

**MINUTES**  
**Mendocino College Academic Senate**  
**Thursday, February 15, 2018**  
**Room 1060, 12:30 – 2:00 p.m.**

<i>Call to Order</i>	Edington called the meeting to order at 12:34 pm
<i>Present</i>	Jason Edington, Nicholas Petti, Doug Browe, Rachel Donham, Rhea Hollis (arrived at 12:40), Taylor Cannon, Rodney Grisanti, and Catherine Indermill
<i>Absent</i>	Conan McKay
<i>Guests</i>	none
<i>Agenda Approval</i>	M/S/C (Cannon/Indermill) to approve the Agenda of February 15, 2018 with the removal of Action Item/Old Business #3 Committee Appointments
<i>Minutes Approval</i>	M/S/C (Browe/Indermill) to approve the minutes from 2-1-2018 and 2-9-2018 with no changes to 2-1-2018 and a typo on 2-9-2018. Petti, Donham and Grisanti abstaining
<i>Public Comment</i>	none
<i>President's Report</i>	<p>The president's report is from a meeting held today with Catherine Indermill, VP's Debra Polak and Ulises Velasco to discuss the planning process of Phase 1 of Guided Pathways Implementation. <b>(Attachment 1)</b></p> <p>Edington said the meeting went very well. A member commented that they have heard that both VP's feel good about the way the conversation is going. They are enthusiastic about this being a joint effort and very collaborative.</p>
<i>Senator's Report</i>	none
<i>Committee Report</i>	none
<i>Action Items/ Old</i>	<p><b>1. Distance Education Committee Resolution-Second Reading:</b></p> <p>M/S/C (Grisanti/Hollis) Approve the Resolution for Distance Education-Second Reading (Attachment 2)</p>

Edington discussed the changes made to the resolution, removing FTE's and formatting. This is the Academic Senates' Resolution and we are asking the Board of Trustees to support our application for inclusion in the Online Education Initiative (OEI) Exchange. The resolution is required by the application. The motion carried unanimously.

**2. Hiring Committee Appointments:** M/S/C (Browe/Grisanti) to appoint faculty to hiring committees as per recommendations and discussion. (Attachment 3)

**Director, Community Relations & Communication:**

Volunteers: Reid Edelman, Doug Boswell, Nicholas Petti, Conan McKay

- Members discussed that the job description needs to be looked at.
- The marketing part of this position has been lost from the title and it was felt that marketing is an important aspect for this position.
- There was general discussion on how many other hiring committees volunteers were already on.
- Everyone was recognized as being a good choice.
- Doug Boswell and Nicholas Petti were appointed to the hiring committee.

**Counselor, EOPS**

Volunteers: Lidia Sanchez, Alicia Mendoza, Emily Hashemian

- The Senate's principle of having faculty hiring committees include two faculty from with the discipline, or a closely related discipline, and one from outside the discipline, whenever possible, was discussed.
- Also, the general principle of not having first year faculty members serve on any committees, including hiring committee.
  - A question about what are the reasons for not using a first-year faculty member?
  - Answer, the workload, new to college, protect first-year non-tenured faculty.
- Edington discussed that there are three appointees for the committee and three appointees are needed.
- Edington also presented a statement (Attachment 3) from Emily Hashemian, for consideration in appointing her to the hiring committee
- Lidia Sanchez, Alicia Mendoza, and Emily Hashemian were appointed to the hiring committee.
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The motion carried with one abstention (Petti).

**4. Updating Constituent Lists:** M/S/C (Donham/Petti) approve the addition of our new faculty to the current constituent list. (**Attachment 4**)

Sara Bogner was assigned to Conan McKay's CTE constituency, Vincent Poturica was assigned to Nicholas Pettis' English, Library & Language constituency, and Gregory Allen was assigned to Rachel Donham's Science Constituency. Motion approved unanimously.

Edington suggested an ad hoc committee to realign the constituent groups as a much bigger discussion needs to be had.

*Discussion Items/* **1. Guided Pathways (Standing Item)** A general discussion occurred focused on **what are the key elements that should be addressed in Phase One** phase of Guided Pathways (Spring 2018-Summer 2019), and how do we suggest organizing faculty input on the planning of these key areas?

Discussion by members:

- Constituents need more information,
- Constituents support the senate taking the lead and representing the faculty in the planning process,
- The video from the California Community Colleges Guided Pathways website (<https://www.youtube.com/watch?v=sPtzyrvdILU>) was helpful
- The question is “What’s the next step?”
- Will there be an Oversight committee, “Student Success Council made up of key positions that will make flow charts to say what will be done next and to report back out to the constituent groups?”
  
- What should be the Phase 1 recommendations on what to do next?
- Students should be on this planning committee.
- Constituents feel that the Senate needs to be fully involved with this process.
- It is possible a faculty member who is not a senator may serve as the “Guided Pathways Coordinator.”
  
- Meetings have been scheduled with Edington, Indermill, Polak and Velasco.
- The two VP’s are the administrative leaders and the President and Vice President of the Senate are the equivalent faculty leaders. These four should make up the main work group for Phase One of the Planning,
- There are time constraints as outlined in the president’s report. This may result in a March 15<sup>th</sup> draft that must be submitted by March 30<sup>th</sup>. It may not get a second reading.

Discussion followed related to the six Key Elements identified as important to begin addressing in Phase One and the two that should not be included They are as follows:

- Include:
  - 2. Shared Metrics
  - 4. Inclusive Decision-Making
  - 6. Guided Major and Career Exploration Opportunities
  - 8. Clear Program Requirements
  - 9. Proactive and Integrated Academic and Student Supports
  - 10. Integrated Technology Infrastructure
- Do not include:
  - 5. Intersegmental Alignment
  - 11. Strategic Professional Development

The report that is due is the “plan for the plan.” This ‘Phase One’ plan is for spring 2018 through Summer 2019, outlining what we will focus on. First, we need to know what we will strategize about, what we will do first.

It was added that we need to realize that if we don't design "our Guided Pathways", someone else will. We want to make this "our" plan that fits Mendocino college student's success.

Action Item/  
Old Business    5. **Electronic Voting:** Update on goal to investigate and possibly implement a process for electronic voting for Senate Election.

Browe discussed that few members completed the second voting. He will look at prices. Edington added that if it is agreed to use electronic voting there will need to be a change to the Bylaws.

*Adjournment*    The meeting was adjourned at 2:00 pm

## **ACADEMIC SENATE PRESIDENT'S REPORT**

**February 15, 2018**

Respectfully submitted by Jason Edington, Academic Senate President

### **Guided Pathways**

On 2/15, Catherine Indermill and I met with VP's Debra Polak and Ulises Velasco to discuss the planning process of Phase 1 of the Guided Pathways Implementation. We discussed our special senate meeting on 2/9 and the plan we had discussed as a senate – to focus on key elements 2 – Shared Metrics, 4 – Inclusive Decision-Making Structures, 6 – Guided Major and Career Exploration, 8 – Clear Program Requirements, 9 – Pro-active and Integrated Student Supports, and 10 – Integrated Technology Infrastructure. We also shared that perhaps there were two that we should not be focusing on for Phase 1, specifically 5 – Intersegmental alignment and 11 – Strategic Professional Development. We also made it clear that this was the direction we were considering, but that we expected to have direction from today's senate meeting, as we had asked the senators to go out to their constituents for input.

Based on this, we set up a series of meetings to work on the plan that is due to the Chancellor's office by March 30 that also includes having the draft come to the senate on March 15. The work that we will be doing in these meetings will include not only the plan for Phase 1 (with input from the senate to help guide Catherine and myself on the faculties' priorities and input for the plan), but also to begin working on the oversight committee that will be tasked with the Integrated Plan and Guided Pathways.

I brought up the need to ensure that we are including all of the constituent groups. Based on some recent literature I've seen, I have asked to make sure that we have students involved. I specifically asked that we go out to students in a much more comprehensive way than we have before, to ensure their voices are present. Ulises is planning to approach ASMC and discuss with them sending out an email to all students to gather participants.

Based on some feedback from the last faculty meeting I have requested that there be a Canvas site set up for Guided Pathways. The idea is that we can include information, planning documents, links to outside sources, and share literature, and that this be made available campus wide.

Ulises let us know that on March 1, Student Services is having a retreat where one of the topics will be bringing all of the employees in Student Services up to speed on the work that has been done on Guided Pathways so far.

### **Upcoming Topics**

I wanted to bring your attention to a couple of upcoming topics. At our next Academic Senate meeting we will be discussing the issue of ensuring that all faculty have the opportunity to be involved in the participatory governance model by having our Academic Senate meetings at the appropriate times.

Also, at our Faculty Meeting in March, there has been a request from a faculty member to discuss the possibility of offering plus/minus grading.

**Director, Community Relations & Communication (2 faculty)**

Reid Edelman, Doug Boswell, (Nicholas Petti), Conan McKay

**Counselor, EOPS (3 faculty)**

Lidia Sanchez, Alicia Mendoza, Emily Hashemian

From Emily:

Earlier this year I volunteered to be on a hiring committee, but you had shared that faculty serving their first, full-time year are generally not encouraged to serve on committees. I was really hoping to be part of the EOPS counselor hiring committee. Before being hired full time, I worked part-time at Mendocino College for three years as an outreach counselor, general counselor, EOPS counselor and instructor. Would this previous experience prompt you to reconsider? Please let me know.

**Programmer/Analyst, Sr. (1 Faculty)**

David Pai

**DSPS Counselor (1 Faculty)**

Rhea Hollis

**Resolution S'18 – 01**

**Apply to the Online Education Initiative (OEI) Exchange**

Contacts: Vivian Varela and Jason Edington

First Reading: February 1, 2018

Second Reading:

Academic Senate Action:

**WHEREAS**, students face challenges in the process of completing degrees and certificates because of limited availability of courses;

**WHEREAS**, students take courses at other accredited community colleges to transfer those units to Mendocino College;

**WHEREAS**, enrolling in classes at other community colleges presents challenges due to multiple application processes;

**WHEREAS**, the Online Education Initiative (OEI) Exchange has created a single, streamlined application process that allows students to enroll once;

**WHEREAS**, by joining the OEI Exchange, Mendocino College students could register for CI-D aligned courses using their current registration priority thereby increasing the likelihood of completing their degrees and certificates;

**THEREFORE BE IT RESOLVED** that Mendocino College will apply to become part of the OEI Exchange and;

**THEREFORE BE IT RESOLVED** that the Academic Senate of Mendocino-Lake Community College District requests that the Mendocino-Lake Board of Trustees approve the application to the OEI Exchange.

## 2017-2018 Constituent Groups

Catherine Indermill	Doug Browe	Hollis, Rhea	Conan McKay	Nicholas Petti	Donham, Rachel	Grisanti, Rodney
Mathematics	Fine & Performing Arts	Learning Skills & Student Support Services	CTE	English, Library & Language	Science	Social Sciences
Ahders, Roger Banta, Leslie Cimmiyotti, Chantal Edington, Jason Pai, David Terrill, Casey White, Deborah	Boswell, Doug Decker, Stephen Edelman, Reid Rosenstreich, Lisa	Azuela, Daniela Combs, Kurt Crossman, Steve <del>DaCruz, Cintya</del> Hashemain, Emily Mendoza, Alicia Ramming, Tanja Sanchez, Lidia Whetzel, Tascha	Crean, Heidi Drake, Tiffany Laughton, Fran Petti, Nicholas Swift, Kim Xerogeanes, Jim	Buccelli, Ginny Cechin, Jaime Gehrman, Jody <del>Haggit, Lynn</del> <del>Davis, Jason</del> Rall, John Rawlinson, Bart Cetto, Maria	Beck, Tim Blundell, Sue Cardimona, Steve Frederickson, Marcus Zuber, Brianna	Aquire, Neeka Finnegan, Julie Hicks, Greg Hixenbaugh, Steve Hock, Roger Jenkins, Dan Varela, Vivian Walsh, Sarah Warf, Phil

## 2017-2018 Constituent Groups

Catherine Indermill	Doug Browe	Hollis, Rhea	Conan McKay	Nicholas Petti	Donham, Rachel	Grisanti, Rodney
Mathematics	Fine & Performing Arts	Learning Skills & Student Support Services	CTE	English, Library & Language	Science	Social Sciences
Ahders, Roger Banta, Leslie Cimmiyotti, Chantal Pai, David Terrill, Casey White, Deborah	Boswell, Doug Decker, Stephen Edelman, Reid  Mays, Laura Rosenstreich, Lisa	Azuela, Daniela Combs, Kurt Crossman, Steve  Guisasola, Apryl Hashemain, Emily Mendoza, Alicia Ramming, Tanja Sanchez, Lidia Whetzel, Tascha	 Bogner, Sara Crean, Heidi Drake, Tiffany Laughton, Fran Swift, Kim Xerogeanes, Jim  Jenkins, Dan	Buccelli, Ginny Cechin, Jaime Cetto, Maria Gehrman, Jody  Poturica, Vincent Rall, John Rawlinson, Bart	 Allen, Gregory Beck, Tim Blundell, Sue Cardimona, Steve Frederickson, Marcus Zuber, Brianna  Hicks, Greg	Aquire, Neeka Finnegan, Julie  Hicks, Greg Hixenbaugh, Steve Hock, Roger  Jenkins, Dan Varela, Vivian Walsh, Sarah Warf, Phil

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