized educational planning materials for students.

Equivalency: Process by which local boards of trustees determine whether a faculty candidate possesses qualifications that, though not identical to the minimum qualifications, are not lower than the minimum qualifications for hire. A local governing board must jointly agree with the academic senate on the process and must "rely primarily upon the advice and judgement" of faculty serving on equivalency committees. (AB1725)

Essential Employability Skills: The term essential employability skills, also known as soft skills, applies generally to those social and interpersonal skills which are considered by employers to be essential to success in the workplace. These skills include accountability for actions, common sense, continual learning, cooperativeness, flexibility, dependability, integrity, motivation, work habits, and other such qualities. Some people additionally include basic reading, writing, and computing skills necessary for academic success as essential employability skills.

Faculty Service Areas (FSAs): Established by joint agreement of the district governing board and collective bargaining agent in order to establish the extent of seniority rights during reduction in force affecting faculty. Faculty are assigned to one or more FSAs for which he/she meets district competency requirements and minimum qualifications. (AB1725)

## California Community College Acronyms

**FTEF:** Full Time Equivalent Faculty. Used to determine productivity and others financial considerations at colleges.

**FTES:** Full Time Equivalent Students. A historically derived number based on having 35 students in a 3-unit credit class for a full-term, 17.5 week, semester. The basis for apportionment funding colleges receive from the state.

**IEPI:** Institutional Effectiveness Partnership Initiative. Initiative to collaboratively work with CCCs to reduce accreditation sanctions and help colleges with internal issues. Created by the legislature.

**Intersegmental General Education Transfer Curriculum (IGETC):** Completion of the IGETC guarantees that a transferring community college student has satisfied the lower division general education requirements of the CSU/UC systems.

**Lecture Equivalent Hour (LEH/LHE):** Laboratory hours are counted as a fraction (0.5, 0.6, 0.67, 0.75, etc.) of a lecture hour at many community colleges. The LEH is a means of determining faculty teaching load by equating laboratory instruction hours to lecture instruction hours. For instance, if a district decides that a biology lab hour is rated as 0.67 lecture hours, then a biology lab that meets for six hours a week is the equivalent of four lecture hours of teaching 8 load, or 4 LEH, according to the formula. Full-time faculty at community colleges teach an average of 15 LEH per term.

**Matriculation:** Process by which the district and student enrolled for credit enter into an agreement for the purpose of realizing the student's educational goal. (Title 5 regulation)  
**Minimum Qualifications:** The minimum qualifications required to offer service as a faculty member or for certain administrative functions is to possess the minimum qualifications as specified by the legislature or the Board of Governors, the equivalent granted through an equivalency process (see above), or a credential which permits offering that service. Although all existing credentials are effective until they expire, the Board of Governors stopped accepting new applications for credentials on July 1, 1990. These standards were developed by the State Academic Senate. (AB1725)

**Noncredit Class:** A noncredit course must be approved by the local district governing board, must be taught by an instructor qualified to teach non-credit, and must be conducted according to a course outline and/or curriculum guide on file with the college. Noncredit courses that meet the criteria for state funds are: (1) parenting, (2) basic skills, (3) ESL, (4) citizenship for immigrants, (5) education for substantially handicapped persons, (6) short-term vocational programs with high employment potential, (7) education programs for older adults, (8) education programs in home economics and (9) health and safety education. If credit is not given or a class does not fall into one of the above categories, then it may not receive any state funding

**OEI:** Online Education Initiative. Initiative to create a commonly available course management system as well as an online course exchange for students.

**PRT:** Partnership Resource Team. Team of faculty, staff, and administrators sent to colleges to help develop solutions for issues including those which might be troublesome for accreditation. Part of the work of IEPI.

## California Community College Acronyms

Pell Grants: Grants awarded to help undergraduates pay for post-secondary education. Pell grants are restricted to undergraduates enrolled in at least 6 semester or quarter hours per term.

Positive Attendance: Attendance accounting method based on count of actual students present at each class meeting. Used for all noncredit classes and irregularly scheduled credit classes. FTES is computed by dividing the total number of hours of attendance by 525.

Program Sequencing: Program sequencing is the coherent organization of an educational or training program. The students individual programs are arranged to make sure they get the right courses in the right order. Program sequencing is a component of articulation between institutions; students are assured they will be able to move seamlessly from courses in one educational institution to courses take at an educational institution at the next level.

SLO: Student Learning Outcomes.

SSSP: Student Success and Support Program. Program to enhance access and promote success for students in CCC.

SSTF: Student Success Task Force. Task force created by legislation which created recommendations for improved educational achievements in the CCCs.

Title 5: California Code of Regulations. Derived and approved by the BoG from Ed Code.

TOP: Taxonomy of Programs. System of numerical codes to allow for reporting on programs and courses at the state level.

Weekly Student Contact Hour (WSCH): Refers to the attendance of one student for one hour in a college credit course. WSCHs are reported once each term under program based funding.

WFTF: Taskforce on Workforce, Job Creation, and a Strong Economy. CCCC0- directed program focused on expanding career technical education.





ACADEMIC SENATE  
for CALIFORNIA COMMUNITY COLLEGES

# ***Keeping your Senate Involved, Engaged and On Course***

***Adapted from presentations for  
ASCCC Faculty Leaderships 2015, 2016, and 2017***

***2017 Mendocino College Academic Senate Retreat  
August 15, 2017***



ACADEMIC SENATE  
for CALIFORNIA COMMUNITY COLLEGES

# ***Brief Introduction to Constitution and Bylaws***

- ***You should have a copy of each and be familiar with them***
- ***This year we should look into updating if necessary***
- ***Any questions off the top on either of these documents?***



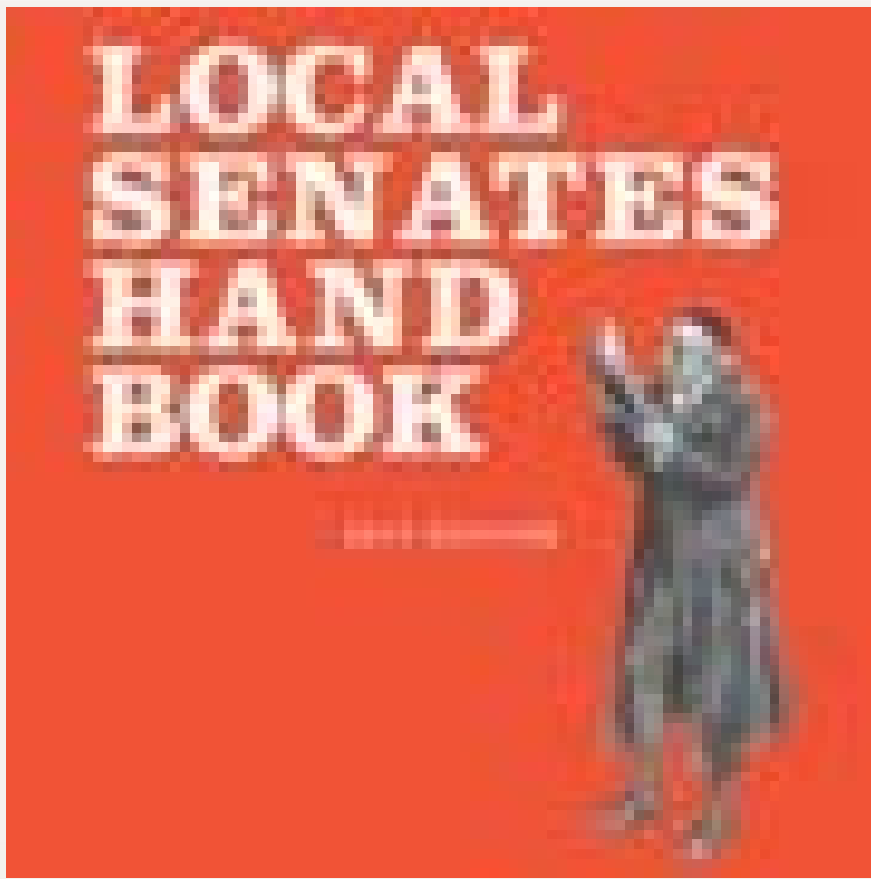
# *Outcomes*

- **Recognize roles and responsibilities of the Senate President**
- **Understand and utilize strategies to ensure the senate works effectively and collaboratively**
- **Develop relationships with campus constituents to ensure faculty primacy under the 10+1**
- **Recognize and utilize strategies to increase faculty involvement, engagement and focus**
- **Locate ASCCC resources specific to local Senate Presidents**

[http://www.asccc.org/sites/default/files/local\\_senates\\_handbook2015-web.pdf](http://www.asccc.org/sites/default/files/local_senates_handbook2015-web.pdf)



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# ***Roles and Responsibilities of the Senate President***

- Being familiar with the statutory and regulatory context in which the senate operates
- Advocating for Faculty Interests
- Promoting an Effective Relationship with the Board of Trustees



ACADEMIC SENATE  
for CALIFORNIA COMMUNITY COLLEGES

# ***Roles and Responsibilities of the Senate President***



- Maintaining Contact with the Academic Senate for California Community Colleges
- Maintaining Effective Relationships with Other Governance Groups
- **“Other duties as assigned” Volunteer Firefighter?**



ACADEMIC SENATE  
of CALIFORNIA COMMUNITY COLLEGES

# ***Understand and utilize strategies to ensure the senate works effectively and collaboratively***

- Conduct senate orientations of new faculty
- Foster connections with the faculty beyond the senate
- Create an orientation for new senators on participatory governance





## ***Understand and utilize strategies to ensure the senate works effectively and collaboratively***

- Develop a periodic ongoing academic senate training program to reinforce awareness of senate roles and purview
- **Constant recruitment**





ACADEMIC SENATE  
for CALIFORNIA COMMUNITY COLLEGES

## ***Understand and utilize strategies to ensure the senate works effectively and collaboratively, cont***

- Encourage other faculty to participate in the events sponsored by the ASCCC.
- Provide leadership to senate, college, and district-wide committees.
- Be inclusive and mentor potential future faculty leaders





## ***Develop relationships with campus constituents to ensure faculty primacy under the 10+1 (Foster Communication)***

- Engage in ongoing discussions with faculty on the issues of the day.
- Facilitate the development and vetting of faculty views.
- Facilitate communication among the faculty and with administration and the governing Board.



## ***Develop relationships with campus constituents to ensure faculty primacy under the 10+1 (Foster Communication, cont)***

- Ensure that minutes of the local senate meetings, its Executive Council meetings, if applicable, and other meetings of the body are published in a timely manner and in line with the Open Meeting Act.
- Engage in and keep record of local senate correspondence, including electronic communications.
- Encourage the maintenance of a local senate website.



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## ***Develop relationships with campus constituents to ensure faculty primacy under the 10+1 (Foster Communication, cont, cont!)***

Consult Collegially: means that the district governing board shall develop policies on academic and professional matters through either or both of the following:

1. Rely primarily upon the advice and judgment of the academic senate,

OR

2. The governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations



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# ***Recognize and utilize strategies to increase faculty involvement, engagement and focus***

- Recruit Part-time Faculty
- Meet Personally With the Faculty
- Listen to Opinions





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for CALIFORNIA COMMUNITY COLLEGES

# ***Recognize and utilize strategies to increase faculty involvement, engagement and focus***

- Turn the Suggestion Box into a Volunteer Recruiting Center
- Provide an Orientation for New Faculty
- Create a Faculty Governance Flex Activity
- Hold a Senate Retreat
- Make Committee Opportunities Known





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## ***Recognize and utilize strategies to increase faculty involvement, engagement and focus***

- Invite State Academic Senate Representatives to Speak to Faculty
- Take Faculty to Academic Senate Sessions and Leadership Training



# ***Recognize and utilize strategies to increase faculty involvement, engagement and focus***

- ***Maintaining Faculty Participation***
  - Use a Personal Approach
  - Clearly Define Commitments Ahead of Time
  - Play to Their Strengths
  - Use Senators







# ***Recognize and utilize strategies to increase faculty involvement, engagement and focus***

## ***Maintaining Faculty Participation***

- Show Appreciation
- Develop Professional Recognition of Faculty
- Give Credit Where Credit Is Due
- Make Senate Involvement an Evaluation Criteria
- Discuss Governance Participation in the Hiring Interviews



# ***Recognize and utilize strategies to increase faculty involvement, engagement and focus***

## ***Maintaining Faculty Participation***

- Sponsor a Breakfast, Lunch, or Coffee Hour
- Provide Incentives for Participation
- Linking Local Awards to ASCCC Statewide Awards
- Other ideas?



# ***Local Academic Senate Responsibilities***

## ***• To our Constituency***

- Communications to and from faculty
- One way we receive updates is through the many committees, including:
  - PPAC (Presidents Policy Advisory Council)– Policy
  - PBC (Planning and Budgeting Council)– hiring, initiatives, structure
  - EAP (Education Action Plan) – Program Review, program help, new programs...
  - EEO (Equal Employment Opportunity)
  - EMC – Enrollment Management Committee
  - BOT (Board of Trustees)
  - Accreditation



# ***Local Academic Senate Responsibilities***

- ***To the College***

- The Senate keeps all committees staffed
  - Standing Committees
  - Hiring Committees
  - Ad hoc Committees
- We receive feedback from our faculty
  - If it is 10+1, we should bring it to Senate
  - If it is outside of 10+1, we can help faculty to find appropriate venue



# ***Local Academic Senate Responsibilities***

- ***To the College***
  - Many initiatives running
    - Canvas (Fully implemented)
    - CUE (contract ending)
    - E-Lumen (Coming online and ongoing)
    - Dual Enrollment (continuing)
    - OER (Online Educational Resources)
    - FYE (First Year Experience)
  - Many initiatives coming:
    - Guided Pathways
    - OEI (Online Education Initiative)
    - Chancellors office Strategic Vision
    - Middle College (Fall 2018)
    - MORE TO COME!



# ***Local Academic Senate Responsibilities***

## ***• To the College***

- Focus on working collegially with all groups and employees to better serve students
  - By actively engaging in committees and working on initiatives
  - By asking questions and getting answers that help us understand so we can move forward together
  - By utilizing policies and procedures to ensure we are moving forward according to plan
  - By understanding that we all want what is best for the students, even while we can disagree on the best path to get there
  - By offering goodwill and forgiveness when others error, and seeking the same



# ***Local Academic Senate Responsibilities***

- ***To ASCCC***
  - Plenary
    - Attending Plenary to both learn about how to become a more effective Senate, what new initiatives and laws are headed our way, and engaging with others around the state.
    - Also to include our voice and our vote on resolutions at the state level.
  - Area Meetings
    - Great way to learn about what is going on in and around our system (State of the Senate), as well as meet colleagues from our 'local' area.
  - Statewide Committees
    - Just as at the local level, having our voices heard at the state level by volunteering to serve on a statewide committee allows us to keep up with what's new and to have our voices heard on these subjects, as well as to help with the work of the senate (or the Chancellor's Office, or...)



# ***Local Academic Senator Responsibilities***

- ***To our constituency***
  - Communication to and from faculty
    - Take the time to talk with your constituents between senate meetings to help inform them about what is going on in our meetings
    - Seek out opinions on matters so that faculty may weigh in on what is happening (we are a representative senate)
- ***To the Senate***
  - Being on Committees
    - Requirement is that each faculty member serve on at least one committee
    - There are too many committees for only one per faculty member!
    - Given the importance of the faculty voice, by having senators also serve on key committees, we can better ensure that this voice is being heard, and progress reported back to senate on a regular basis (we're almost there on staffing of committees!)





# ***Local Academic Senator Responsibilities***

- ***To the Senate***

- Serving on Ad Hoc Committees
- Working to enhance Senate effectiveness
  - Taking on a leadership role on Senate goals
  - Finding ways to step up and fulfill roles as they come up
  - Talking to others about joining Senate
  - Considering taking on a leadership role in the future!



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# ***Open Discussion: Ideas, Concerns and Cheers!***



# **The Legal Basis for Academic Senates and Collegial Consultation: Who We Are and What We Do**

Adapted from presentations from  
ASCCC Faculty Leaderships 2016 and 2017

**2017 Mendocino College Academic Senate Retreat  
August 15, 2017**



# BASIS FOR SENATE POWERS

- Education Code
- Title 5 Regulations



# What is the difference between Education Code and Title 5?

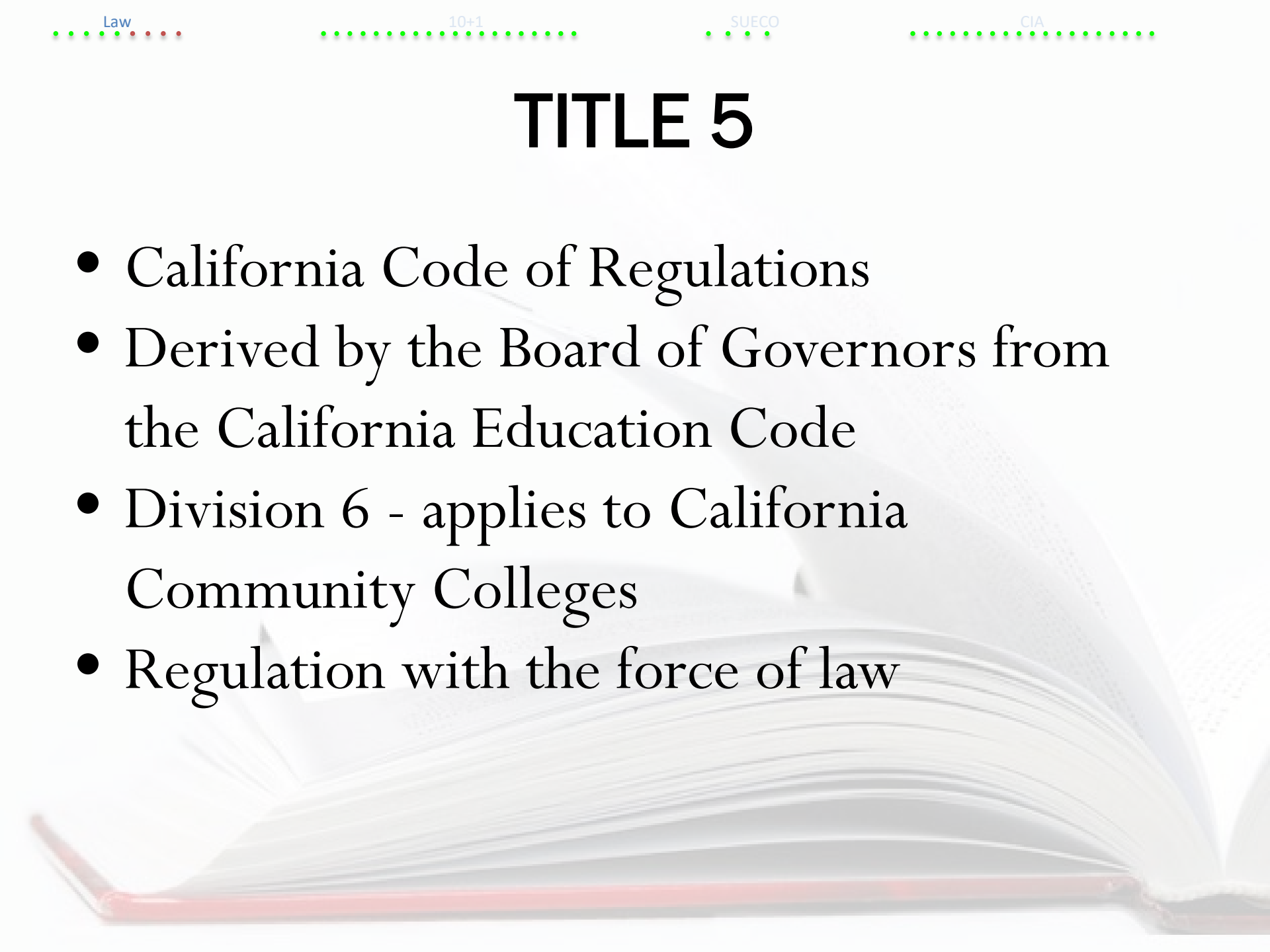
**KNOWLEDGE  
IS POWER**



# CALIFORNIA EDUCATION CODE

- Laws resulting from legislation
- Requires legislation to be changed
- Always supersedes Title 5 regulation
- Governance was amended by AB 1725 in 1988

# TITLE 5

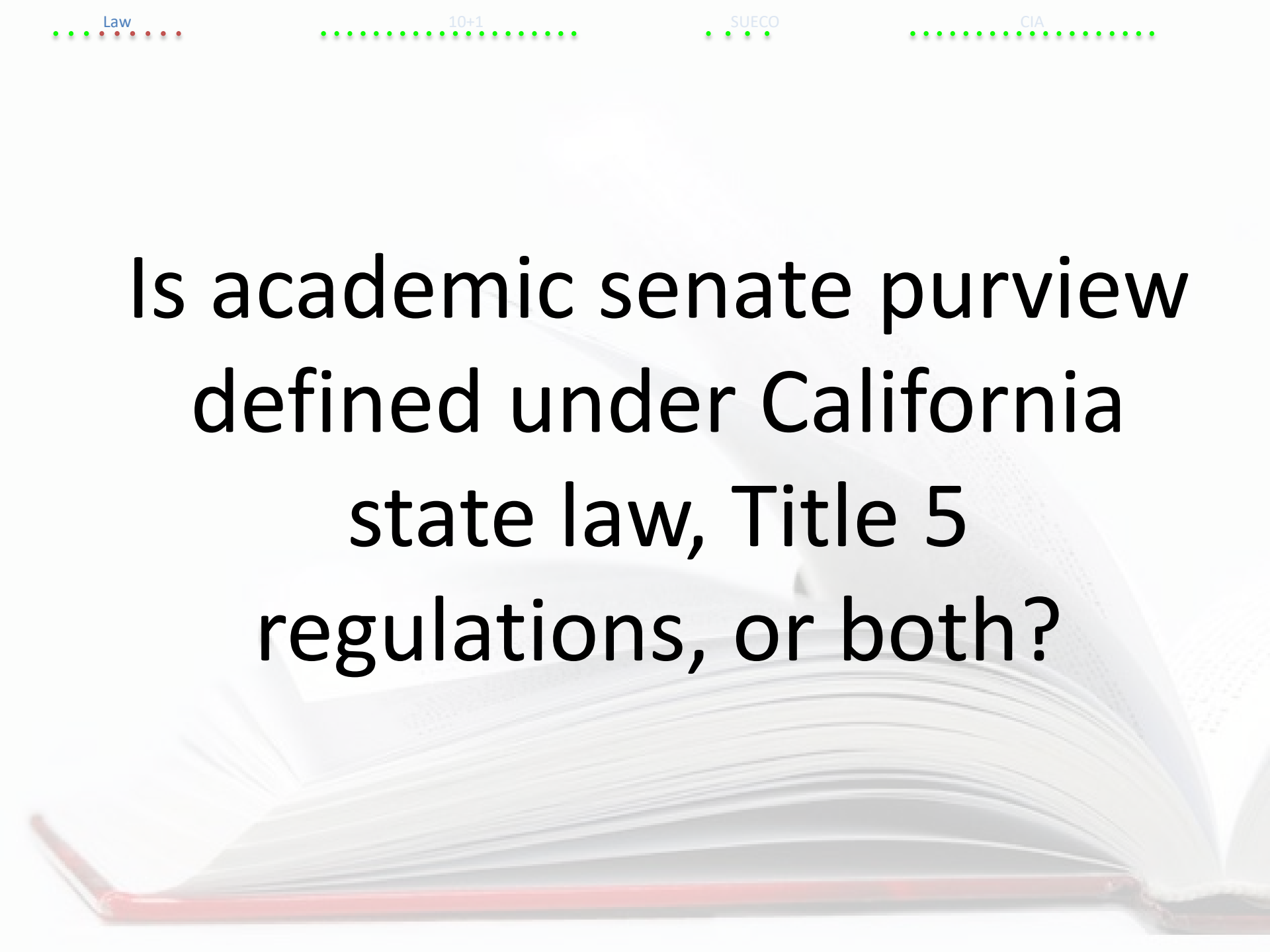
- California Code of Regulations
  - Derived by the Board of Governors from the California Education Code
  - Division 6 - applies to California Community Colleges
  - Regulation with the force of law
- 

# Title 5 vs. Ed Code is like...

- Board Policy vs. Administrative Procedure
  - Board Policy is the what...
  - Administrative Procedure is the how.
- <http://www.mendocino.edu/college/board-trustees/board-policies-and-administrative-procedures>



Is academic senate purview  
defined under California  
state law, Title 5  
regulations, or both?

The background of the slide features a faded, high-angle view of an open book. The pages are white and the spine is visible at the bottom. The text is centered over the book.

# EDUCATION CODE §70902 (B)(7)

“ The Governing Board shall ... ensure ... the right of academic senates to assume primary responsibility for making recommendation in the areas of **curriculum and academic standards.** ”



# TITLE 5 § 53203 - POWERS

- (A) Governing Board shall adopt policies delegating authority and responsibility to its Academic Senate.
- (B) Policies in (A) shall be adopted through *collegial consultation* with the Academic Senate.
- (C) Guarantees the Academic Senate the right to meet with or appear before the board.



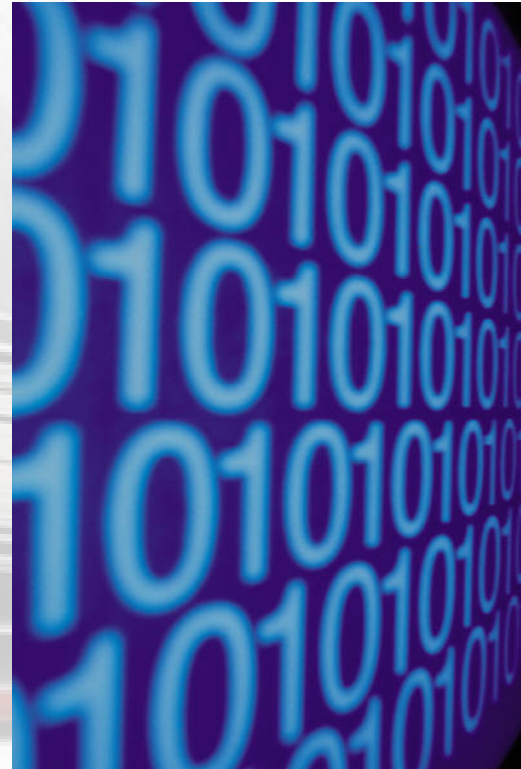
# TITLE 5 § 53200 - DEFINITIONS

- (B) Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters.
- (C) Academic and Professional matters means the following policy development and implementation matters:

# The “10 + 1”

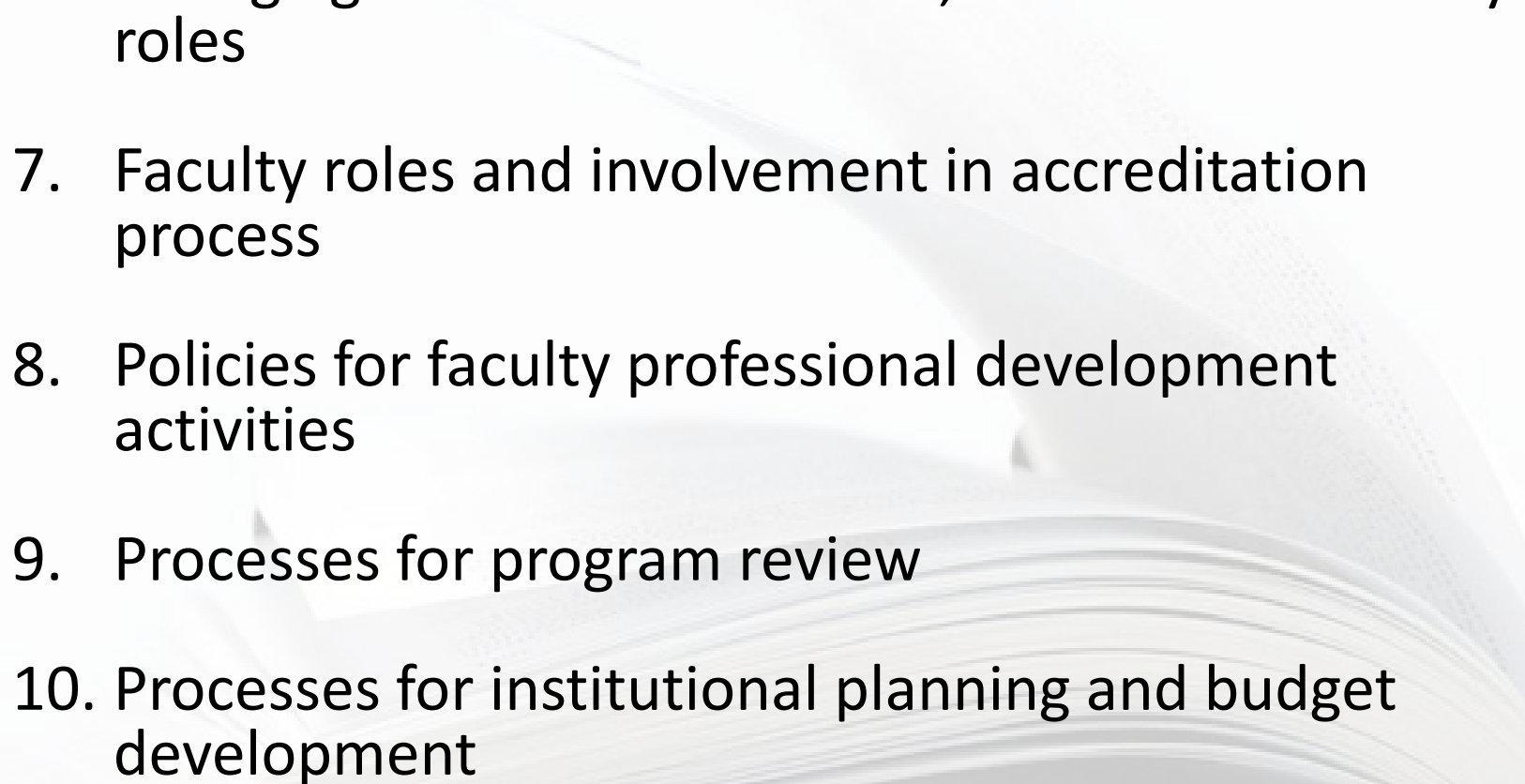
Title 5 § 53200 (c)

1. Curriculum, including establishing prerequisites
2. Degree & Certificate Requirements
3. Grading Policies
4. Educational Program Development
5. Standards & Policies regarding Student Preparation and Success



# The “10 + 1”

Title 5 § 53200 (c)

6. College governance structures, as related to faculty roles
  7. Faculty roles and involvement in accreditation process
  8. Policies for faculty professional development activities
  9. Processes for program review
  10. Processes for institutional planning and budget development
- 

# THE “PLUS 1”


Title 5 § 53200 (c)



11. Other academic and professional matters as mutually agreed upon

(But ours goes to 11!)

What is the difference  
between  
shared/participatory  
governance and collegial  
consultation?





# Shared Governance vs. Collegial Consultation

- “Shared governance” is not a term that appears in law or regulation. Education Code §70902(b)(7) calls on the Board of Governors to enact regulations to “ensure faculty, staff, and students...the right to participate effectively in district and college governance” and, further, to ensure “the right of **academic senates** to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.”\*
- Consequently, the more precise terms call for the governing board to assure **effective participation** of staff and students\*\* and to **consult collegially with academic senates**.

\* From *Participating Effectively in District and College Governance*, ASCCC/CCLC, Fall 1998

\*\* See Title 5 sections 51023.5 and 51023.7, respectively

# COLLEGIAL CONSULTATION – DEFINED

Title 5 § 53200 (d)

District Governing Board is **required** to *consult collegially* with the Academic Senate and develop policies on academic and professional matters through either or both:

1. ***Rely primarily*** upon the advice and judgment of the Academic Senate
2. Reach ***mutual agreement*** with the Academic Senate by written resolution, regulation, or policy

# Rely Primarily Defined

Title 5 § 53203(d)



## (d) (1) When *rely primarily*:

the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.

# Which of the 10+1 does Mendocino College 'Rely Primarily' on the Academic Senate?

- The Board of Trustees or their designee will rely primarily upon the recommendations of the Academic Senate, including the decision-making structure by which the recommendations are achieved, with respect to the following academic and professional matters
  1. Curriculum, including establishing prerequisites and placing courses within disciplines
  2. Degree & Certificate Requirements
  3. Grading Policies
- If any such recommendation is not accepted by the Board of Trustees, the Board of Trustees or its designee, upon request of the Senate, shall communicate its reasons in writing to the Academic Senate.

## **Mendocino College AP 213.1: 2.1**

<http://www.mendocino.edu/sites/default/files/docs/policies/AP2131.pdf>

# Mutually Agree Defined

Title 5 § 53203(d)

- (d) (2) When ***mutually agree (and an agreement has not been reached)***:
- Existing policy shall remain in effect except in cases of legal liability or fiscal hardship.
  - Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.



# Which of the 10+1 does Mendocino College reach 'mutual agreement' with the Academic Senate?

- The Board of Trustees or their designee will rely primarily upon the recommendations of the Academic Senate, including the decision-making structure by which the recommendations are achieved, with respect to the following academic and professional matters
  4. Educational program development
  5. Standards or policies regarding student preparation and success
  6. District 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

# Which of the 10+1 does Mendocino College reach 'mutual agreement' with the Academic Senate?

- The Board of Trustees or their designee will rely primarily upon the recommendations of the Academic Senate, including the decision-making structure by which the recommendations are achieved, with respect to the following academic and professional matters
  9. Process for institutional planning and budget development
  10. Other academic and professional matters as are mutually agreed upon between the Board of Trustees and the Academic Senate
- If any such recommendation is not accepted by the Board of Trustees, the Board of Trustees or its designee, upon request of the Senate, shall communicate its reasons in writing to the Academic Senate.

## **Mendocino College AP 213.1: 2.2**

<http://www.mendocino.edu/sites/default/files/docs/policies/AP2131.pdf>

# COMPELLING REASONS

These terms mean that ... in instances where a recommendation is not accepted the reasons for the board's decision must be in writing and based on a clear and substantive rationale which puts the explanation for the decision in an accurate, appropriate, and relevant context.

--From *Participating Effectively in District and College Governance*, ASCCC/CCLC, Fall 1998





# Mendocino College Board Policy 213

## PARTICIPATION IN LOCAL DECISION-MAKING

The Board of Trustees is the ultimate decision-maker of the Mendocino- Lake Community College District. In executing that responsibility, the Board is committed to ensure that members of the District's constituent groups participate in developing recommended policies for Board action, and administrative procedures for action by the Superintendent/President.



# Mendocino College Board Policy 213

## PARTICIPATION IN LOCAL DECISION-MAKING (Continued)

Each of the following shall participate as required by law in the decision-making processes of the District:

- Academic Senate: (Title 5, Sections 53200-53206)
  - Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law.
  
- Staff: (Title 5, Section 51023.5)
  - Staff shall be provided with the opportunities to participate in the formulation and development of district policies and procedures that have significant effect on staff.
  
- Students: (Title 5, Sections 51023.7)
  - The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law.

# Mendocino College Board Policy 213

## PARTICIPATION IN LOCAL DECISION-MAKING (Continued)

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Education Employment Relations Act, Government Code Sections 3540, et seq.

### Reference:

Education Code Section 70901 (b)(1)(E), 70902 (b)(7), Title 5, Sections 53200 et seq., 51023.5, 51023.7, Government Code Sections 3540, et seq., Accreditation Standard IV.A

# TITLE 5 § 53203 – MORE POWERS

- (e) Academic Senate may assume responsibilities and perform functions as may be delegated by the Governing Board
- (f) Appointment of faculty members to college committees **shall be made by the Academic Senate** *in consultation with* CEO or designee; collective bargaining agent may seek to appoint faculty (per local policies and collective bargaining agreements)

# Education Code–Faculty Hiring

- SECTION 87359 (b) WAIVER OF **MINIMUM QUALIFICATIONS**; EQUIVALENCY
  - The agreed upon process shall include reasonable procedures to ensure that the governing board **relies primarily upon the advice and judgment of the academic senate**. The process shall further require that the governing board provide the academic senate with an opportunity to present its views to the governing board before the board makes a determination.
- SECTION 87360 (b) HIRING CRITERIA
  - Hiring criteria, policies, and procedures for new faculty members shall be developed and **agreed upon jointly by the representatives of the governing board and the academic senate**.
- SECTION 87458 (a) ADMINISTRATIVE RETREAT RIGHTS
  - The agreed upon process shall include reasonable procedures to ensure that the governing board **relies primarily upon the advice and judgment of the academic senate**. The process shall further require that the governing board provide the academic senate with an opportunity to present its views to the governing board before the board makes a determination.

# Effective Participation – Students

## **TITLE 5 §51023.7 (a)**

The governing board shall adopt policies procedures that provide students the opportunity to participate effectively in district and college governance.



## Effective Participation

### TITLE 5 §51023.7 (a) – Students

- grading policies
- codes of student conduct
- academic disciplinary policies
- curriculum development
- course/program initiation or elimination
- processes for institutional planning and budget development
- standards and policies regarding student preparation and success
- student services planning and development
- student fees
- any other district or college policy... that will have a significant effect on students

# Effective Participation

## **TITLE 5 §51023.5 (a) – Staff**

The governing board shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance.





In what areas do academic senate and union roles overlap?



# Education Code – Senate/Union Overlap

- SECTION 87610.1(a) TENURE EVALUATION PROCEDURES
  - The faculty's exclusive representative **shall consult with the academic senate** prior to engaging in collective bargaining regarding those procedures.
- SECTION 87663 (f) EVALUATION PROCEDURES (Tenured faculty)
  - The faculty's exclusive representative **shall consult with the academic senate** prior to engaging in collective bargaining regarding those procedures.
- SECTION 87743.2 FACULTY SERVICE AREAS
  - The exclusive representative **shall consult with the academic senate** in developing its proposals with regards to faculty service areas.

# Senate-Union Relationships

- It is not a good idea to make EVERYTHING into an academic and professional matter.
- It is also not a good idea to make EVERYTHING into a bargained or contractual issue.



# Senate-Union Relationships

- Work Conditions and employment situation vs. academic and professional matters
- Consultation vs. negotiation
- Separate functions and purviews but should be working together



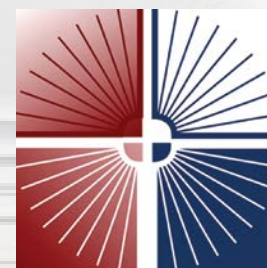
# COLLEGIALITY IN ACTION

*Effective Participation Fundamentals*



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**ACADEMIC SENATE**  
*for California Community Colleges*



**Community College League**  
**OF CALIFORNIA**

# Participatory Governance

- “ ... not a simple process to implement – goodwill, thoughtful people, a willingness to take risks and the ability to admit problems exist – can go far toward establishing a positive environment...”
- The central objective should be creation of a climate where energy is devoted to solving crucial educational tasks and not to turf battles over governance.”
  - CCCT/CEOCCC Policy Paper, December 1989

# Title 5 Terminology: Effective Participation

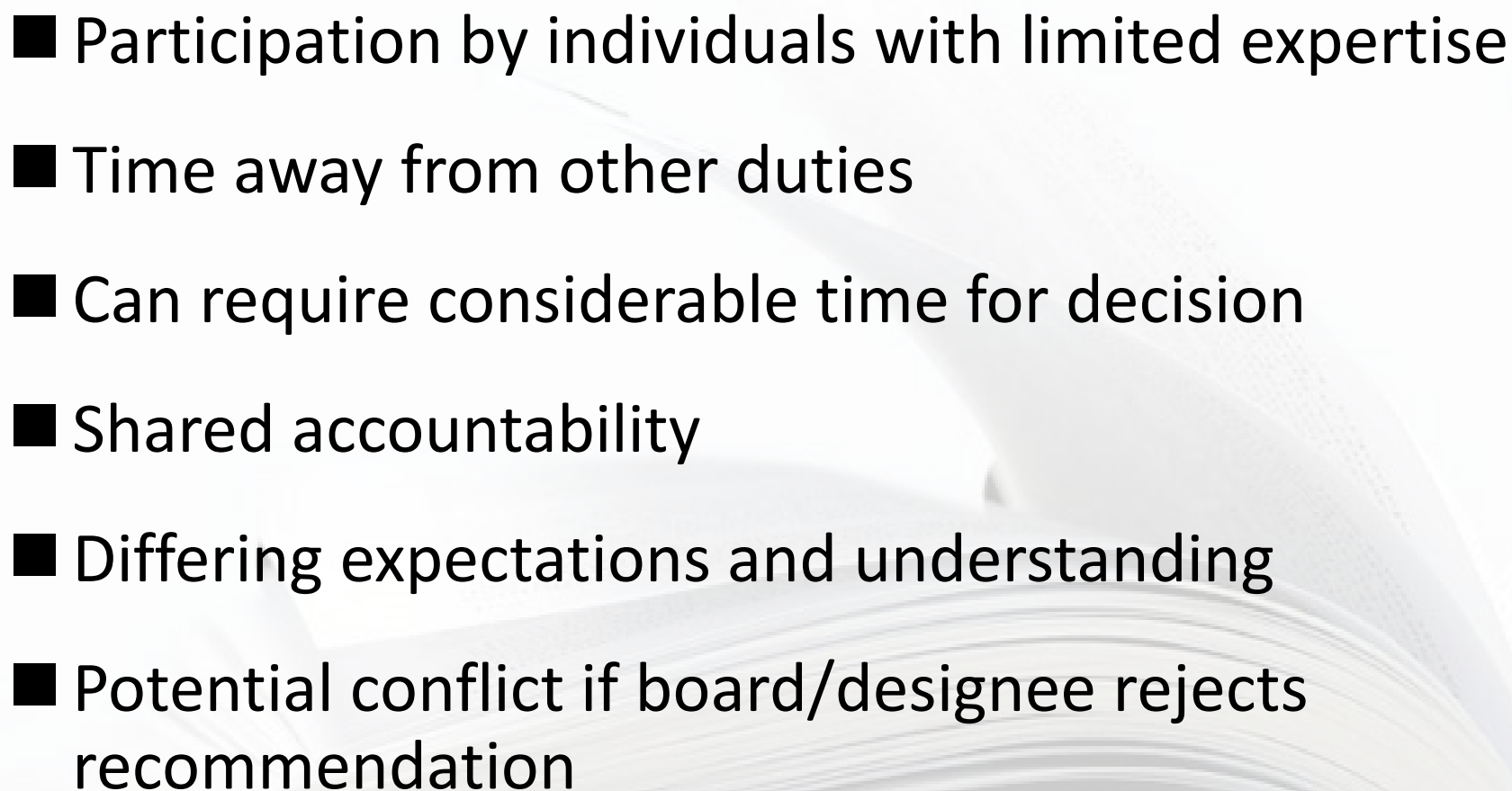
- Participating effectively in district and college governance is shared involvement in the decision-making process.
  - It does not imply total agreement;
  - The same level of involvement by all is not required; and
  - Final decisions rest with the board.

# Benefits and Values of Our Governance System

- Expertise and analytical skills of many
- Understanding of objective/decisions
- Commitment to implementation
- Leadership opportunities
- Promotion of trust and cooperation
- Opportunities for conflict resolution
- Less dissent



# Challenges of Our Governance System

- Participation by individuals with limited expertise
  - Time away from other duties
  - Can require considerable time for decision
  - Shared accountability
  - Differing expectations and understanding
  - Potential conflict if board/designee rejects recommendation
- 

# Important Notes on Collegial Consultation

- The Board has the final say
- The Board is never prohibited from acting
- “Exceptional circumstances” and “compelling reasons” vs. “compelling legal, fiscal, or organizational reasons”



# Authority and Effectiveness

Setting the Senate's agenda for the year  
Getting ahead of the agenda set by the Chancellor's Office  
Integrating the college president's agenda with the senate's



# Authority and Effectiveness

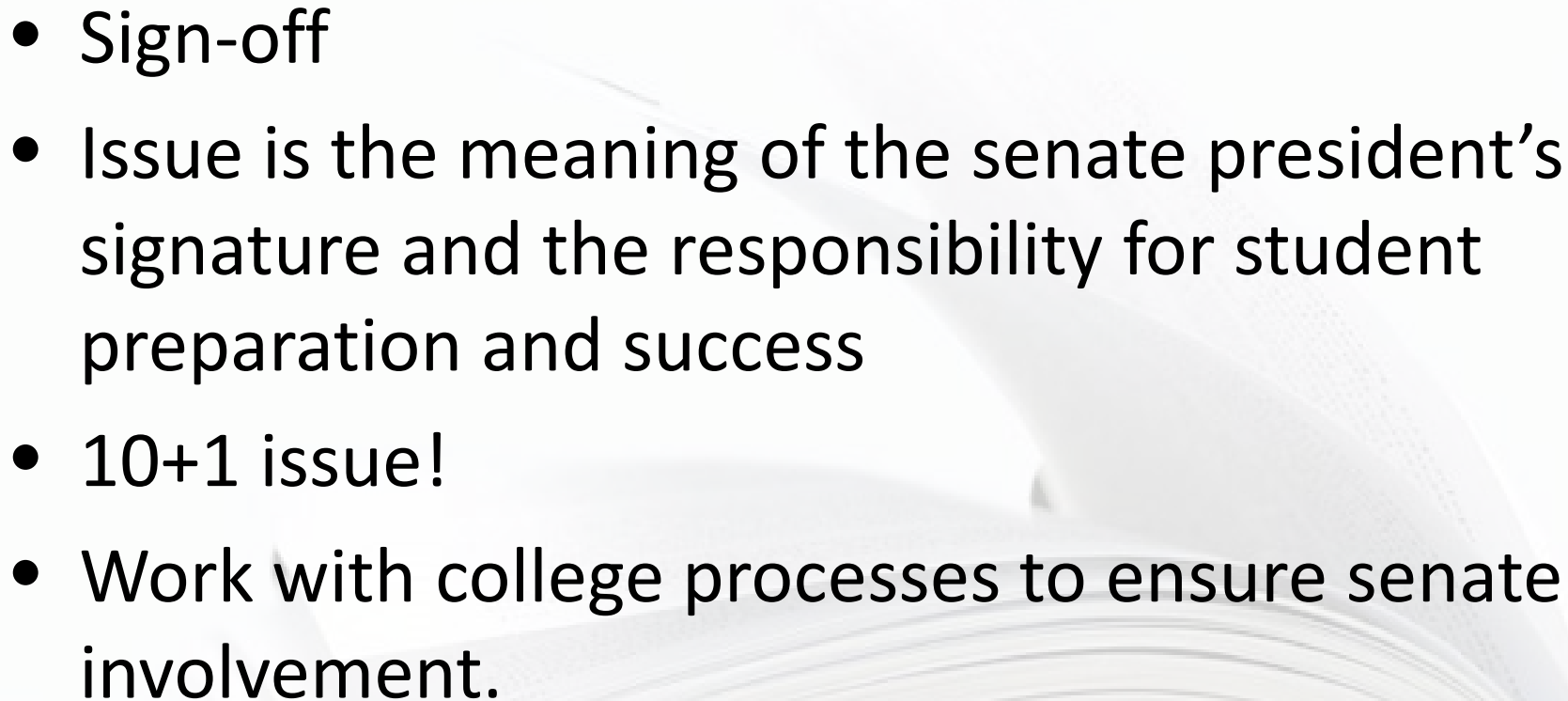
- The art of the compromise
- When do we compromise and when do we hold our ground?
- Principal versus Pragmatic



# Scenario #1

- The student equity coordinator *needs* the signature of the academic senate president on the Student Equity Plan the day before the report is due. There has been no prior opportunity for consultation, and this is the first time the academic senate president has seen the report.

# Scenario #1 - Response

- Sign-off
  - Issue is the meaning of the senate president's signature and the responsibility for student preparation and success
  - 10+1 issue!
  - Work with college processes to ensure senate involvement.
- 

# Scenario #2

- The dean responsible for the Aeronautics department and the Human Resources Officer have identified a potential part-time faculty member they believe is a good fit for the college. The faculty chair of the program agrees and asks the Senate President to sign off on an emergency equivalency so the candidate can begin part-time instruction next week. This is not the process established by the senate or reflected in board policy.

# Scenario #2 - Response

- Minimum Qualifications
  1. There is no provision for an *emergency* equivalency.
  2. It doesn't matter if the faculty assignment is full or part-time.
  3. The local, board-approved, process of the Academic Senate must be followed
  4. How do you prevent this in the future?



# Academic Senate for California Community Colleges

Formed in 1970, the ASCCC is a 501(c)6 nonprofit organization.

Created for the promotion and advancement of public community college education in California, its general purposes are:

1. To strengthen local academic senates and councils of community colleges.
2. To serve as the voice of the faculty of the community colleges in matters of statewide concern.
3. To develop policies and promote the implementation of policies on matters of statewide issues.
4. To make recommendations on statewide matters affecting the community colleges.

# Academic Senate for California Community Colleges

The Academic Senate gets its authority to strengthen local senates on California Community Colleges from Title 5 Section 53206:

(a) An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.

# Academic Senate for California Community Colleges

The Academic Senate gets its authority to strengthen local senates on California Community Colleges from Title 5 Section 53206:

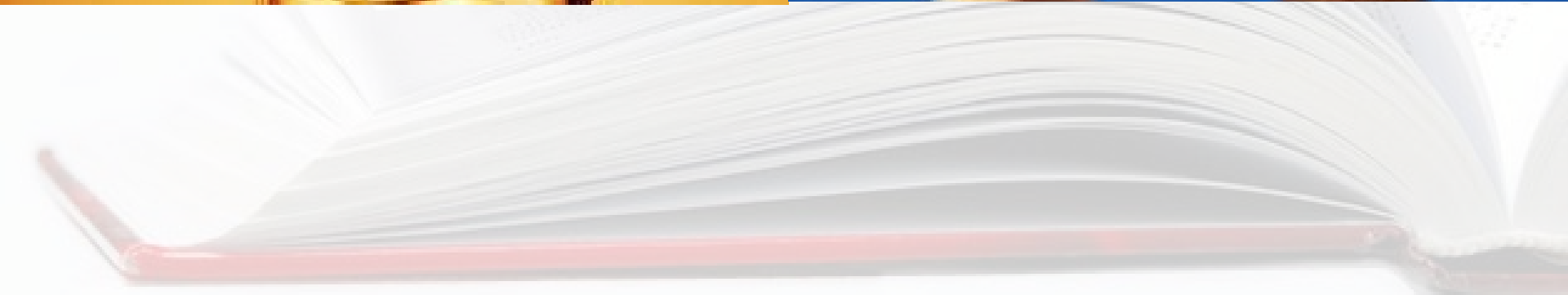
(b) The board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

# Academic Senate for California Community Colleges

So, what do they do???

- Represent faculty on many planning committees
- Advocate/Lobby
- Offer training/support for Local Senates and Senate Leaders
- Work with faculty to shape the future of California Education
- Too many things to list on one slide! (Conan?)

# How do you use power?



# RESOURCES

- ASCCC Website - <http://asccc.org>
- Ed Code, California Code of Regulations - <http://oal.ca.gov>
- Chancellor's Office - <http://www.cccco.edu>
- [\*Local Senates Handbook\*](#), ASCCC, 2015 Edition
- [\*Scenarios to Illustrate Effective Participation in District and College Governance\*](#) (Joint ASCCC/CCLC publication. Useful for orienting your senate)
- [\*Participating Effectively in District and College Governance\*](#), ASCCC/CCLC, adopted Fall 1998

# Questions?



Thank You!



To: Mendocino College Academic Senate  
From: Catherine Indermill  
Academic Senate Vice-President  
Date: August 15, 2017

**Subject: Overview of Academic Senate Protocol DRAFT**

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The Academic Senate is considered a “Brown Act” committee which means we conduct our business in an open, accessible and inclusive manner. The Attorney General’s Office states “...the purpose of the Brown Act is to facilitate public participation in local government decisions and to curb misuse of the democratic process by secret legislation by public bodies.”<sup>1</sup> In addition, our agendas, minutes with supporting documentation are readily available for anyone who is interested in reading them.

Our local Constitution states that we conduct our meetings according to “Robert’s Rules of Order”.<sup>2</sup> Typically, we are not faced with varied and numerous decisions regarding action items that require straight application of all components of the parliamentary procedures<sup>3</sup>, but there are a few general guidelines that should be kept in mind when considering these items.

The first part of this memo includes some of the most common situations facing committees that are governed by the Brown Act and Robert’s Rules. Secondly, it address how some of these regulations affect us at the local level and our responsibilities and considerations as the Mendocino College Academic Senate. It is meant for a brief discussion and suggestions for inclusions to become a brief guideline for senator’s use at meetings.

### **Brown Act and Robert’s Rules**

#### Motions

No discussion on action items can occur without a motion on the floor. The President or other senator may provide a brief introduction regarding the action (but this should not include discussion) and the President should call for a motion from the senators, which then must be seconded in order for discussion of the topic to begin. When the topic has been reviewed and considered satisfactorily, the President may call for a vote on the motion on the floor. It is important to note, the maker of the motion and the person who seconds it are *not* voicing support they are simply moving to open the discussion.

#### Discussions

Because the Academic Senate follows the Brown Act and is thus an “open meeting”, discussion *must be restricted to item on the agenda*. If discussion on an item begins to become redundant and unproductive the President or a senator may interrupt in an attempt to close the discussion and/or proceed to a vote. This is typically done by the President, but any senator is able to do so. For example:

- For discussion items, the President may ask if “there is any additional information” to be discussed?” Hearing none, he/she will “close” the discussion and move on to the next item on the agenda.
- For action items, The President may ask if there are any “additional points to be made” before we vote on this item?. If there are none, voting takes place. If there are, discussion continues. A senator may also ask for the discussion to be closed by “calling for the question”. This means the



discussion is suspended and the President asks for “all those in favor of the question say yes (aye) and those opposed say no (nay)”. If 2/3 of the assembly vote yes, the discussion is closed and formal voting on the main motion on the floor commences. If the question fails, discussion on the main motion continues.

### Action items on an Agenda (Tabling and Postponing)

*Anytime* there is an action item listed on an agenda – action must be taken – however it does not have to be to either accept or reject. Items may be moved to another meeting (“tabled” or “postponed”) for various reasons. Both taking action to Table and Postpone action are either “time definite” or “indefinite”. Examples include:

- If there is no longer time to adequately discuss an item --- If there is simply no time left during the meeting, the President should indicate as such and ask the senators how they wish to proceed. The most straightforward response is for a senator to Motion to Table the Action until the next meeting (time definite). This requires a second and an affirming vote
- Information is not available before discussion begins --- The person bringing the item forward for action or the President may indicate as such and the senators must decide to either proceed or not with the action. If the decision is to not proceed, action must be taken for that purpose:
  - Tabled – Definitely: when it is *known* when/what is necessary to have an informed discussion and action (requires a second and is not debatable)
  - Tabled – Indefinitely: when the topic seems important to address in the reasonable near future, but it is not clear what is needed or when it will be available to have an informed discussion and action (requires a second and is not debatable)
    - Note: Action items that have been ‘put on the table’ must be “taken off the table” by a simple majority vote (this should be indicated on the agenda in which they next appear – typically a consent item)
  - Postponed – Definitely: if the issue is clearly within Senate jurisdiction and/or additional information is necessary, but it is not clear what/when it will be available (requires a second and is debatable)
  - Postpone – Indefinitely: if the issue is unclear and/or may not fall within the senate’s jurisdiction (requires a second and is debatable)
- Note: action to Table an Postpone may occur before or after debate begins

### Voting

- All votes are “public”, thus there are no “secret ballots (or ballots of any kind). If it is not clear to the President and note taker who has cast yes (yea), no (nay) votes and/or abstained votes. He/she must call for a roll call vote. When this is done the President call each senators name and they must respond according to the verbal vote he/she just cast (they may not change their vote)
- During a verbal vote the President asks the body to verbally indicate their vote yea or nay, but does not specifically ask if any senator wishes to abstain from voting (he/she must call out the intention to abstain once the yeas and nays have been proclaimed by the senator (and before the President re-states the results of the action taken)
- At the conclusion of each action, the President will re-state for the record the outcome of the vote, for example:

- For a verbal vote: “the yeas have it and the motion XYZ passes”. At this point if a senator does not think the outcome was clear he/she may request a roll call vote
- For a roll call vote: There are X number of yeas and X number of nays, thus the motion XYZ passes

#### Public Comment<sup>4</sup>

This is a standing agenda item found at the beginning of each meeting. It is a time to allow “the public” to comment on any of the item currently on the agenda. Senators are *not* to engage, interact and/or discuss the comments during the time allotted for public comment. They may, however, with the “permission” of the Chair (President) ask for specific clarification of comments made. Public Comment is not a time for Senators to make announcements, give reports and/or conduct any other senate business.

#### Open Forum<sup>4</sup>

The Academic Senate introduced this agenda item last year with some mixed effectiveness. This is a time for senators (primarily) to inquire about general Academic Senate business, ask about the progress of a task, project, committee work, etc, suggest a topic be placed on a future agenda, and/or other senate related topic.

#### **Local Protocol**

The Academic Senate is an important decision-making body within the District. It is an important key of the “participatory governance” process as outlined in AB 1725. As Senators our role is to “represent the faculty”, “ensure student success” with high quality educational experiences.<sup>2</sup> In order to do this effectively and successfully, we must be active contributors to the committee work.

#### Senator’s Roles / Responsibilities

Our “jobs” include the following:

- First and foremost being “present” and wearing our “institutional hat”
- Read, study agenda documents, prepare questions, comments etc. to share during the meeting (publically)
- Follow up with constituents on a regular basis and specifically when input is needed and/or when a vote is likely – particularly on resolutions, PBC and PPAC
- Prepare written and/or verbal reports of committee and other work partaking in on behalf of the Academic Senate (e.g., constituent input, workshops)
- Be familiar with Institutional Processes (particularly Board Policies and Administrative Procedures that affect faculty and students)
- Be familiar with Accreditation Processes, the 2014 Self-Evaluation, 2017 Substantive Change Report<sup>6</sup>
- “Ten plus One”
- Other

#### Other Points for Considerations and Issues to Address

- Submission of agenda documents – deadline
- Frequency of senator reports – each meeting

- Senators on “key” committees, as outlined in the Accreditation Self Study Report (2014) and Substantive Change Report (2017)<sup>6</sup>
  - PBC
  - PPAC
  -
- Determine other important committees<sup>7</sup> in which senators should be representing faculty

### **Resources**

1. The Brown Act: <file:///F:/AS%20%207.12.2016/The%20Brown%20Act.pdf>
2. MC Academic Senate Constitution: [file:///F:/AS%20%207.12.2016/Constitution%20of%20the%20Mendocino%20College%20Academic%20Senate%20\(1\).pdf](file:///F:/AS%20%207.12.2016/Constitution%20of%20the%20Mendocino%20College%20Academic%20Senate%20(1).pdf)
3. Roberts Rules of Order: <file:///F:/AS%20%207.12.2016/Roberts%20Rules.pdf>
4. Senate Handbook: [file:///F:/AS%20%207.12.2016/local\\_senates\\_handbook2015-web.pdf](file:///F:/AS%20%207.12.2016/local_senates_handbook2015-web.pdf)
5. MC Academic By Laws: <file:///F:/AS%20%207.12.2016/Bylaws%20of%20the%20Mendocino%20College%20Academic%20Senate.pdf>
6. Accreditation Reports: <https://www.mendocino.edu/college/accreditation>

## **Senate Goals for 2016-2017: Approved 8/18/16**

1. Committees – Look to consolidate, streamline, and update to include staggered staffing {4,5,6,7,8,9 & 10}
  - a. Scheduling of Committees and faculty schedules – college hour – moving around committees to allow others to participate  
*We have had a first reading on a resolution for College Hour and we will have a second reading at our first regular semester senate meeting. From there it will go to the Mutual Agreement process with administration.*
  - b. Consistent guidelines for having applicants volunteer for committees (FT and PT)  
*No work done towards this goal.*
  - c. Keen attention paid to Professional Development/Flex/Professional Leave, and to getting PD to work.  
*The Professional Development committee met during the Fall semester. The only progress that was made was to have the representation on the committee be made equal among the three employee groups. The committee now is comprised of a chair (HR Director), and two employees each from Classified, Faculty, and Management.*
2. Investigate and recommend actions with regard to administrative workload of faculty {6, 7 & 10}  
*No work done towards this goal.*
3. Investigate hiring policies, practices, and training for hiring committees, including the role of the faculty chair on hiring committees. {6, 10}  
*Senators have been asked to gather information from faculty and report back. This topic is continuing on in the first regular semester agenda. Jason and Catherine met with VPES Polak and HR Director Myers to begin discussing the process that we were beginning, and to let them know we would request a meeting to begin further work on this in Fall 2017.*
4. Investigate and possibly implement a process for electronic voting for Senate. {6, 11}  
*Minimal progress. We need to identify what kind of secure voting can happen as well as amend the current constitution. Perhaps we could have a hybrid voting mechanism, similar to MCFT.*
5. Investigate and Recommend Open Educational Resources and Zero Cost Degrees. {4, 5, 8, 10}  
*Minimal discussion and work towards this goal. While there has been some discussion with Administration on this and there has been discussion with faculty to investigate for their courses/programs, there has been no investigation of actual OER and Zero Cost Degrees by the Academic Senate.*
6. Investigate and report back on issues surrounding Dual Enrollment {4, 5, 10}
  - a. Liability
  - b. Mandated Reporting
  - c. How are instructors being hired/paid/evaluated?
  - d. Form an Ad hoc committee  
*An ad hoc committee was formed and a report was given in the Spring. Further questions were raised based on their findings which the senate decided should be investigated.*

## **Senate Goals for 2016-2017: Approved 8/18/16**

7. Investigate and implement methods to increase communication and awareness of issues with faculty. {6, 7, 8, 9, 10}
  - a. Includes cleaning up the agendas and minutes on the website/portal for all planning/participatory governance committees.  
*This is being done but is being hampered by not having a dedicated administrative support person.*
  - b. Need to also address the new initiatives and software college is using, including how E-Lumen will help with Program Review.  
*VPESS Polak gave an overview to the senate as well as to the faculty at a faculty meeting.*
    - i. Stay on top of working with administration to make program review more meaningful.  
*This is continued in our regular interactions with administration, especially in our EAP and PBC meetings, and our regular meetings with VPESS Polak.*
  - c. Suggest creating an Ad hoc committee for this.  
*No senator was able to take on an Ad hoc committee for this last year.*
  - d. Invite a member of key committees to report to the senate at least annually, including: Professional Development, Equity, Distance Education, Foundational Skills, SSSP, SLOT, Curriculum, and Flex.  
*Every committee listed presented, with the exception of the Flex Committee. There is every expectation that the Flex Committee will come and present this next year.*

### Ongoing matters:

1. Continue to support effective communication & collaboration between faculty & administration / management. Identify potential points of friction and possible solutions. Communicate faculty support for administration as applicable. {11}  
*This is an ongoing issue but one that I feel confident will be 'better' this next year.*
2. Review state-of-the-college with regard to SLOs, PSLOs & ISLOs {1, 3, 4, 5, 7, 9, 10}  
*This is ongoing through the work of the SLO Committee and SLO Committee Chair, and their report to the Academic Senate.*
3. Review Constitution &/or Bylaws (annually) {11 & all}  
*No formal review was done in the 2016-2017 year, but senators were asked to gather information from faculty with regard to the Constitution and Bylaws in order for this review to be completed during the 2017-2018 year.*
4. Follow progress and discussions occurring in key faculty committees & provide time in AS meetings for regular reports from key committees. {6, 7, 8, 9, 10}  
*We have had reports from all of the committees that we recommended last year with the exception of the Flex committee. Another idea was to have at least one senator on each of the 'key' committees – which was key in the consideration of staffing committees in the Spring.*

## **Senate Goals for 2016-2017: Approved 8/18/16**

5. Review Equivalency Procedures {6 & 7}

*This has been ongoing in an organic way – that is, during the year and in the course of working on equivalencies, much learning has taken place. There are two areas that we need to focus on here; the way we review and grant (or deny) equivalency, and the AP itself. One recommendation going forward would be to create a standing ‘Equivalency Committee’.*

*The AP itself needs to be looked at for clarity of language and for compliance with law.*

6. Support continued representation & involvement of our local AS at statewide level {8 & 10}

*With Conan McKay the Area B rep, Jason Edington volunteering on committees and for the IEPI, as well as attending Plenary sessions and Faculty Leadership, Catherine Indermill attending the Minimum Qualification meeting in Fall 2016, Vivian Varela staying involved in statewide committee work for DE, and Tascha Wetzel attending the Curriculum Institute, we are fairly well represented at the state level (that’s about 10% of our full-time faculty involved). Efforts are also being made to have part-time faculty involved as well (three part-time faculty attended the Part Time Leadership Conference given by ASCCC). Further, there is continuing outreach to our faculty to be involved in the C-ID effort, Legislative and Strong Workforce initiatives, Placement Testing, Math Pathways, etc, and other initiatives as they are presented.*