

Agenda
Mendocino College Academic Senate
Thursday, April 16, 2015
Room 4210 (Library Classroom) 12:30-2 PM

Approval of Agenda

Consent Calendar:

- 1) **Approve equivalency committee for adjunct Spanish position. Committee to include Reid Edelman, Maria Cetto, Sarah Walsh and Debra Polak.**

Approval of Minutes – Minutes of March 26, 2015

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

- **Part-Time Faculty Report –**
- **President’s Report – no report. I will provide a report at the April 23 meeting.**

Old Business:

1. Check-in on online management system committee (Jason & Catherine) {1 & 4} (5 minutes)

New Business:

1. Staffing of key committees for 2015-16 (20 minutes) {6, 9, 10, 11}
 - Curriculum
 - EAP
 - Enrollment Management Committee
 - Staffing Committee
 - SLOT
2. Planning of Senate Elections (20 minutes) {11}
3. 2nd reading of resolution from Jessica Crofoot on fair accreditation (10 minutes) {7 & 11}
4. Report on Statewide Academic Senate Plenary Session (Reid & Jason) (10 minutes) {11}

Future Agenda Items? Next Meeting April 23, 2015

- Review academic rank procedures & process
- Discussion of enrollment management issues (Jason) (scheduled for April 23 meeting)
- Check in on dual enrollment classes and best practices (invite Sue Blundell & Debra Polak for April 23 meeting?)
- Faculty Evaluation process revision proposal{8}
- Recommendation from the faculty office space committee (April 23 meeting)
- Check in on topics and food for the April 30 faculty meeting

Academic Senate Membership 2014-15

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

MINUTES
Mendocino College Academic Senate
Thursday, March 26, 2015
12:30 – 2:00 p.m., Room 4210

- Call to Order* Reid Edelman called the meeting to order at: 12:30 p.m.
- Present* Doug Browe, Dan Jenkins, Jason Edington, Catherine McKay, Tascha Whetzel, Jessica Crofoot, and Jody Gehrman
- Absent* Sarah Walsh
- Guests* VP Guleff, VP Cichocki, Dean Polak, Ulises Velasco, Rebecca Montes, and John Koetzner
- Agenda Approval* M/S/C (*Edington/Cardimona*) to approve the Agenda of March 26, 2015
- Minutes Approval* M/S/C (*Cardimona/Edington*) to approve the Minutes of March 12, 2015
- Public Comment* None
- Committee Reports* **Part-Time Faculty Report**
Negotiations are currently at impasse.
- A CTE Leadership Conference will be held on May 8 and 9 in San Diego. The conference is free and there are a limited number of seats available. An e-mail has been sent to part-time CTE instructors and Jenkins will send information to full-time CTE instructors about this opportunity.
- President's Report**
Edelman provided a written report in which the following information was included: BOT Meeting (3/11/15); PBC Meeting (3/17/15); VP/Deans/Directors/ Senate Meeting (3/17/15); and a summary of the faculty feedback regarding the textbook ordering process.
- Old Business* **Textbook Ordering Process – Ad Hoc Committee Report**
Edelman thanked Cardimona, Crofoot and Dean Polak for their time spent on this process.
- Cardimona stated that the bookstore is using an old system, which may be the reason for the difficulty of use.
- Jenkins asked what role the full-time faculty has in the process with regard to the part-time instructors ordering their textbooks.
- Dean Polak mentioned that part-time faculty will complete the textbook order form. The order will be forwarded to the full-time instructor for review and approval of the textbook to be used. She stated that the textbooks will not appear on the bookstore shelves until they have been approved by the full-time instructor.

Cardimona mentioned that the textbook order process will begin, but can be stopped at any time if there is a problem or concern.

M/S/C (*Gehrman/Cardimona*) All in favor of the textbook ordering process as submitted by Cardimona.

Here is the plan currently proposed for our textbook ordering process:

- 1) Full time instructor would submit their textbook orders via the online form to bookstore.
- 2) Part time instructors would work with full timers in their discipline to pick appropriate textbooks. Full time instructors would submit this book request information to bookstore via online form, with their name as submitter and part timer's name as "instructor".
- 3) For Part time faculty with no full timer in the discipline, they would submit directly to bookstore.
- 4) All book submissions would be sent by Bookstore to appropriate Dean for "review", with the expectation that this step is just a formality to make sure full time faculty are presenting books (their own and their part timers') and part time faculty without a full timer in their discipline have administrative oversight. Textbook ordering could begin by Bookstore in parallel with this administrative review step.
- 5) Possible: Bookstore manager could be given a list of full timers, and part timers with no full timer in their discipline, in order to make a first judgment call regarding the book request submission.
- 6) Possible: A suggestion will be made to the bookstore that their NEEBO-affiliated online submission form accommodate the "same as last time" book request. This will require keeping a data base, and recognizing the potential difference between a full timer and a part timer who might be using different books at different times, as well as a class that was offered longer ago than just the previous semester.

Online Management System – Ad Hoc Committee Report

Edington mentioned that Varela attended the OEI meeting. He plans to set a committee meeting later this semester for further discussion.

New Business

CTE Curriculum Review Cycle

Montes mentioned that Conan McKay contacted her about the CTE curriculum. He said that CTE classes do not have the necessary review cycle that is required by Ed Code. Montes mentioned that CTE needs to be reviewed every two years.

CTE programs have advisory committees that can be responsible for this review. The Curriculum committee would review CTE programs every six years, as it does currently for all programs.

Edelman asked if a policy and procedure needs to be created for the CTE curriculum. Montes agreed.

M/S/C (Jenkins/Edington) As a Senate, ask that Rebecca Montes work on a draft proposal that will come thru PPAC addressing this concern.

Jenkins suggested that the CTE committee meet to review this process to determine if course outlines and pre-requisites need to be revised.

Montes mentioned that the first level of review is the faculty member.

Edelman suggested that Montes work with CTE committee and check with Mary Lamb regarding policies and procedures. Once this proposal is complete it will be given to VP Guleff to submit to PPAC.

VP Guleff mentioned that this is an actionable item in the Accreditation process. She thanked Montes and the Senate for working on this review.

Nursing Hiring Committee – Replacements

Edelman mentioned that two members are ineligible to serve on the hiring committee.

One member, who is Greg Hicks, will serve on this committee.

A request was sent and a list of interested individuals were provided.

Edington mentioned that Danning is the only nursing faculty and that she should be selected to serve. He also suggested that Jenkins serve on this committee.

Edelman mentioned that both Indermill and Donham are interested in serving as well.

Jenkins stated that teaching a pre-nursing course does not imply that you are familiar with the program and what the goal of the Director should be.

Edelman suggested that the Senate forward the names of Jenkins, Donham Danning and Hicks.

M/S/C (Edington/Cardimona) all four names be submitted for the nursing program interviews.

Substantive Change Document – 2nd Read

Edelman thanked Velasco, VP Cichocki and VP Guleff for attending the meeting.

Browe mentioned that he is in support of the sub-change proposal. He is unable to stay for further discussion due to another meeting.

VP Guleff mentioned that the Steering Committee met yesterday. The purpose of the Substantive Change Document currently under review is to ask for approval from the Commission to offer at least 50% of an Educational Program at the Coast campus.

The committee is currently working on area 3.3 “Change in the Location or Geological Area Served” of the Substantive Change document” with regard to offering 50% or more of a program/degree. She mentioned that an MOU will carry us for the next two years.

The area of 3.4 “Change in the Control of the Institution” and 3.5 “The Acquisition of another Institution, or any Program or Location of another Institution” needs further review and documentation.

VP Guleff mentioned that a sub-change is something that is done all the time. As a program continues to grow and expand a sub-change is necessary.

The Redistricting process is a public procedure, possibly requiring a ballot measure.

VP Cichocki mentioned that the county committee holds public hearings to determine if a ballot measure is necessary.

Edelman is concerned that the redistricting process could take longer than expected.

VP Cichocki stated that it could take 255 days for this process according to College of the Redwoods.

She mentioned that the District would have to work with the Chancellor’s Office regarding the FTE and the Center funding with regard to the redistricting process.

VP Guleff mentioned that the sub-change document is due to the Commission on April 15th.

Edelman mentioned that the April 15 deadline is prior to our next Senate meeting.

VP Guleff stated that she would prefer that someone from the Senate work with her on this document. The information that was recently added is toward the end, in area D5.

VP Cichocki extracted information from a spreadsheet and incorporated the information in report form. A different level of fiscal information and staffing has been provided.

VP Guleff stated that any changes in the plan and changes in the second sub-change would be noted and appropriate based on the situation and circumstances.

Guleff mentioned that page 3 or 4 the history needs to be moved to the front.

The sub-change needs to include information originally received from the College of the Redwoods regarding who the students are, what they need to take and what courses have been offered. The courses that need to be added are: Culinary Arts, CDV, Studio Arts and certain areas need to be expanded.

Cichocki appreciated the track change information submitted by the senate.

Guleff mentioned if target FTE is met and there is continued growth, the District needs to determine how to serve all students with student services and what is needed on a regular basis. The assessment test scores and education plan information will help determine class offerings in that particular location.

Jenkins suggested that all potential aspects be reviewed, such as the level of staffing, faculty and counselors. The need to identify clear objectives, track information and have an implementation plan is also necessary.

Jenkins suggested that information be provided to all constituencies regarding the process.

Edelman will send an e-mail regarding the steering committee for the Coastal Mendocino College implementation process and ask for volunteers to assist developing specific plans for implementation of our increased services on the Coast. The committee will be chaired by VP Guleff and will include Senators Gehrman, Jenkins and Browe. Both Koetzner and Petti agreed to serve on this committee as well.

Both Cardimona and Jenkins, as Senate representatives, will work with Administration to complete the sub-change report.

Velasco mentioned, once the sub-change document has been sent to Department of Education, the information has to be included in the Program Participation Agreement. The District needs to determine the types of student services that must be provided.

Faculty Meeting (March 19th) – Discussion

Gehrman mentioned that a constituent member felt that the discussion was more of a presentation. The member also felt that the District was providing more of a financial report when faculty are at an impasse with regard to negotiations.

Crofoot would like various concerns addressed in the minutes.

Committee Staffing & Senate Elections

Edelman mentioned that he would like to add a Senate meeting on April 16 to discuss Bylaws and committee appointments.

The positions that are up for election are Walsh, Whetzel and Crofoot.

Edelman would like committee information from Senate members regarding membership and vacancies, so that positions can be filled.

Jenkins mentioned that he would like to provide a SLOT Report at the Senate meeting scheduled for April 23.

Resolution – Fair Accreditation – First Read

Crofoot summed up the Resolution in Support of Fair Accreditation for California Community Colleges. The Resolution has been brought to the local Senate for support.

Cardimona asked about information regarding San Francisco City College and ACCJC.

Edington mentioned that he will know more about this process in approximately three weeks.

Crofoot mentioned that Edington may receive an edited version of the Resolution at the meeting he will attend. She mentioned that a second read with edits can be approved at the next Senate meeting.

Future Agenda Items Review Academic Rank Procedures & Process
Recommendation – Faculty Office Space Committee
Discussion – Enrollment Management Issues
Dual Enrollment Classes – Best Practices
Faculty Evaluation Process
Check-In Topics – April 30th Faculty Meeting

Next Meeting Thursday, April 16, 2015

Adjournment The meeting adjourned at 1:57 p.m.

Academic Senate Membership 2014/2015

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Proposed Resolution in Support of Fair Accreditation for California Community Colleges

For Senate first reading: New Business # 4

Whereas the U.S. system of regional accreditation continues a long tradition of providing essential guarantees of quality in America's post-secondary institutions; a spirit of collaboration and mutual respect between the regional commissions and their member institutions is essential to the success of the system of accreditation; and a shared focus on the needs and interests of students is primary and vital to preserve, and

Whereas over the last decade, the relationship in the Western Region between the Accrediting Commission for Community and Junior Colleges (ACCJC) and California's 112 community colleges has changed from one of constructive collegiality to one in which the member colleges increasingly report antagonism, intimidation and fear, and

Whereas the ACCJC levels sanctions against California community colleges at a rate that is 400% of the sanction levels seen in other regions and in four-year California institutions,

Whereas concerns about the changed nature of the relationship between the ACCJC and many of its member institutions have been documented by resolutions, articles and complaints prepared and approved by leading statewide organizations of professional educators, including the Community College Council of the California Federation of Teachers (CCC-CFT), the Community College Association of the California Teachers Association (CCA-CTA), the California Community College Independents (CCCI), the Faculty Association of the California Community Colleges (FACCC) and the Academic Senate for the California Community Colleges (ASCCC), and

Whereas the growing concerns regarding the ACCJC have led to a review of the ACCJC's financial impact on community colleges by the CA Legislature's Joint Legislative Audit Committee, creation of two separate Task Forces by the California State Chancellor's office, filing of three lawsuits against the ACCJC, and multiple public statements of concern from members of California's Congressional delegation as well as state legislators, and

Whereas the ACCJC's frequent sanctions based on the legitimate activities of trustees of Community College District Boards have raised serious concerns regarding the free speech rights of elected officials and the rights of voters to representation by duly elected officials, and

Whereas areas of non-compliance found during the ACCJC's regular review by the U.S. Department of Education prompted the DOE to continue its recognition of the ACCJC as an

accrediting body for only a one-year period – in which it must demonstrate compliance – instead of the standard five-year period for renewal of recognition, and

Whereas the ACCJC's actions at City College of San Francisco have brought to light numerous and serious legal and ethical concerns regarding the ACCJC, its processes and procedures, biases, conflicts of interest, leadership, and interpretations of its charge, and

Whereas the ACCJC's decision to put CCSF on show cause and subsequently announce revocation of its accreditation despite the unquestioned educational quality at the college created an unprecedented enrollment and financial crisis for CCSF and caused irreparable hardship for its students, in particular those most disadvantaged, and

Whereas the ACCJC's decision to put CCSF on show cause and subsequently announce revocation of its accreditation despite the unquestioned educational quality at the college created an unprecedented enrollment and financial crisis for CCSF and caused irreparable hardship for its students, in particular those most disadvantaged, and

Whereas the ACCJC's actions at CCSF and elsewhere have undermined the trust and constructive relationships necessary for wide acceptance of the ACCJC's ability to fairly administer the accreditation process in California; now, therefore,

Be it resolved, that our organization hereby joins with our colleagues throughout the state to express deep concern over the adversarial relationships fostered by the ACCJC, which pose a threat to fair accreditation and access to public higher education in California, and

Be it further resolved, that this body stands in strong support of the City College of San Francisco and its vital role in providing accessible public education in the San Francisco area; that we support efforts underway to prevent CCSF's mandated closure, provide financial resources needed to address the enrollment and fiscal crises created by the ACCJC's actions, and re-instate CCSF's elected Board of Trustees, and

Be it further resolved, that this body urges support for state legislation that would increase the accountability, transparency, and ethics of the accreditation process and create an option for a choice of accrediting bodies in the California community college system, and that would protect the free speech rights of community college district trustees and preserve the rights of the people of California to a public community college system overseen by duly elected trustees, and

Be it finally resolved, that this body urges the USDOE to carefully scrutinize ACCJC's work as a regional accreditor, and further urges the USDOE to note that the ACCJC's standards, policies, procedures, and decisions to grant or deny accreditation are no longer widely accepted among educators and educational institutions.

Date _____
Officer's Name and Association