

Agenda
Mendocino College Academic Senate
Thursday, September 4, 2014
Room 4210 (Library Classroom) 12:30-2 PM

Approval of Agenda

- **Consent Calendar:**
 - forward 2 faculty volunteers to serve on fiscal services hiring committee:
Bart Rawlinson & Jordan Anderson
 - approve constituent group composition as attached
 - approve Catherine McCay as MPFA representative on Academic Senate
 - approve Academic Senate Goals for 2014-15 (attached)

Approval of Minutes – Minutes of May 22, 2014

Public Comment

Members of the public may address the Senate on any agenda item after being recognized by the Chair. Due to the brevity of the meeting and the length of most agendas, the total amount of time for public comment will be limited to 10 minutes.

Committee Reports

- MPFA Report –
- **President's Report – see attached**

Old Business

1. First Reading of draft Administrative Procedure on Minimum Qualifications {11}
(20 minutes)
2. Committee assignments (EAP and any others?) {6} (5 minutes)

New Business

1. Discussion of proposed new time blocks with Vice President Guleff {4}
(20 minutes)
2. Discussion on changes to faculty evaluation documents with MCFT President Phil Warf
{8 & 11} (20 minutes)
3. Authorize Vice President Edington to begin review process for updating academic rank of faculty
{11} (5 minutes)

Future Agenda Items? Next Meeting September 18, 2014

- **Discussion of Point Arena issue and update on process**
- **Discussion on Fort Bragg issue and update on process**
- **Check in on committees and committee staffing**

Academic Senate Membership 2014-15

Reid Edelman – President	Jason Edington – Vice-president / Math
Doug Browe (CVPA)	Steve Cardimona (Science)
Jessica Crofoot – MPFA	Jody Gehrman (English, Library & Languages)
Dan Jenkins (CTE)	Catherine McCay – MPFA
Sarah Walsh (Social Sciences)	Tascha Whetzel (Student Services, Learning Skills & Counselling)

MINUTES
Mendocino College Academic Senate
Thursday, April 3, 2014
12:33 p.m. – 1:40 p.m., Room #4210

- Call to Order*** John Koetzner called the meeting to order at 12:33 p.m.
- Present*** John Koetzner, Reid Edelman, Jason Edington, Steve Cardimona, Jaime Cechin, Tammy Cartwright and Jessica Crofoot, Sarah Walsh, and Tascha Whetzel
- Absent*** Conan McKay
- Agenda Approval*** M/S/C (*Edington/Cechin*) to approve the Agenda of April 3, 2014
Vote: Unanimous
- Minutes Approval*** The minutes were discussed briefly. Edelman suggested that the Minutes summarize discussions and not include every detail.
- Public Comment*** Warf commented on the union contract related to personnel files. He suggested that the Academic Senate help to determine the minimum qualifications for faculty positions.
- The employee has the right to see and comment on the information in their files. The Academic Senate is in charge of conducting evaluations and creating the document that establishes qualifications to determine if faculty meet minimum qualifications.
- A number of full-time and part-time faculty could be affected by this. Warf suggested that there be written consent to review personnel files.
- Cardmina/Koetzner agreed that many faculty members met the minimum qualifications when they were hired and should not be based on new hire policies.
- Crofoot suggested that a sub-committee review files due to the confidential process.
- Walsh – A Teachers on Teaching conference will be held on Saturday, April 26, Room 4210 (Library Classroom), from 8:30 to 3:15 p.m. The registration/lunch fee is \$20 per person. A one unit of credit for this course can be received from Dominican University. This event can also be used for flex time as well.
- Committee Reports*** MPFA – A negotiations meeting was held last Friday. Some agreements have been reached. The part-time faculty negotiations are at an impasse at this time.
- Presidents Report – The notes were taken from the PPAC meeting not the EAP meeting regarding AP 701.1
The Fort Bragg Center was discussed. It was agreed with President Reyes that a full-time faculty be present during final interviews for full-time faculty hiring. A

new draft of AP 701.1 will be forthcoming. A debriefing regarding the recent Accreditation took place along with suggestions regarding the gather of evidence on a regular basis. Budget augments were also discussed along with the contract of Jose Millan and the resignation of Carolyn Pryor in the Bond Office.

Old Business

Edelman suggested that the grand-father clause not be stricken from the minimum qualifications. He suggested that we continue with equivalency based on who has been granted this in the past.

Single-course subjects will no longer be approved. When individuals are given a 3b to teach, they are given so based on the entire discipline in which they teach.

Koetzner will speak with John Pegan regarding minimum qualifications and the documentation that has been created. He will also discuss eminence, which is a means to determine experience and skill.

Koetzner will review the last two paragraphs with regard to “Board Action on Equivalencies” with John Pegan.

In regards to eminence, it would not be the sole means to determine equivalency, but in conjunction with other qualifications eminence should still be an option.

Koetzner commented that there was a policy regarding minimum qualifications, but there was no procedure. He suggested that faculty who do not meet the discipline qualifications take classes that would then qualify them to teach an entire subject area.

M/S/C (*Crofoot/Cardimona*) To table the draft policy 704 until the next meeting on April 22, 2014.

New Business

Hiring Committee Volunteers –

M/S/C (*Crofoot/Edelman*) Submit all 5 names and suggest that at least one counselor and one teaching faculty serve on the committee for Dean of Student Services. Volunteers: Alicia Mendoza, Rhea Hollis, Dan Jenkins, Bart Rawlinson, and Aeron Ives.

Statewide Elections & Resolutions –

Edington suggested that we ask for constituent input regarding Senate Plenary information.

Koetzner has seen Beth in action for the past few years. The background search she has conducted has brought up some ill feelings.

Edington mentioned that the plan is to support Beth at this time, unless other information is provided. She has only one more term to serve.

Koetzner mentioned that it takes at least two years to learn the process.

Local Senate Elections –

Elections need to take place soon.

Reid Edelman – President
Jason Edington – Vice-President
Due to the changes in the Constitution many member are up for election.

Senate Survey –
56 responses were received regarding Professional Development at the Fall Inservice.

Edington suggested that Senate members contact their constituents on a regular basis regarding information shared during the meetings via e-mail.

Next Meeting Tuesday, April 22, 2014, Room 4210 (Library Classroom)

Adjournment Meeting Adjourned at 1:40 p.m.

Academic Senate Membership 2013-14

John Koetzner – President
Reid Edelman – Vice-President
Jason Edington
Conan McKay
Sarah Walsh

Jaime Cechin
Steve Cardimona
Jessica Crofoot – MPFA
Tammy Cartwright - MPFA
Tascha Whetzel

Academic Senate draft Minutes

May 8, 2014

Start 12:35

In attendance: John Koetzner, Sarah Walsh, Tascha Whetzel, Steve Cardimona, Conan McKay, Jason Edington, Jessica Crofoot

Absent: Reid Edelman, Jaime Cechin, Tammy Catwright

Public: Phil Warf, Rebecca Montes, (showing up at 1PM) Debra Polak, Ginna Guleff, Eileen Cichocki

Motion to Approve Agenda: Jason Edington, 2nd Conan McKay, approved: unanimous

President's Report: John reported on the most recent Board of Trustee meeting. He noted that the college was concerned about the drop in FTES and its impact on the budget.

MPFA Report: Nothing new except that MPFA was at impasse with the district.

Public Comment:

Phil Warf informed the senate that he had a discussion with President Reyes regarding accreditation. President Reyes would like our evaluation to include specifically that we are doing with the SLOs. President Reyes would like this done in time to present to the ACCJC meeting. Phil would like the Academic Senate to weigh in on this as well, but felt that there was too little time to get agreement to a side letter. Discussion ensued that it was already in the evaluation process, in "Other Professional Responsibilities. Phil indicated that Arturo might want to include SLO evaluation in future faculty contract negotiations.

Motion to Suspend the Orders of the day – Jason Edington, 2nd Tascha Whetzel, approved: unanimous

Move to New Business #2 – Assigning Disciplines Rebecca Montes

Rebecca let us know that every course coming through curriculum committee needs to be assigned a discipline from the faculty. She also let us know that we will need to put all courses through the Curriculum Committee and wants to have this done next year. She will come to faculty meeting to discuss this and we will probably roll out the procedure at in-service in the fall.

Move to #2 Old Business – Enrollment Management Presentation by Virginia Guleff and Eileen Cichocki

According to the presenters, we have been spending more on instruction with less return in FTES recently. Enrollment Management Committee is looking at quantitative information to direct decision-making. A new efficiency measure is being used, coming from the ACBO – the statewide CBO association – which is "Weekly Student Contact Hours to Full Time Equivalent Faculty" (WSCH to FTEF ratio.)

A good WSCH to FTEF is 525, but that is probably too high for us as a small college. We are at around 290 this semester, and our high (as recent as about 2011) was 344.

At ACBO, it was mentioned that 480 is a good number for small colleges.

The presenters also said that the number '12' for classes to make is too low, and that 16 is actually the number just to cover direct costs. This is an average of FT and PT faculty salary and benefits.

John presented that Las Positas College has put together a great spreadsheet for WSCH to FTEF. He noted that faculty in each department set up their schedules with this in mind. The link will be sent out. Las Positas College site for enrolment management is located at:

<http://grapevine.laspositascollege.edu/enrollment/index.php>

The actual spreadsheets for departments by semester are located at:
<http://grapevine.laspositascollege.edu/enrollment/DisciplinePlans.php>

Field Institute. John spoke with President Reyes about the concerns mentioned in the prior meeting. He further brought up the concern at PBC that this would create further disparity in faculty pay (a third tier.) John spoke with Arturo regarding the possibilities and the possible conflicts and problems with the Field Institute. John spoke to College of the Siskiyous regarding what they are doing with it. Their faculty Senate President and union president stated that the Field Institute was probably going to sink them in the accreditation process, because they did not meet all the Chancellor's office guidelines for ISAs. Discussion followed about the feasibility/possibility of Mendocino College having a field institute. Many senators want a feasibility study on how that would work for Mendocino College before any agreement would be entered. It was also emphasized that we should be looking at ways within our own district to get FTES and maximizing it, before we go chasing it elsewhere.
Meeting Adjourned at 1:35pm

MINUTES
Mendocino College Academic Senate
Thursday, May 22, 2014
12:30 – 1:30 p.m., Room 4210

- Call to Order*** John Koetzner called the meeting to order at: 12:36 p.m.
- Present*** John Koetzner, Jaime Cechin, Sarah Walsh, Tascha Whetzel, Reid Edelman, Jason Edington, Steve Cardimona, Conan McKay and Tammy Cartwright
- Absent*** Jessica Crofoot
- Agenda Approval*** M/S/C (*Edelman/McKay*) to approve the Agenda of May 22, 2014
Vote: Unanimous
- Minutes Approval*** M/S/C (*McKay/Cardimona*) to approve the Minutes of May 8, 2014 with amendments
- Public Comment*** Alan West and Phil Warf were present at the meeting
- Warf mentioned that SLO's may become part of the evaluation process for instructors. In January, the ACCJC's affirmation/accreditation results stated that SLO's do not appear in contracts or evaluations. Phil has met with President Reyes regarding what he found in other contracts. This will be part of next year's negotiations.
- Class Cancellation – The District would like to increase enrollments to 16. Discussions are still taking place. Nothing will change for the Fall semester.
- Edelman mentioned that Dean Polak will adhere to class cancellation guidelines for the Spring semester
- Edington mentioned that Vivian Varela is interested in an application for a "home institute." It is a grant from the Chancellor's Office. The grant allows students to take classes from other colleges and helps with articulation and transcripts.
- In order to teach in this capacity you need to be a Master On-line Instructor. Training may be provided thru AT One (online training). If you plan to teach in this capacity you will need to be certified.
- Edington mentioned that it is a "Pilot Program".
- Koetzner – The College is currently going thru an application process for this.
- Committee Reports*** MPFA – Jessica provided information from School Services of California. The part-time faculty negotiations are at an impasse at this time.

Presidents Report – (**BIPC**) The landscaping is held off for the Student Center due to the drought. The Little Theatre has been painted and carpeted. Room 3060 is complete and the Admissions and Records expansion has been finished.

The road project is the last big project for the bond. CBOC did not meet on May 6, the quarterly report is being posted on the Web today. The Next CBOC meeting will be held in August. The final meeting will be in February to close out the bond.

(**PBC**) Ginna gave a report on Enrollment Management. We have a reduced number of sections for Summer 2014, which will count towards the 2014-2015 academic year. We need to look at class efficiencies and the Class Cancellation policy.

Eileen passed around FTES calculations with different productivity numbers to show how much it would cost in part-time faculty salaries. She also presented the tentative 2014/2015 budget. It showed a deficit of \$1,774,260. Eileen presented a number of possible solutions, including not filling some of the positions that were currently open.

Arturo apologized for not having come to PBC with his administrative assistant position at PBC back in March.

Pt. Arena – BLM spoke to Arturo about purchasing the Pt. Arena property. They have indicated that they will do an MOU with us for access to the property, but the general public would be able to access it. There is a forum set for May 16 with BLM.

Ft. Bragg – The Chancellor's Office reviewed an MOU and made changes to make it meet Title V. The college would collect money from the wood working program but not apportionment. This summer the college will offer some classes to collect FTES. Arturo said the BOT may approve an MOU in July or August. The ACJCC said we need to do a substantive change in November.

Accreditation – We received a letter from the commission that was in response to what were “errors of fact” in our visiting committee's report. We are sending letters about the tenor of the visit.

SLOT – Reviewed its committee goals as part of its evaluation process of the years activities. We also looked at creating an Assessment Evaluation Team for next year and got members to commit to volunteering for SLOT again. We discussed ISLO assessments for 2015 and the possible process for communicating assessment results.

EAP – Reviewed its committee goals for the academic year and reviewed what was achieved as well as the work that needed to continue for next year. The visiting team liked the report format for assigning Program Advisory Teams that was developed about three years ago and was taken from Program Review. There was discussion regarding data fields to help generate summer reports from CurricuNet rather than creating a whole new summary. EAP also discussed having an annual theme that would be a focus for each academic year.

Alan Fry – Examined the 5000 accounts regarding the hiring of consultants. He discussed reasons for the possible drop in enrollment and what other colleges have done. Some college have agreements where faculty negotiate the times and days of class offerings. Las Positas College has guidelines or suggestions of what we should try or attempt.

Edington mentioned that this would give programs some control of class offerings.

Koetzner mentioned that 7 enrolled students are necessary for part-time instructors and 25 students for full-time instructors to break even.

Koetzner also mentioned that PBC will transfer money to retiree healthcare.

Old Business

Senate Goals –

The Academic Senate will continue to support the SLO Team and develop processes for collecting and reporting the progress.

In general, the Senate was ranked above average. An evaluation was completed for the year. We are waiting for feedback from a few committees and individuals.

Release time is negotiated by the Union. Additional time to complete SLO's, Senate President, Curriculum Chair, Special Projects for Evaluation are on hold due to a Dean needing to be hired. The Senate should provide instruction regarding this process.

Edelman would like to start off the year with a Retreat. Edington will put together a folder of information for each Senator. The Retreat will take place on August 14, to form the goals for next academic year.

New Business

New Committee Members appointed by the Academic Senate -

SLOT – Dan Jenkins, Jaime Cechin, Aeron Ives and Julie Finnegan

Curriculum – Tim Beck, Tascha Whetzel, Julie Finnegan, Rodney Grisanti (a one-year replacement for Karen Wilson's term)

Staffing – Greg Hicks

Flex – Bart Rawlinson and John Koetzner

Faculty Association – Rhea Hollis and Vivian Varela

Edelman mentioned that changes in enrollment numbers will take place at a later date to determine the appropriate or necessary figure. The College needs to improve efficiency to balance numbers between classes and enrollments.

Koetzner mentioned the “Field Institute” There have been problems regarding payment to faculty for teaching the course(s) depending on who is receiving the FTES. He suggested that a review of the College of the Siskiyous policy/situation take place.

Koetzner also mentioned that evaluations of the classes can be a problem.

Edelman mentioned that we are not opposed to the idea, but there is criteria that needs to be met.

Koetzner suggested that this be studied carefully. Be careful with the Accreditation process in future years. The Chancellor’s Office is still checking on this.

Pt. Arena – Field Station

Cardimona – List of Pros and Cons.

Explore the options by contacting Rich Burns. Sell the buildings and use the funds to fix/update the buildings.

Edington suggested that an AdHoc Committee be formed.

Edelman mentioned that BLM may be able to keep the buildings. This has taken place in prior purchases.

Remediation of materials may be an issue regarding expense. There is an appraisal of two years ago. He suggested that another appraisal of the property be done. The college should know this information before the process takes place.

Koetzner mentioned that the Pt. Arena project was on part of the Bond request – A Resolution has been put in place. The Administration has signed off, but has not followed the Resolution. Made a promise to the voters when the Bond process was approved that money would be spent on the Pt Arena property.

Cardimona -UC Davis needs power for their Codar sytem.

It is public property, are we following Ed Code?

No decision should be made during the summer. The committee, with all members, need to be present. What happens if we sell, what happens if we

don't? Information should be provided at the Inservice, so that everyone is aware of the process and what is taking place.

Edelman mentioned that there may be an alternative to selling. What are the pros and cons? If selling provides a revenue source... If we don't sell we do not have the funds for replacement purposes?

West mentioned that he has been working with BLM for many years. There has been a discussion of maybe or a middle ground. If the property is sold the buildings will come down. The amount to remove the buildings will be twice the amount we were provided.

Only other option would be – “Keep It” and support no sale. Find funding sources. Have a dedicated line item in the budget for Pt. Arena.

The use of the land will not be useful if it is sold and opened to the public. There is no hybrid plan that will work. We have educated thousands of people there. It will be a shame to lose it.

Cardimona suggested that if the college decides that we do not want this property that it be given and BLM and they should be responsible for the remediation.

Koetzner will write a letter of “No Sale” and suggest that additional information be provided. The college should continue to look at possible hybrid options, sale, and funding sources for maintenance. If the hybrid option – would look at continued funding possibilities, classroom use, restrooms, sleeping arrangements, etc.

Edington suggested that the college looking at the process of hybrid classes. Start from the position of “No Sale”. Look at other possibilities. The BLM will be providing information to the Board in June. The college should provide information to the faculty at Inservice in August.

Koetzner thanked the committee members. He encouraged constituents to have continued communication. He also appreciates the time spent on Policy 704.

Edington thanked the out-going committee members – Conan McKay for attending the Plenary meetings, Jaime Cechin for assisting with the SLO processes, John Koetzner for his time as the Academic Senate President and Tammy Cartwright on behalf of part-time instructors. He also thanked us for our time and service.

***Next Meeting
Adjournment***

September 4, at 12:30 p.m. in Room 4210
Meeting adjourned at 1:56 P.M.

Academic Senate Membership 2013-14

John Koetzner – President
Reid Edelman – Vice-President
Jason Edington
Catherine McKay
Sarah Walsh
Dan Jenkins
Jody Gehrman
Doug Browe

Jaime Cechin
Steve Cardimona
Jessica Crofoot – MPFA

Tascha Whetzel

Fine & Performing Arts	Science	Mathematics	CTE
<i>Doug Browe</i>	<i>Steve Cardimona</i>	<i>Jason Edington</i>	<i>Dan Jenkins</i>
Boswell, Doug Edelman, Reid Grisanti, Rodney Pfutzenreuter, Les Rosenstreich, Lisa Saxon-West, Leslie	Anderson, Jordon Beck, Tim Blundell, Sue Donham, Rachel Frederickson, Marcu West, Alan	Ahders, Roger Banta, Leslie Finnegan, Julie Ives, Aeron sPai, David White, Deborah	Danning, Nora French, Barbara Laughton, Fran Petti, Nicholas Woods, Lisa Xerogeanes, Jim
Library, English & Language	Social Sciences	Learning Skills & Student Support Services	Part Time Faculty
<i>Jody Gehrman</i>	<i>Sarah Walsh</i>	<i>Tascha Whetzel</i>	<i>Jessica Crofoot & Catherine McKay</i>
Buccelli, Ginny Cechin, Jaime Cetto, Maria Haggitt, Lynn Koetzner, John Rawlinson, Bart	Hock, Roger Indermill, Catherine McKay, Conan Montes, Rebecca Varela, Vivian Warf, Phil	Combs, Kurt Crossman, Steve Hicks, Greg Hollis, Rhea Mendoza, Alicia Stirling, Jean	

PRESIDENT'S REPORT FOR ACADEMIC SENATE MEETING of 9/4/2014

Submitted by Reid Edelman

PBC 5/28/14

1. Budget Report (Eileen Cichocki): budget looking a bit better since last PBC meeting. Previously looked at 1.7 million imbalance. Now down to \$975,000. Savings by converting new counselor to EOPS counselor, hold on audio tech & language lab tech positions. Also, Athletic Director continuing as interim for next fiscal year. Saving 210,000.

Health benefit rate adjusted to 1650/person/month based on year's actuals. Saving us \$90,000.

Part-time faculty budget: Removed addition from 14-15 plus additional reduction totaling 450,000 in PT budget savings.

Also, some possible things that could improve this: higher enrollment (now based on 2900. If we get to 3043, revenue would increase by \$663,000. Eileen presented comparisons of previous years in FTES and PT faculty costs. This year we spent \$3.7 million to attain 2345 FTES. For 14-15, we are budgeting \$3.3 million to attain 3043 FTES. Steve H. asked for AS support in working with faculty to grow enrollment in each discipline.

Also, deficit factor backfill could increase, increasing revenue by \$90,000

Various other possible variables were listed in Eileen report which could net savings / increased revenue of \$500,000 or more, depending on State Budget outcomes. Also, some possible additional expenditures (possible STRS rate increase).

2. Staffing Update (Pegan & Reyes) All positions have been offered and accepted. Official announcement will be by board June 4. Eileen being recommended for VP Admin Services. Other names will be announced June 4. Positions filled: CDV, PIO, Nursing, Art, Science. Upcoming still: coaches and Dean of Student Services. Resignations: Guillermo Garcia, Karen Wilson and Sue Goff. Also, will need to replace Eileen as Dir of Fiscal Services.
3. Need committee to evaluate integrated planning: volunteers were Reid, Erik, Gina, Phil, Mary, & Minerva.
4. Fort Bragg: no changes since last discussion. Considering MOU. Complications to taking over center prior to Spring semester. But to get center funding, may need to sign MOU over summer. Question of when and under which circumstances substantive change report is needed. June 4 action item for board (if needed to receive center funding) or follow up at July meeting. Time lately has been taken up with accreditation responses. Reid reminded PBC that the faculty is expecting a feasibility study and opportunity to discuss and faculty are gone for summer. It was discussed that perhaps a feasibility study can be presented to board this summer with further exploration and checkpoint discussions in the fall with faculty involvement.

Pt. Arena: Board will get same presentation on Pt. Arena that faculty received. Reid will inform board of faculty issues on this topic in his AS report.

5. Accreditation update: Arturo and Gina continued conversations and advocacy with accrediting commission in anticipation of receiving our report. Our major concerns have been with 1B (Institutional Planning), 3A (Human Resources), and 3D (Financial areas).
6. Planning Retreat: September 19, 8:30-3.

BOT Meeting 6/4/2014, 5 PM, Lake Center

I arrived late (5:25 PM) due to getting lost. This was my first time at the beautiful new Lake Center. I do think we need better signage off Hwy 29 and on Parallel Drive. I apologize for this, especially because I missed Steve Cardimona's public comment, which I gather included compelling reasons why maintaining student housing on the property is so important. Upon my arrival, Public Comment had concluded and a presentation by BLM & Trist for Public Lands was in progress. This was a repetition of the presentation that was done for faculty in May.

The key question and barrier to a college sale at this point seems to be that, at least unless an exception is made, housing would not be permitted on the property if the sale were to go forward.

President Reyes report is included in the BOT packet. Good news is that enrollment for both Summer and Fall is trending upwards, as is efficiency.

Eileen answered question on her tentative budget presentation. BOT was concerned about 8% reserve as not being enough, but Eileen and Arturo emphasized that the tentative budget is really a worst case scenario and there are items which may change bringing the budget picture to a much better place. This was also discussed extensively in PBC...see notes above.

Discussion of Fort Bragg: there is still no commitment regarding center funding from the Chancellor's Office. President Reyes expressed continued interest in moving forward with the MOU, but that several stumbling blocks have emerged which are slowing things down and need to be investigated. We can still proceed with online courses and enrolling coast students in our classes and possibly offering classes on the coast without yet taking over the coast center fully. President Reyes acknowledges that there is a discussion on campus that is affecting this as well, and that VP Cichocki is working on various scenarios and related budget impacts to guide our approach to Fort Bragg. Summer and Fall will proceed with a "Facilities Use Agreement," not an MOU, allowing us to offer a limited schedule of Summer courses, while we engage in more examination of the MOU and potential benefits and problems.

John Tomkins expressed concern that Fort Bragg may be taking valuable time away from other pressing concerns, and that perhaps it may be necessary to budget for time involved in planning this potential endeavor.

VP Guleff presented Education & Student services report. Mentioned cutting of budget for PT instructors and care that is being taken in cutting sections when needed and considerate communication to students. She also appreciated concern about number of initiative underway all at once. She mentioned others including Student Services Outreach.

VP Cichocki thanked BOT for confidence placed in her in entrusting her with her new position.

Katie Fairbairn presented Foundation Report orally. New MC ag scholarships from Coro wine program. Very exciting! Sept 20 is date for our gala...only 70 seats remaining.

Minerva presented "The Big Picture": Student Achievement Standards and Scorecard. Some discussion followed.

Trustee Reports were presented.

The meeting went into closed session at 7:45 PM.

Institutional Planning & Effectiveness Meeting

7/8/2014, 9:30-10:30 AM

Need to assess participatory governance and planning processes in response to accrediting team recommendations. Needs to be completed in next 2-3 months and implemented within 6 months.

Discussed need for all committees to state goals and assess them. These assessments and goals would be combined into a larger document which would be reviewed at a institutional planning summit, possibly scheduled in association with the annual strategic planning retreat.

Two needs: content-based assessment, discussed above. Also, assessment of planning and governance structures. This could be assessed with a survey of all members of all planning committee members. Based on these survey results, at assessment summit, we would look at structural changes such as composition of key committees, planning structures...

Possible Timeline (annual cycle?):

Pre-survey
Generate results
Planning and shared governance assessment summit
PBC reviews and makes recommendations
Strategic Planning Retreat
Input to committees

The following planning committees report to PBC and are the ones relevant to the process discussed above:

Staffing
Facilities
EAP
SLOT
Curriculum
Marketing
Professional Development
Technology

PBC 7/8/14

Introduced new committee members and new staff:

Ketmani Kouanchao: new Dean of Student Services

Jessica Silva: new Director of Public Information & Marketing

David Bushway: incoming VP classified senate

- I. Arturo reviews 2014-15 Board Priorities (see attachment)
- II. Budget Update: budget has been enacted and signed by Governor. Enacted budget very close to Governor's proposed budget. Very few of possible enhancements to proposed budget were passed. Locally, issue continues to be enrollment.
- III. HR Update by John Pegan: reported on recent orientation provided for new hires.
- IV. Staffing: Interim Dean of CTE and Lake Center will go to board tomorrow (Steve Hixenbaugh); EOPS counselor (non-tenured categorical position) will interview in August. Director of Financial Aid is getting ready to go out, not yet posted but will be soon.

Eileen would like to move forward on Director of Fiscal Services ASAP. Eileen will take budget responsibility with her to her new position, so Director of Fiscal Services would be reclassified down, so there would be some cost savings with this position. PBC approved moving forward with this position immediately. Minerva reported that CAMP & HEP Grants will fully fund several new positions. We also learned that Margaret Sanchez will not be returning, so there will be opportunity to permanently fill several positions: MESA director & Learning Center Director.
- V. Integrated Planning & Assessment: Minerva reported on Institutional Planning & Effectiveness Meeting held earlier in the morning (see above).
- VI. Committee Goals Reports (Ginna): Goals and status of goals reported for EAP, Distance Education, Curriculum, Staffing and Academic Senate. Still need reports from several other committees.
- VII. Fort Bragg Update (Arturo): Interim Agreement presented & discussed. First step prior to possible long term 2 year or more agreement. Interim agreement allows us to teach classes and use CR Fort Bragg facility at no cost. Ginna is working on Substantive Change Report which must show how we will sustainably take over operation of Fort Bragg Center. This is due in October/November. CR had hoped we would go forward without SC Report; we, however, will not go forward until SC Report is approved by Chancellor's Office.
- VIII. Point Arena Update: Ginna and Eileen presented on range of options discussed by PA Committee. Information will be presented to the board at July 9 meeting.
- IX. Accreditation Update: Good News! Barbara Beno called on July 3 at 4:30 PM and thanked us for being diligent and going through whole process. According to Beno, they opened a door and we took full advantage in a way that other colleges have not. We have received full accreditation with four recommendations and no warning or probation status. Follow-up report due March 15, so there is work to do. Follow-up visit will probably be Fall 2015. Recommendation MUST be addressed, not just in progress.

- X. Facilities Committee Update: new office for Jessica Silva in progress (room 1260). Debra reported on collaboration with independent study students taking college classes and possible space for IS instructors to meet with students. Also HEP /CAMP will need office space for new grant funded programs. Vacant spaces in grove (old nursing classrooms/offices) are under consideration by the committee. Also in the grove, CAM is taking over old Schat's kitchen area.
- XI. Additional item: HR will now report to VP Admin Services.

Point Arena Ad Hoc Committee 7/8/14

Met for second time to discuss information to be presented to the Board of Trustees.

BOT Meeting 7/9/2014, 5 PM, Ukiah Campus

Due to overflow crowd, meeting moved to library classroom.

Meeting convened at 5:15 PM.

- I. Larry Perryman honored for his 7 years of service by BOT. Larry leaving on 2-month motor-cycle trip across country!

- II. Public Comment:

First were comments on Fort Bragg. President of FB school board spoke with great gratitude and enthusiasm for the future. She mentioned surge of interest in MC among coast students. Mayor of Fort Bragg spoke. Mentioned interest in building marine biology program. Pristine coves, labs and Noyo Center in process. All comments positive and hopeful.

Next, topic shifted to Point Arena issue. Rich Burns thanked college for support and offered interest in continued collaboration. Former board member provided history of the property. A Friends of Pt. Arena has been formed; this group is interested in raising money to defray costs of repair. Jared Carter spoke. He and Barry Vogel represent Friends of Pt. Arena. Bob Walen also spoke...about origins of the field station. And about the unique attributes of 15 acres that allow for hands-on educational immersion experience in which faculty and students interact deeply...in a way that is not possible in a traditional classroom. Alan West spoke eloquently about the next chapter in which we can try to find outside funds to do the field station right. We've never really adequately funded Pt. Arena; with adequate funding, it could generate substantial revenue and be an even more valuable resource. Barry Vogel spoke of his meeting the prior evening with Arturo, and his concerns that not enough information is being provided to the public in a timely enough manner to give the public input which can still make a difference.

Representative of Wes Chesbro spoke and read a statement by him. Cary Brown spoke of protecting the public trust in honoring intention of Measure W. Sherri Smith-Ferri spoke as community member and parent of student.

- III. At conclusion of public comment, and approval of agenda, it was agreed to move informational report on Pt. Arena to the top of the agenda, following President

Reyes' report. Arturo added to his written report, the good news with regard to accreditation. He also announced public forums which will be held on Pt. Arena: July 30, 7-8:30 PM and August 28. 12:30-1:30 PM.

- IV. Informational report on Pt. Arena. Not too much reported since committee report not yet ready to be presented. Joel Clark did express enthusiasm over prospect of possible community fund-raising to save / restore Point Arena.
- V. BOT moved onto action items. Most important of these items was discussion and approval of interim agreement with CR to offer classes in Fort Bragg for Fall semester. Motion passed unanimously after serious and rigorous discussion by the board. Contracts approved as listed in BOT packet.
- VI. Informational reports. Minerva recognized as new MgtCon rep and Eric A. as classified rep. Written reports from constituent areas were acknowledged and discussed. I reiterated AS resolution on Pt. Arena and faculty position that Pt. Arena should not be sold at this time. BOT requested data on potential revenue that can support the prospect of holding onto the property. My interpretation of their response is that they had felt that in the past, community support never materialized and that they need some concrete evidence that such partnerships / grass-roots support will actually materialize and translate into financial resources which could sustain ownership of the property. They also are very sensitive and disturbed by accusations that processes were not followed and that somehow Measure W funds were misused. This is clearly a sore spot for the BOT.
- VII. Trustee reports were presented. Annual BOT report was presented.

Meeting went into closed session at 8:05 PM.

Point Arena Ad Hoc Committee 7/29/14

Met for third time to discuss possible scenarios. Reviewed revised timeline created by VP Guleff.

BOT Meeting 8/6/2014, 5 PM, Ukiah Campus

Due to overflow crowd, meeting moved to library classroom.

Meeting convened at 5 PM.

Discussion of positive enrolment prospects based on event in Fort Bragg.

Consent calendar approved.

Moved to public comment relating to Point Arena issue. Large crowd was present. Speakers included Candie Dickenson, David Smith-Ferri, Jared Carter, Wade Koenenger, John Koetzner, Pete Passof, Paul Paulus, Lori Hubbert and Leslie Dollhofen (both coastal residents) argued that it is possible to make an agreement with BLM that continues to preserve integrity of the property. This does not match with what we have been told by BLM / TPL at ad hoc committee meetings. Comments were overwhelmingly supportive of keeping and maintaining this incredibly valuable resource. Discussion became a bit combative with Barry Vogel's desire to speak following presentation of committee documents. Jared

Carter also pointedly stated that litigation would follow if property is sold. He also wrongly asserted that I had prepared the summery document which was submitted by the Pt. Arena Field Station Management Committee and included by me in my AS President's Report.

Meeting moved onto informational reports, including presentation by VPs Guleff and Cichocki on options discussed by ad hoc committee. VP Guleff also presented ad hoc committee timeline document.

Joel Clark announced establishment of a BOT committee on Pt Arena. Faculty would be represented by AS leadership. No inclusion of science faculty was mentioned.

I requested moving AS Report ahead on agenda, which was done.

My report to BOT included following comments:

- 1) There was no written AS report because faculty have been off for the summer and my only major activity as AS president since last BOT meeting has been involvement in PA ad hoc committee.
- 2) I corrected Jared Carter statement that document included in AS Report was written by me. Actually, it was written by Steve Cardimona with input by the faculty members of the PA Management Committee and represents the views of faculty involved in using and managing this property. I have submitted this report as the representative of these faculty. I also clarified that Jared Carter's comments about potential lawsuits are in no way supported by me or the AS.
- 3) With regard to Leslie Dolhoff's public comment that an agreement with BLM and TPL might both restrict access to the property, reserve use of the facilities and provide one million dollars of funds to renovate property: this does not reflect information presented by TPL/BLM to ad hoc committee. (VPs report option #2).
- 4) With regard to Eileen's option of selling property with no use agreement and replacing the facility with some other coastal property: it is the view of our science faculty that no other coastal property available to us can meet the scientific / research opportunities provided by the current property.
- 5) Finally, I reiterated that the ad hoc committee option # 1 includes the possibility of keeping the property for now and investigating a future sale to a 3rd party that might better allow us to continue educational uses.
- 6) Request by me to include a member of the science faculty on the BOT committee. They are most invested in this issue and knowledgeable of it.

Meeting then moved onto Fiscal Report and other action items as outlined on the agenda. Major financial challenges lie ahead.

Educational & Student Services Report: VP Guleff reported on very successful event on coast.

Joel Clark mentioned need for faculty training in being first responders in violent situations on campus. Arturo mentioned new information on best practices in case of a violent incident which was presented by Sherriff's Dept.. Old wisdom had been to lock down and stay put. New recommendation is to run and get away as fast as possible. This conflicts with what we have been told for years, so more discussion & training is needed.

PBC 8/19/14

Planning Retreat Friday September 19. Morning will be strategic planning. Afternoon will be for assessment of planning process as recommended by accrediting commission.

Arturo presented timeline for PBC committee, taken from integrated timeline.

Added PBC December 2, 2:30 to review Ed. Master Plan.

Eileen presented budget update (same numbers presented at inservice). Reserve for 13-14 came in at 9.5% when final numbers for year were calculated. For 14-15, a reserve of 8% is projected.

John Pegan presented HR update on HR orientations and services provided to college by Keenan & Associates.

Staffing Update: need to fill Cal Works position, specialist that is categorically funded. Tutor oversight will need to be filled by PBC in future in lieu of Margaret Sanchez opting not to return. Graphics needs should be directed to Jessica Silva while we assess how to fill these needs in the future. In interim, Jessica will provide some graphic services, others will be contracted to other providers.

John Pegin updated PBC on status of current positions in recruitment. Key current issue is that limits on days worked for part-time employees include hours/days worked in ALL areas, even if person has responsibilities in different areas (teaching, classified...).

Integrated planning & assessment update. Committee has met and this is in process.

Fort Bragg update: very positive reports from coast students. Many coast students are also on campus in Ukiah as well. Feasibility study results will also be included in substantive change document that will need to be submitted. Discussion about timing of signing on for second temporary agreement with CR for this Spring. Next year, if we deem it feasible, we would work on substantive change document under longer term agreement with CR.

Pt. Arena update: campus forum on August 28. Also, Arturo reported on formation of BOT ad hoc committee. Committee will make recommendation to BOT in October.

Virginia reported on status of our responses to accreditation recommendations.

Pt. Arena BOT Ad Hoc Committee 8/19/14

Note: Mary Lamb took detailed minutes. My notes are not comprehensive, just my notes on items that seemed most relevant to faculty interest.

I requested the addition of a science faculty member to the committee. Ed agreed to talk more about this, but was resistant to having a person with a vested interest on the committee. Rather, he feels that the science faculty can have input into the process through their faculty representatives (myself & Jason).

Committee interviewees:

Steve Oliveria: presented termite report. Any estimate of maintenance costs would be based on starting with things being in good condition, which they are not. Termite repair requires \$100,000 of work. This is already included in original scope of work for bond projects. Due to concrete slab construction, many of the problems are embedded in concrete.

I argued for taking away artificial pressure to make a quick decision. There are many potential uses that could occur in the future. The facility could be held at no cost while these options are explored.

Facility is not ADA compliant currently.

Mike Adams argued that use of facility by outside groups has declined. I pointed out that only recently were we permitted to charge rent and that the buildings are so deteriorated that they cannot currently command much rent.

Concerns expressed: DSA liability, door locks do not function, liability due to location on San Andreas fault.

Markley would like to have the property under option ("subject to BOT approval") to avoid having the money for the potential sale be lost). She also said that providing detailed appraisal with various costs & benefits associated with each "reserve" option would cost at least \$14,000 and this cost would need to be covered by the college. This sort of analysis would likely take several months.

Markley argued passionately for us to take this opportunity to protect this land in perpetuity and cautioned that the college uses have not come to fruition for 30 years. If we don't sell and the college uses continue not to be achieved, the worst case would be that the land gets developed as a residence, causing loss of the land to the public forever.

Markley asked that, if the college chooses not to sell, that we voluntarily put a restriction on the deed that would prevent a future sale to a commercial interest. (note: Is there a possibility that BLM or TPL would pay the college to put such a deed restriction in place? This was not discussed.)

The guests departed and the Jason spoke passionately about the need for a science faculty member on the committee in order to have the knowledge to counter assertions by knowledgeable people on the other side, such as Rich Burns. Ed and Virginia pointed out that Science faculty will also have their time before the committee and that, further, they are represented by their constituent group leadership.

I had to leave the meeting at 5:45 PM, 15 minutes after the meeting was scheduled to conclude.

MINIMUM QUALIFICATIONS - FACULTY

As a condition of employment with the Mendocino-Lake Community College District, faculty are required to meet State-mandated minimum qualifications or the equivalent. A person holding a credential authorizing service in a California Community College meets minimum qualifications in the discipline authorized by that credential and the person will retain the right to serve under that credential as provided by state law until it expires. Any person granted or previously granted equivalency for teaching in a given discipline by the Mendocino-Lake Community College District Board of Trustees pursuant to state laws and regulations will be deemed to have met the minimum requirements in that discipline and will retain the right to teach in that discipline pursuant to state law and regulations.

Faculty in this District include those persons defined as faculty under Education Code, section 87003(a) and include, but are not limited to full-time and part-time instructors, counselors, librarians, community college health services professionals, disabled student programs and services professionals, extended opportunity programs and services professionals and work experience coordinators. Individuals not meeting the State-mandated minimum qualifications may qualify for employment under the following District equivalency provision which was developed in consultation with the Academic Senate. This Board policy is intended to ensure a fair and objective process for determining when an applicant has qualifications that are at least equivalent to State-mandated minimum qualifications. It is not intended to grant waivers for lack of the required State-mandated minimum qualifications. A representative of the District Governing Board shall work with the Academic Senate to develop an equivalency process, including criteria and standards, for faculty employment and shall submit that process to the B

EQUIVALENCY FOR MINIMUM QUALIFICATIONS FOR FACULTY

The equivalency process shall address equivalencies for disciplines requiring the master's degree, disciplines in which the master's degree is not generally expected or available (and which do not require a specific bachelor's or associate's degree), and disciplines in which the master's degree is not generally expected or available (but which require a specific bachelor's or associate's degree). The process shall clarify the criteria that are used for equivalency determinations and the documentation required to support equivalency determinations. Any equivalency determination and/or employment decision that is based on false or misleading documentation provided by an applicant may be revoked upon discovery of the improper documentation.

The process shall ensure that representatives of the Academic Senate are available to assess equivalency claims during faculty selection processes and that evidence of the bases for finding equivalency is clear and recorded. A candidate seeking an equivalency determination must provide, at a minimum, evidence that the candidate has the equivalent not only of subject matter expertise in a particular discipline, but also documentation as to how general education requirements necessary for an associate or bachelor's degree are met.

The Board will permit a determination of "eminence" as equivalent to State-mandated minimum qualifications for faculty under limited circumstances. Eminence is defined as documented superior knowledge and skill in a discipline. Superior knowledge and skill must be determined in comparison with the generally accepted standard of achievement in the discipline, such that an applicant, if measured by recognized authorities in his/her subject field, would be judged superior. Local renown or recognition alone is insufficient for a finding of eminence.

All evidence of equivalent preparation, including the basis for an eminence determination, must relate to the discipline at issue and must be of a type that is as reliable and objective as a college transcript. For an equivalency determination, each candidate must be found to be qualified to teach the full range of courses in the discipline under review.

The standards may provide that an individual employed to teach in a vocational discipline must show a demonstrated competency in the current technology of that discipline. "Reasonably related discipline" in any equivalency determination refers to disciplines referenced in the latest version of the *Minimum Qualifications for Faculty and Administrators in the California Community Colleges*, published by the State Chancellor's Office

Board Action On Equivalencies.

The Board of Trustees shall not hire a faculty member unless the individual meets State-mandated minimum qualifications or the equivalent. The Board shall determine whether an individual possesses qualifications that are at least equivalent to the state-mandated minimum qualifications. If a proposed faculty member is being hired based on equivalencies, the criteria used by the Board in making the determination shall be reflected in the Board's action employing the individual.

The Board will rely primarily on the advice and judgment of the Academic Senate in determining whether a proposed faculty member holds qualifications that are at least equal to state-mandated minimum qualifications. The Board will provide the Academic Senate with an opportunity to present its views regarding equivalencies before the Board

makes a determination regarding equivalencies and the written record of the Board's decision, including the views of the Academic Senate, shall be available for review.

Revised:

October 3, 1990 (retroactive to 7/1/90)

July 3, 1991 (retroactive to 7/1/90)

February 5, 1992 (retroactive to 1/23/92)

January 9, 2002

Reviewed:

August 18, 2010

Revised:

February 6, 2014

Revised:

March 25, 2014

Revised and approved at Academic Senate:

May 1, 2014

Mendocino College

PROPOSED NEW ADMINISTRATIVE PROCEDURE ON MINIMUM QUALIFICATIONS FOR FACULTY

Reference:

Title 5, Sections: 53404, 53410-20, 53430

Education Codes: 70901, 87350, 87355-87360, 87539

PURPOSE

The following Equivalency Procedure shall be used to determine when an applicant for a faculty position, although lacking the exact degree or experience in the discipline, nonetheless does possess qualifications equivalent to those in the Disciplines List as determined by the Board of Governors, or an appropriate valid California Community College Credential. The procedure is intended to ensure a fair and objective process for determining when an applicant has the equivalent qualifications. It is not intended to grant waivers for lack of the required qualifications.

- All faculty position announcements will state the required qualifications as specified by the Disciplines List, including the possibility of meeting the equivalent of the required degree or experience.
- District application forms for faculty positions will ask applicants to state whether they meet the minimum qualifications of the Disciplines List or whether they believe they meet the equivalent. Those claiming equivalency will then be asked to state their reasons and to present evidence. It will be the responsibility of the applicant to supply all evidence and documentation for the claim of equivalency at the time of application.
- All degrees and units shall be from accredited institutions per Education Codes: 70901(b)(l)(B) and 87356.

ACCEPTABLE EVIDENCE OF EQUIVALENCY

If an individual does not meet the minimum qualifications specified in the current version of the *Minimum Qualifications for Faculty and Administrators in the California Community Colleges*, published by the Chancellor's office ("Disciplines List"), the applicant must submit an Equivalency Application (Form X) and accompanying evidence to be used in establishing an equivalency. The documentation submitted by the applicant must be reliable and objective, and provide conclusive evidence in the determination of the equivalency per any of the following:

A. Educational Equivalency:

- Transcripts showing successful completion of coursework from an accredited college or foreign institution. All degrees and units of coursework that are offered as equivalency coursework must be from an accredited institution. (See definitions section below for definition of "accredited institution.")
- Explanation of how specific courses on the transcript are equivalent to an educational requirement stated in the applicable minimum qualifications.

B. Experience Equivalency:

- Written confirmation of relevant experience from a person authorized to provide such confirmation. This written documentation must state the specific nature of the work performed and the duration of the employment in full-time years (see definition below) or the equivalent in part-time experience.
- Explanation of how the relevant experience, in quantity as well as diversity, meets or exceeds the preparation of someone holding the academic degree required in the established minimum qualifications.
- Objective and detailed information about the equivalent experience.

C. Equivalence By Eminence In Discipline

- Evidence of relevant accomplishments (e.g., research publications, professional performances/exhibitions, honors or awards, letters from professionals in the field attesting to the candidate's superior level of competence in the discipline).

D. Certifications / Licensures

- Documentation of relevant training, certification(s) or licensures.

Definitions

Definition of Experience-

The requirement is for the stated number of years of full-time experience or the equivalent in part-time experience. Unpaid experience may be counted if it entailed responsibilities substantially similar to those of relevant paid positions in the field. Applicants bear the responsibility for verifying all experience by documentation satisfactory to the district.

"Professional experience" includes teaching experience. "Occupational experience" does not include teaching experience. (Title 5, section 53404.)

Definition of Year

"Year" means that period of time which in that occupation is accepted by contract or general agreement as a regular work year for that occupation on a full-time basis. (Title 5, section 53404.)

Definition of Accredited Institution

"Accredited institution" shall mean a postsecondary institution accredited by an accreditation agency recognized by either the U.S. Department of Education or the Council on Postsecondary Accreditation. It shall not mean an institution "approved" by the California Department of Education or by the California Council for Private Postsecondary and Vocational Education. Determination of equivalency of foreign degrees shall be according to district rules. (Title 5, section 53406.)

EQUIVALENCY COMMITTEES

Equivalency Committees shall be established by the Academic Senate as needed to fulfill the requirement of Education Code Section 87539, which states that the equivalency process "shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications." The Academic Senate shall establish reasonable deadlines for convening equivalency committees in order to allow consideration of equivalency applications in a timely manner. Equivalency applications submitted after the established deadlines may not be considered until the following cycle. The Academic Senate Equivalency Committee shall:

- Include two full-time faculty members in the discipline (selected by the Academic Senate President in consultation with full-time faculty in the discipline where possible), the Chief Instructional Officer, and the Academic Senate President or Vice-President. A part-time faculty member in the discipline may also be appointed to the committee as needed and as appropriate. Either the Academic Senate President or Vice-President shall serve as the committee chair. In disciplines with fewer than two full-time faculty, faculty members in a related discipline will be selected by the Academic Senate President (in consultation with the full-time faculty in the discipline, if any exist) to serve on the committee.
- Review each equivalency application, transcripts, and other materials submitted by candidates to determine whether the candidate meets the minimum qualifications.
- Grant or deny equivalency based on majority opinion of the Equivalency Committee. In the event of a split decision, the Academic Senate President or Vice-President (whichever is not already on the committee) shall cast the deciding vote.
- Provide a statement describing the reasons for granting or denying the equivalency.
- Forward all equivalency determinations to the Academic Senate, Superintendent/President and the Board of Trustees for approval.

EQUIVALENCY STANDARDS

1. DISCIPLINES REQUIRING THE MASTER'S:

- A. Master's degree in a reasonably related discipline, plus or including 12 semester units (or 18 quarter units) of graduate or undergraduate coursework in the discipline.
- B. Bachelor's degree in the discipline or a reasonably related discipline, plus either 18 semester units (or 27 quarter units) of graduate coursework reasonably related to the discipline or a minimum of 1 year of full-time relevant training or professional experience and certification or licensure in the discipline (if applicable).
- C. For HUMANITIES: Master's degree in Art, Dance, English, History, Music, Theatre, any foreign language, or the equivalent.
- D. Demonstration of eminence in the discipline.

Notes:

- The phrase "reasonably related discipline" refers to disciplines referenced in the latest version of the *Minimum Qualifications for Faculty and Administrators in the California Community Colleges*, published by the Chancellor's Office
- If using experience or training to substitute for coursework (section B above), the candidate must provide evidence of equivalent preparation which is as reliable and objective as a transcript.
- Eminence (section D above) is defined as superior knowledge and skill in a discipline. Superior knowledge and skill is to be determined in comparison with the generally accepted standard of achievement in the discipline. The candidate must provide evidence of eminence which is as reliable and objective as a transcript.

2. DISCIPLINES IN WHICH THE MASTER'S DEGREE IS NOT GENERALLY EXPECTED OR AVAILABLE (and which do not require a specific Bachelor's or Associate's degree):

- A. 120 semester units (or 180 quarter units) in any disciplines and two years of experience in the discipline
- B. 60 semester units (or 90 quarter units) in any disciplines and six years of experience in the discipline
- C. 30 semester units (or 45 quarter units) in any disciplines or industry certification, and eight years of experience in the discipline.

Notes:

- Teaching experience may be substituted for related occupational experience in the discipline or related discipline on a year-for-year basis.
- Recency: an individual employed to teach a vocational course must show a demonstrated competency in the current technology of that course.

3. DISCIPLINES IN WHICH THE MASTER'S DEGREE IS NOT GENERALLY EXPECTED OR AVAILABLE (which require a specific Bachelor's or Associate's degree)

A. 120 semester units (or 180 quarter units) including 40 semester units (or 60 quarter units) in the discipline or a related discipline and two years of experience in the discipline

B. 60 semester units (or 90 quarter units) including 20 semester units (or 30 quarter units) in the discipline or a related discipline and six years of experience in the discipline

C. 30 semester units (or 45 quarter units) including 10 semester units (or 15 quarter units) in the discipline or a related discipline or industry certification, and eight years of experience in the discipline.

Notes:

- Teaching experience may be substituted for related occupational experience in the discipline or related discipline on a year-for-year basis.
- Recency: an individual employed to teach a vocational course must show a demonstrated competency in the current technology of that course.

Mendocino-Lake Community College District
EQUIVALENCY APPLICATION

INTRODUCTION:

If you do not meet the exact advertised minimum qualifications as stated on the job announcement, but you believe that you have education/experience that is equivalent to the advertised state-mandated minimum qualifications you must complete this form to request an equivalency determination. If the Mendocino-Lake Community College District determines that you have equivalent qualifications to the advertised state-mandated minimum qualifications, you may be considered an applicant for the position for which you are applying. If it is determined that you do not have equivalent qualifications to the state-mandated qualifications for the position, you cannot continue as an applicant.

It is your responsibility to provide a complete application for an equivalency determination. Incomplete applications will not be considered. You must provide all the necessary documentation that supports your request for an equivalency determination by the closing date of the hiring process for the position for which you are applying.

If you are claiming *educational equivalency* (i.e., coursework), please submit a transcript(s) with this application and explain which courses that you completed (as verified on the transcript) are equivalent to an educational requirement stated in the applicable minimum qualifications. An official transcript is not needed for purposes of this application, but if you are selected as a finalist for a position, you will be required to provide an official transcript of all coursework. All degrees and units of coursework that are offered as equivalency coursework must be from an accredited institution. (See definitions section below for definition of “accredited institution.”)

If you are claiming *experience equivalency* (e.g., professional employment) you must include written confirmation of that experience from a person authorized to provide such confirmation. For example, if you are claiming that your employment with a particular company is the equivalent to an advertised minimum qualification, you must provide a written statement from a representative of that employer about the work you performed and the duration of your employment. If minimum qualifications require a certain number of “years of professional or occupational experience,” the experience must be full-time experience or the equivalent in part-time experience. (See definitions section below for definition of “experience”.)

If you are claiming *equivalency by eminence* you must include evidence of relevant accomplishments (e.g., research publications, professional performances/exhibitions, honors or awards, letters from professionals in the field attesting to your superior level of competence in the discipline). Evidence submitted must be as reliable and objective as a transcript, and must demonstrate that your experience meets or exceeds the preparation of someone completing the equivalent coursework.

If you are claiming *equivalency by certifications* you must include evidence of industry certification and hours completed. Evidence submitted must be as reliable and objective as a transcript, and must demonstrate that your experience meets or exceeds the preparation of someone completing the equivalent coursework.

For purposes of equivalency determinations, degrees “in a reasonably related discipline” are those degrees other than the “main” degree in a discipline’s minimum qualifications list in the Chancellor’s Office handbook *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. For example, the state mandated minimum qualification for mathematics is “master’s degree in mathematics or applied mathematics OR bachelor’s degree in either of the above AND master’s degree in statistics, physics, or mathematics education OR the equivalent.” A “reasonably related discipline” for mathematics would be “statistics, physics, or mathematics education.”

Name: _____

Position for which you are applying: _____

1. Equivalency for disciplines requiring a master's degree or the equivalent foreign degree:

Please indicate which type of equivalency you are claiming and provide the necessary information related to your equivalency request.

A. I have a degree that is the same as the degree required for the advertised position except for the degree name. Please submit a table comparing the coursework from any accredited institution awarding the degree identified as a minimum qualification and the coursework from your granting institution awarding the degree you believe is comparable.

B. I completed all the coursework for the advertised degree, but I did not receive the degree. Please provide a listing of the coursework necessary for the degree from your institution and a transcript showing that you completed all of that coursework. Additionally, please provide a written explanation of why you did not receive the degree.

C. I have a Master's degree in a reasonably related discipline, plus or including 12 semester units (or 18 quarter units) of graduate or undergraduate coursework in the discipline. Please identify the "reasonably related discipline" in which you have a degree, and provide a transcript showing your completion of that degree and at least 12 semester units (or 18 quarter units) of graduate or undergraduate coursework in the discipline being advertised.

D. I am applying for a position in HUMANITIES, and I hold a Master's degree in Art, Communication Studies, Dance, Education, English, History, Music, Philosophy, Speech, Theatre Arts, a foreign language, or the equivalent. Please identify the discipline in which you have the required Master's degree, and provide a transcript showing your completion of that degree.

E. I have a Bachelor's degree in the discipline, plus either 18 semester units (or 27 quarter units) of graduate coursework in the discipline (or in a reasonably related discipline) or a minimum of 1 year of Full Time relevant training or professional experience and certification or licensure in the discipline (if applicable). Please identify the discipline and/or the "reasonably related discipline" in which you have the required graduate units, and provide transcripts showing your completion of the required Bachelor's degree and the required graduate level coursework. If you are using relevant training or experience to substitute for the graduate coursework, please provide evidence of equivalent preparation. Also please list any relevant certification or licensure in the discipline. Attach supporting documentation. Evidence submitted must be as reliable and objective as a transcript, and must demonstrate that your experience meets or exceeds the preparation of someone completing the equivalent coursework.

F. I qualify for equivalency by reason of eminence in my discipline. "Eminence" is defined as superior knowledge and skill in a discipline. Superior knowledge and skill is to be determined in comparison with the generally accepted standard of achievement in the discipline. Determination of eminence shall be based upon a conviction that the applicant, if measured by recognized authorities in the field, would be judged superior. Please submit evidence of relevant accomplishments (e.g., research publications, professional performances/exhibitions, honors or awards, letters from professionals in the field attesting to your superior level of competence in the discipline). Evidence submitted must be as reliable and objective as a transcript, and must demonstrate that your experience meets or exceeds the preparation of someone completing the equivalent coursework.

2. Equivalency for disciplines not requiring a master's degree or the equivalent foreign degree, and which do not require a specific Bachelor's or Associate's degree:

A. I have 120 undergraduate semester units (or 180 quarter units) in any discipline and two years of experience in the discipline advertised. Please provide transcripts showing your completion of the required units. Also please provide evidence of your experience in the discipline. Attach supporting documentation. Evidence submitted must be as reliable and objective as a transcript. Cite specifically the work you performed. You must include written confirmation of your experience from a person authorized to provide such confirmation. For example, if you are claiming that your employment with a particular company is the equivalent to an advertised minimum qualification, you must provide a written statement from a representative of that employer about the work you performed and the duration of your employment. If minimum qualifications require a certain number of "years of professional or occupational experience," the experience must be full-time experience or the equivalent in part-time experience. (See definitions section below for definition of "experience.")

B. I have 60 undergraduate semester units (or 90 quarter units) in any discipline and six years of experience in the discipline advertised. Please provide transcripts showing your completion of the required units. Also please provide evidence of your experience in the discipline. Attach supporting documentation. Evidence submitted must be as reliable and objective as a transcript. Cite specifically the work you performed. You must include written confirmation of your experience from a person authorized to provide such confirmation. For example, if you are claiming that your employment with a particular company is the equivalent to an advertised minimum qualification, you must provide a written statement from a representative of that employer about the work you performed and the duration of your employment. If minimum qualifications require a certain number of "years of professional or occupational experience," the experience must be full-time experience or the equivalent in part-time experience. (See definitions section below for definition of "experience.")

C. I have 30 undergraduate semester units (or 45 quarter units) in any discipline or industry certification equivalent to these units and eight years of experience in the discipline advertised. Please provide transcripts showing your completion of the required units or completed hours of industry certification. Also please provide evidence of your experience in the discipline. Attach supporting documentation. Evidence submitted must be as reliable and objective as a transcript. Cite specifically the work you performed. You must include written confirmation of your experience from a person authorized to provide such confirmation. For example, if you are claiming that your employment with a particular company is the equivalent to an advertised minimum qualification, you must provide a written statement from a representative of that employer about the work you performed and the duration of your employment. If minimum qualifications require a certain number of "years of professional or occupational experience," the experience must be full-time experience or the equivalent in part-time experience. (See definitions section below for definition of "experience.")

I affirm that the above information is a true and accurate account of my education and professional experience.

Applicant Signature: _____ Date: _____

Definitions:

Definition of accredited institution: "Accredited institution" shall mean a postsecondary institution accredited by an accreditation agency recognized by either the U.S. Department of Education or the Council on Postsecondary Accreditation. It shall not mean an institution "approved" by the California Department of Education or by the California Council for Private Postsecondary and Vocational Education. Determination of equivalency of foreign degrees shall be according to district rules." (Title 5, section 53406.)

Definition of Experience: The requirement is for the stated number of years of full-time experience or the equivalent in part-time experience. Unpaid experience may be counted if it entailed responsibilities substantially similar to those of relevant paid positions in the field. Applicants bear the responsibility for verifying all experience by documentation satisfactory to the district. "Professional experience" includes teaching experience. "Occupational experience" does not include teaching experience. (Title 5, section 53404.)

Definition of Year: "Year" means that period of time which in that occupation is accepted by contract or general agreement as a regular work year for that occupation on a full-time basis. (Title 5, section 53404.)

PROPOSED ACADEMIC SENATE GOALS: 2014-15

High Priority Goals for 2014-2015

1. Review committees & membership (consider streamlining) {4,5,6,7,8,9 & 10}
2. Finalize AP on Min Qualifications & submit to PPAC {6 & 7}
3. Study & recommend action on Fort Bragg / coast campus {1,3 & 10}
4. Study & recommend action on Field Institute {1,3 & 10}
5. Participate in decision-making regarding Pt. Arena {1,3, 5 & 10}

Ongoing matters requiring Senate Involvement and Action:

1. Inform senators and faculty about issues relating to Student Success Act and Repeatability. {1, 2, 3, 4, 5, & 6}
2. Work with faculty union on responding to accreditation issue relating to inclusion of SLO assessment in faculty evaluation process {7}
3. Improve communication (e-mail, portal, representative area reports...) {6 & 9}
4. Update academic rankings {11}
5. Coordinate with faculty union (MCFT) on issues of mutual responsibility. {6, 7 & 11}

Long Range Matters on Horizon for Future:

1. Review Constitution &/or Bylaws {11 & all}
2. Increase representation & involvement of our local AS at statewide level {8 & 10}
3. Consider revising criteria for academic rank advancement. {11}