

MINUTES

Mendocino College Academic Senate

Tuesday, July 12, 2016

Room 6010 (Boardroom) 8:30 am –12:30 p.m.

<i>Call to order</i>	Edington called the meeting to order at 8:36 a.m.
<i>Present</i>	Jason Edington, Conan McKay, Doug Browe, Jordon Anderson, Tasha Whetzel, Catherine Indermill, Jason Davis and Maria Cetto
<i>Absent</i>	Vivian Varela and Jessica Crofoot
<i>Note Takers</i>	Conan McKay and Catherine Indermill
<i>Agenda Approval</i>	M/S/C (Indermill/Browe) to approve the Agenda of July 12, 2016 with suspension of the order to be determined at the President’s discretion
<i>Consent Agenda</i>	None
<i>Minutes Approval</i>	M/S/C (Browe/Whetzel) to approve the Minutes of May 12, 2016 Abstentions: Indermill, Anderson, Davis, Cetto
<i>Public Comment</i>	None – however, Edington noted this is an agenda item intended truly for the “public” to address the Academic Senate, not necessarily for members of the Senate to make announcements and this would be discussed further (Agenda Item #7: Discussion Items/New Business)
<i>Committee Reports</i>	President’s Report: Edington provided an oral report containing: <ol style="list-style-type: none">1. Edington asked members to introduce themselves and welcomed all to the 2016-17 Academic Senate.2. Edington reported he signed off on the EEO Report that had been worked on by Edelman and himself during the last academic year and at this point is was merely a “formality” to finalize the report3. Edington reported he had appointed various faculty to hiring committees that were currently being formed:<ul style="list-style-type: none">o Steve Crossman and Kurt Combs appointed to the CAMP Counselor Hiring Committee

- Doug Browe appointed to the Accounting Specialist Hiring Committee
- Nobody appointed to the Maintenance Tech Hiring Committee (no volunteers)

4. Edington also noted his desire for this time to be reserved for Academic Senate Members and Committee Chairs (or other committee members) to address the Academic Senate with an update of the work they are doing. He pointed out the current agenda includes these items

Senators' Reports: None

Committee Reports: None

*Discussion Items /
New Business*

1. Posting of the Agenda: Edington noted he has learned the according to the Brown Act meeting agendas should be available for the public to view at all times, once made public (72 hours prior to the meeting). General discussion ensued about the merits of this, various locations for a “paper agenda” to be posted (outside the front gate, outside the AS President’s Office, outside the Boardroom in the existing glass case, outside the designated AS meeting room), including at the three Centers. There was consensus a decision should be made about the specific location the agenda should be posted on the main campus and a recommendation for posting at the Centers, but this should not be “mandated” due to possible impracticalities of physically doing so. Edington will include this as an *action item* on a future agenda

2. Overview of the Senate and its Function: Edington showed a power-point presentation (attachment 1) entitled *The Legal Basis for Academic Senates and Collegial Consultation: Who We Are and What We Do*.

Action Items / Old Business

3. Constituent Groups: Edington provided a draft of the Academic Senators proposed constituents (attachment 2). He noted this was derived with the consideration of 1) discipline 2) office location on campus

M/S/C (Browe/Indermill) to approve constituent list as proposed.
Discussion included:

- Need to specifically address outlying areas
- Importance of full-time faculty taking a stronger interest and role at the Centers
- Need for representative faculty to serve on the Academic Senate
- Consensus was reached to add these issues to a future Academic Senate agenda for further discussion

*Discussion Items /
New Business*

3. Constitution / Bylaws / Senate Operation: Edington note that he and Reid Edelman (AS President 2014-16) began their terms during the summer of 2014 when there was much tension on campus due to conflicts on various initiatives, and the pending decision about the future of the Pt. Arena Field Station. This situation, slowed the advancement of previously discussed efforts to reform and reorganize the way that the senate conducts business, including an effort to organize senator responsibilities, communications with committee chairs, and communications with Faculty. He noted that communications with faculty indicates that some faculty think the Academic Senate has done a “fantastic job”, but others have a “What does the Senate do?” sentiment. Currently, he said, the AS is at a “crossroads” to continue its good work, but also to increase the involvement of the individual members to further our “voice”. With this in mind, he address the Senate’s Responsibilities, which are generally three-fold.

Senate Responsibilities:

- Constituents
 - Communications to and from faculty, with an emphasis of keeping the faculty up to date on initiatives coming from the following committees:
 - Presidents’ Policy Advisory Council (PPAC): Members from each constituent group meet together to look over and advise on Board Policy and Administrative Procedures.
 - This information is sent out to the constituent groups for feedback which is discussed via a ‘second reading’ type format.
 - Planning and Budgeting Council (PBC): hiring, initiatives, structure, planning,

budget are all discussed here with recommendations given to the president.

- Education Action Plan (EAP) – Develop, monitor, and evaluate educational programs in accordance with college mission, vision, and strategic plan.
 - Equal Employment Opportunity (EEO): Advise on the development of the EEO plan
 - Institutional Effectiveness: Advise on the goals set by the college for the Scorecard.
 - VP – Deans – Centers – Senate: Monthly meeting with VP to discuss what is happening in different areas of the college and look for places to support/collaborate.
 - Board of Trustees (BOT): President attends as a resource each month, also may submit a report for each meeting.
 - Enrollment Management Committee (EMC): Vice President co-chairs. Develop guidelines for schedule development, including recommending a target FTE number for budget.
 - Committee Chairs: Advise on committees, committee handbook.
 - Accreditation: Part of our 10+1 role, specifically number 7.
 - VPES and Superintendent/President: AS President meets regularly with VPES and the Superintendent/President (individually) to keep informed on initiatives and to communicate information from the senate.
- The College
 - Committees
 - Keeping committees staffed
 - Receiving feedback from faculty serving on committees
 - Initiatives
 - Canvas
 - CUE
 - E-Lumen
 - Dual Enrollment
 - OEI
 - OER

- Many more to come!
 - Helping the College to be more effective
 - By actively engaging in committees and working on initiatives, by asking questions and getting answers that make sense, and by ensuring that we are adhering to written policies and procedures
- ASCCC
 - Plenary
 - Attending to learn about how to be more effective and efficient as a senate, as well as keeping up with what new initiatives are coming and helping to shape these initiatives in the planning stage by ensuring our voice is being heard on issues that are voted upon.
 - A delegate from each college votes on resolutions as well as for the election of officers.
 - Area Meetings
 - Important to learn about what is going on around our system (State of the Senate), as well as to meet colleagues from our local area.
 - Committees
 - Just as at the local level, having our voices heard at the state level by being involved in statewide committees allows us to keep up with what is new and to have provide input on coming initiatives.

Senator Responsibilities:

- *To Constituents*
- Communications with Faculty
 - A primary focus here is to keep constituents informed about the issues important to the faculty.
 - Edington noted the importance of Senators' communicating to their constituents what is happening at all the campus committees and to solicit input when appropriate.
 - He also noted it is within the Senators responsibilities to review committee agendas, notes etc. and to let him know if clarification is needed and/or if something need to be addressed by the

Academic Senate, as a whole, so he can include it on an agenda.

- Senators should pay particular attention to committee work

Discussion focused on concerns about constituent responses to the Senator's efforts. It may be "unrealistic" to go to them with every item/issue that comes up; there is a "big wall" that needs to be broken down with some faculty, as indicated on the May 2016 survey results; maybe we should "flip" the discussion from how to communicate "to the constituents" to how can "we work for you?"; it is important to discuss specific issues (not "generalities") "as they happen", so there is an understanding of process, attention to issues and ability for input; faculty may not respond to solicitations because they do not have time due, in part, to outside/non-class related responsibilities.

Senators Responsibilities Continued:

- Serving on Ad Hoc Committees (Initiatives/Goals)
- Helping the senate become more effective
 - Serving in roles inside and outside of meetings
 - Feedback, surveys, communications

Discussion on the presentation:

Edington noted the Senators need to help keep campus committees staffed by volunteering to serve and making recommendations to fill vacancies. Edington also noted the importance of the Senators being familiar with the various initiatives we will be dealing with this year and into the future. Edington suggested we appoint a Senator to act as a contact-person for each initiative. Lastly, he indicated Senators need to be more actively "engaged" in committee work, the initiatives etc. by asking questions and getting answers that "make sense" and making sure we stick to policy and procedures.

Committee representation was discussed including having the Academic Senate "prioritize" the committees that Senators serve on. The question was raised about whether there are key committees that do not have Senators serving on them and if not, doing so would increase Senators' understanding and provide a platform for additional input. It was agreed it is a good model to have Senators on more committees and this issue will be added to a future agenda for further discussion.

It was noted, in terms of the senate Goals that maybe a Senator “oversee” a specific goal or be the “point-person” for it. The Senator might serve as the Chair of an Ad Hoc committee, if necessary.

The discussion included a concern that we are all doing so much already that asking Senators to do more is unreasonable. It was agreed this needs much more discussion and vetting at a meeting in the near future meeting.

Edington noted the ASCCC divides the community colleges into various regional areas, we are in Area B, which ranges from Marin County, to the south and into the East Bay. Each Area conducts a meeting each semester in preparation for the Plenary, and that he would like the Senators to attend. The first is in October at Solano College. He also said there is a tremendous opportunity for us to be involved in the numerous State-Wide committees. This is a good opportunity to have our voice (the rural college) heard. In addition, there is a great need for faculty involvement in these committees.

4. Changes to the Calendar: Edington noted the proposed meeting dates for the Academic Senate for the fall, 2016 semester (as listed on the agenda: 8/18, 9/9, 9/23, 10/7, 10/21, 10/28, 11/18, 12/9) and indicated that Friday (11:30-1:00) is the only day of the week all Senators are available due to teaching schedules.

Action Items / Old Business

1. Set Academic Senate Meeting for Fall 2016: Edington reiterated scheduling conflicts with Senators on Thursdays, thus the proposed change to Friday. He added two meetings in October (10/21 and 10/28) are only a week apart, which is atypical, but he drafted the schedule this way to accommodate the ASCCC Plenary Session (11/3-11/5) and Thanksgiving Break (11/24-25).

M/S/C (Indermill, McKay) to approve the following dates for senate meetings: 8/18, 9/9, 10/7, 10/21, 10/28, 11/18, 12/9.

Discussion included:

- A question was asked about whether there are any direct conflicts on these days? Edington answered that he had contacted each Senator individually and there was agreement this was necessary. Concern was expressed about conflicts with other non-class responsibilities that may pose conflicts. McKay indicated he knew there would be some days he could not attend due to his responsibility

as a ASCCC Officer and the requirement to attend officer meetings.

- Edington noted we will need to develop the spring 2017 meeting schedule at an early meeting in the Fall
- It was expressed that returning to having the meetings on Thursday is desirable

2. Set Faculty Meetings for Fall 2016:

M/S/C (Browe, McKay) to approve the dates of 9/15, 10/13, and 11/10 for faculty meetings.

- Edington suggested the dates 9/15, 10/13, 11/10, and 12/15.
- The concern was raised about having a faculty meeting on the last Thursday of the semester and the motion was amended to eliminate (and try to reschedule) 12/15 for the meeting schedule for the Fall semester
- Edington stated that he will contact Union President Phil Warf to see if 12/8 is available and if so, he will bring this date back to next meeting for approval for last faculty meeting of fall semester.

*Discussion Items /
New Business*

5. 2016-2017 Mendocino College Academic Senate:

Edington handed out a list of the “Approved Academic Senate Goals for 2015-2016” (attachment 3) and reviewed the progress made on each of them. The handout included a list of four “Ongoing matters”. The specific discussion for each item is noted below. The general discussion including the importance of the goals and other matters and a concern we do not have enough time left in the current meeting to adequately and comprehensively address them. It was suggested (and agreed) Senators review this document judiciously and comprehensively, as well as identify new potential goal, issues and/or concerns for the AS consideration this coming year. Both our thoughts on the 2015-16 goals and ideas for 2016-17 should be sent to Edington by early in the week of 8/8. He will draft these for consideration and action at the August 18th meeting.

1. Finalize & review Committee Handbook {4,5,6,7,8,9 & 10}
 - a. consider streamlining committees
 - b. review process for recruiting & appointing adjunct faculty to committees
 - c. Discuss structure & reporting of Faculty Office Space Committee. Assess whether Faculty Office Space process for recruiting & appointing adjunct faculty to

committees. Committee should report to Academic Senate, faculty union or both (possibly through SUECo)

- Discussion included the comment that office space is an on-going issue and maybe should not continue to be a goal; with more new faculty hires this will continue to be a serious issue; the goal as it is stated is rather general; McKay will write a new goal that specifically address faculty offices and includes outreach to the Centers

2. Review Equivalency Procedures {6 & 7}

- Discussion: Edington indicated this is on-going and should remain a 2016-17 goal

3. Participate in Development of the Fort Bragg / coast campus {1,3 & 10}

- Edington indicated this has been completed, however, he and VP Indermill will continue to be involved in the further development of the Fort Bragg Center via their serving on PBC. Discussion included a need to continue to be involved with issues related to:
 - programmatic planning
 - marketing
 - course offerings
 - scheduling

4. Participate in discussion and planning regarding potential provision of services to international students {4, 5, 11}

- Edington indicated this has been done. EAP has recommended to PBC to start an International Program. The Academic Senate is now involved in planning state discussions.

5. Participate in discussions and planning with regard to OEI and Online Platform Choice {4}

- Edington indicated this has been completed. Discussion included the choice for adopting the Canvas platform has been made, but there are still issues/concerns with the OEI (Online Education Initiative).

6. Recommend revisions to new College Web-Site {4 & 11}

- Edington indicated he didn't know if anything had been done with this goal by the Academic Senate other than by the way of including faculty in the process. Discussion included an agreement that the web-site seemed fine at this point, however it is unclear how to proceed now for follow-up, update, revisions etc.
7. Review criteria and process for academic rankings {11}
- Edington mentioned this has been a project that Dan Jenkins has been spearheading, but there were too many other projects and important matters being worked on that this did not get addressed. Edington said both he and Jenkins are interested in following up with this, but it can't get addressed this year as there isn't time because we review academic ranking during even years. He suggested we consider the rankings later this year so if changes are made they are in place for the next "go-around" in 2018. There was no other discussion.
8. Support continued representation & involvement of our local AS at statewide level {8 & 10}
- Edington said he is concerned we have so many "on-going" issue this may get "lost", so he'd like to keep it as a goal. In this way it will "stay on the radar". He also suggested we add "and faculty" so it is inclusive. There was no other discussion.
9. Participate in planning and discussions with regard to SSSP (Student Success & Support Programs) & Student Equity priorities {1, 2, 3, 4, 5 & 6}
- Edington said this has been done – completed. He noted that Student Equity has been on-going and thriving, but there hasn't been a SSSP committee that really existed until recently. The SSSP committee has been formed and there is faculty representation on it. The task now is to continue to adequately staff the committee. There was no other discussion.
10. Participate in planning / assessing priorities with regard to potential future collaboration with CUE (Center for Urban Education). Do we wish to embark on the Equity Scorecard process with CUE?

- Edington said this has been done – completed. There was no other discussion.

11. Investigate and recommend actions with regard to administrative workload of faculty (do we want to revisit division chairs?) {6, 7 & 10}

- Edington said he wants the Academic Senate to continue with this as a 2016-2017 goal. There was no other discussion.

The list of “Ongoing matters” was not discussed due to a lack of time, however Edington mentioned a review of the Academic Senate Constitution and Bylaws may not need to be conducted as often as “annually” (3) and the reason he suggests the Academic Senate agenda include an item for “Committee Reports” is related to #4 (Follow progress and discussions occurring in key faculty committees & provide time in AS meetings for regular reports from key committees). There was no further discussion.

Edington handed out a list of the “Possible Senate Goals for 2016-2017” (attachment 4). A lack of time prevented discussion of the handout, however, Edington mentioned an interest in consolidation of the various Professional Development committees (1.c.) and work on Dual Enrollments has begun (6). There was no further discussion.

7. Operational / Meetings Discussion: No discussion due to a lack of time.

8. Survey Results (Questions 2-4): There was no discussion due to a lack of time, however it was noted that this is very important and should be included on the august 18th agenda. (attachment 5)

9. In-Service Topics: No discussion due to a lack of time.

Next Meeting Thursday, August 18, 2016, from 11:30 am to 1:00 p.m.
Location: TBD

Adjournment The meeting adjourned at 12:34 p.m.

Senate Topics for Future Meetings:

1. Review academic rank procedures & process {11}
2. Review of Min Qual. Procedures {1, 11}

3. Committee Reports (EAP, SLOT, Curriculum, Student Equity...) {all}
4. Test Proctoring (Dan & Ginna) {11}
5. CTE Liaison position and senate CTE representation {6, 11}
6. Consider altering calendar to not have classes on Wednesday prior to Thanksgiving {10, 11}

Academic Senate Membership 2016 – 2017

Jason Edington – President

Catherine Indermill – Vice President – (Math)

Jordon Anderson – (Science)

Doug Browe – (Fine & Performing Arts)

Maria Ceto – (English, Library, Languages)

Jessica Crofoot (PT Faculty Rep)

Jason Davis (PT Faculty Rep)

Conan McKay – (Career & Technical Education)

Vivian Varela (Social Sciences)

Tascha Whetzel – (Student Services, Learning Skills & Counseling)

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

Adapted from a presentation from

Cheryl Aschenbach, North Representative

John Freitas, Treasurer

Lorraine Slattery-Farrell, Representative At-Large

John Stankas, Vice President

2016 Mendocino College Academic Senate Retreat

July 12, 2016

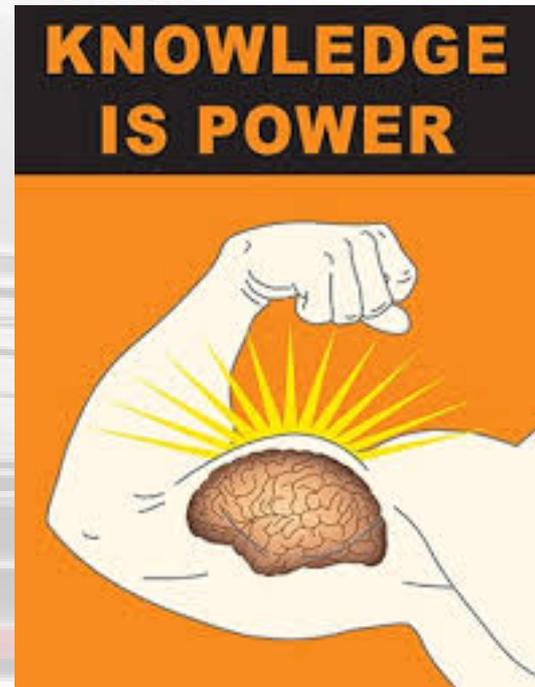


BASIS FOR SENATE POWERS

- Education Code
- Title 5 Regulations



What is the difference between Education Code and Title 5?



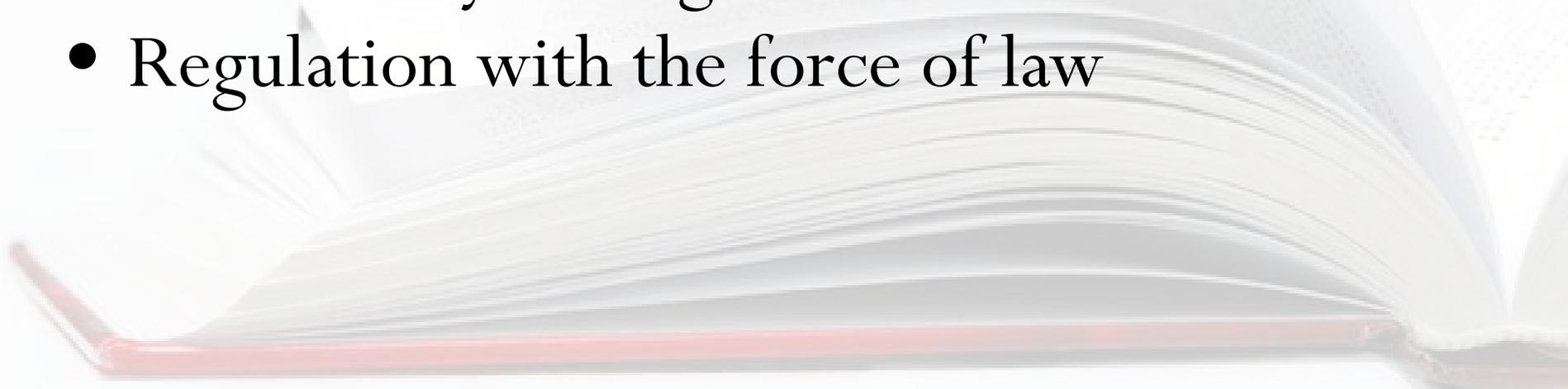
CALIFORNIA EDUCATION CODE

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



TITLE 5

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

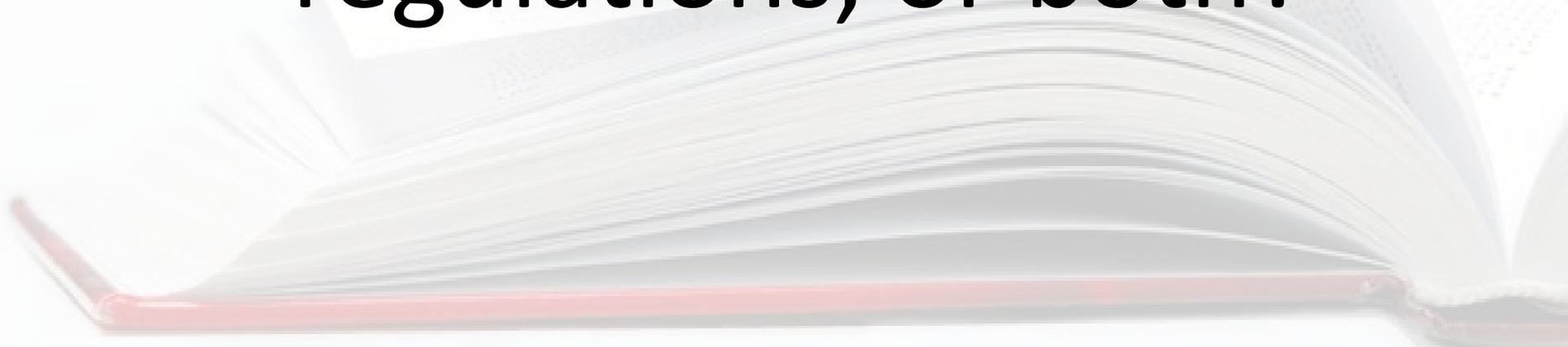


Title 5 vs. Ed Code is like...

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



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



EDUCATION CODE §70902 (B)(7)

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



TITLE 5 § 53203 - POWERS

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



TITLE 5 § 53200 - DEFINITIONS

(B) Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters.

(C) Academic and Professional matters means the following policy development and implementation matters:

The “10 + 1”

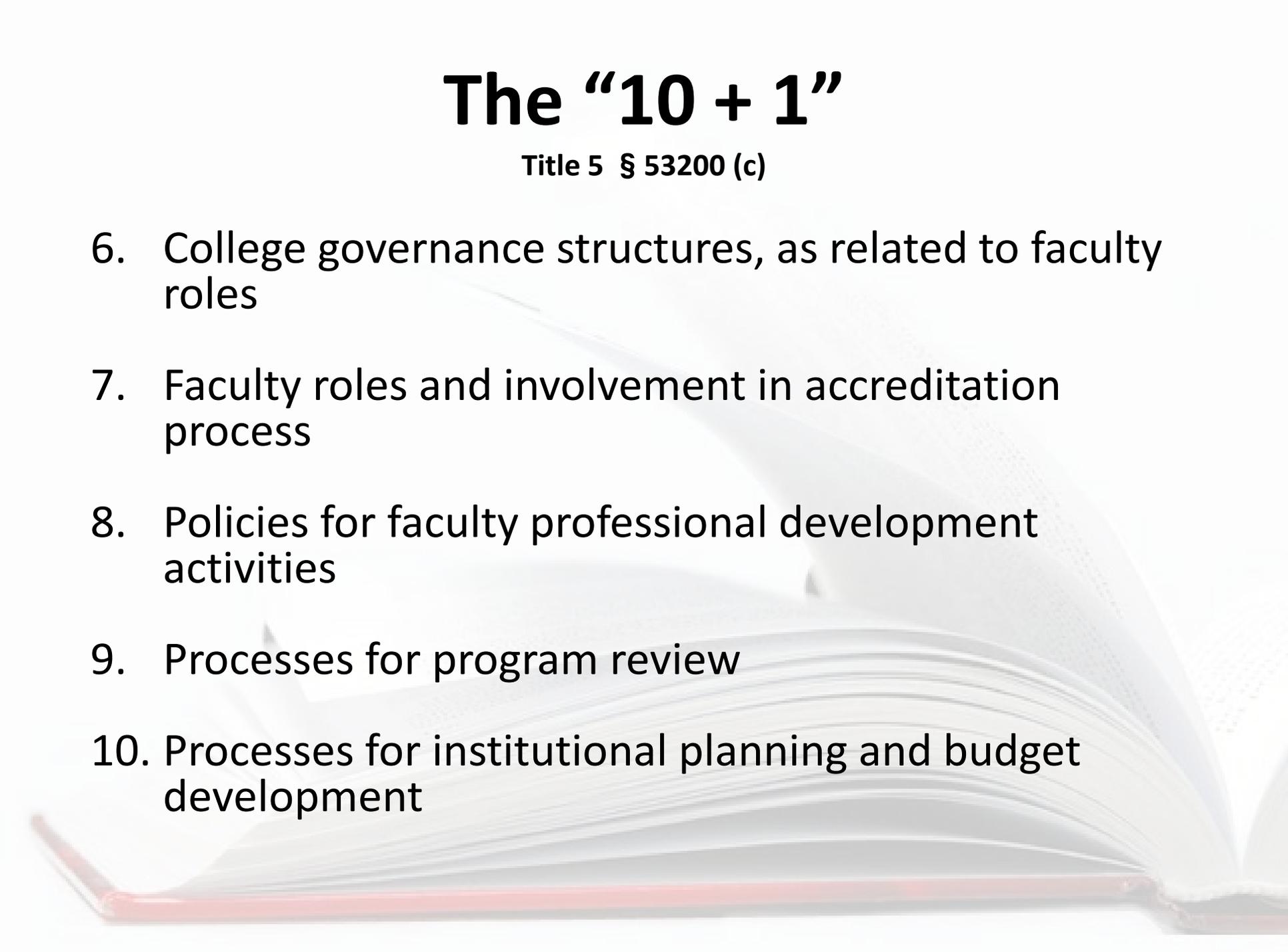
Title 5 § 53200 (c)

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



The “10 + 1”

Title 5 § 53200 (c)

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

THE “PLUS 1”

Title 5 § 53200 (c)



11. Other academic and professional matters as mutually agreed upon

(But ours goes to 11!)

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



Shared Governance vs. Collegial Consultation

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

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

** See Title 5 sections 51023.5 and 51023.7, respectively

COLLEGIAL CONSULTATION – DEFINED

Title 5 § 53200 (d)

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

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

Rely Primarily Defined

Title 5 § 53203(d)



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

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

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

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

Mendocino College AP 213.1: 2.1

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

Mutually Agree Defined

Title 5 § 53203(d)

(d) (2) When ***mutually agree (and an agreement has not been reached)***:

- Existing policy shall remain in effect except in cases of legal liability or fiscal hardship.
- Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.



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

- The Board of Trustees or their designee will rely primarily upon the recommendations of the Academic Senate, including the decision-making structure by which the recommendations are achieved, with respect to the following academic and professional matters
 4. Educational program development
 5. Standards or policies regarding student preparation and success
 6. District governance structures, as related to faculty roles
 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
 8. Policies for faculty professional development activities
 9. Processes for program review

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

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

Mendocino College AP 213.1: 2.2

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

COMPELLING REASONS

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

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



Mendocino College Board Policy 213

PARTICIPATION IN LOCAL DECISION-MAKING

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



Mendocino College Board Policy 213

PARTICIPATION IN LOCAL DECISION-MAKING (Continued)

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

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

Mendocino College Board Policy 213

PARTICIPATION IN LOCAL DECISION-MAKING (Continued)

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

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

Reference:

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

TITLE 5 § 53203 – MORE POWERS

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

Education Code–Faculty Hiring

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

Effective Participation – Students

TITLE 5 §51023.7 (a)

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



Effective Participation

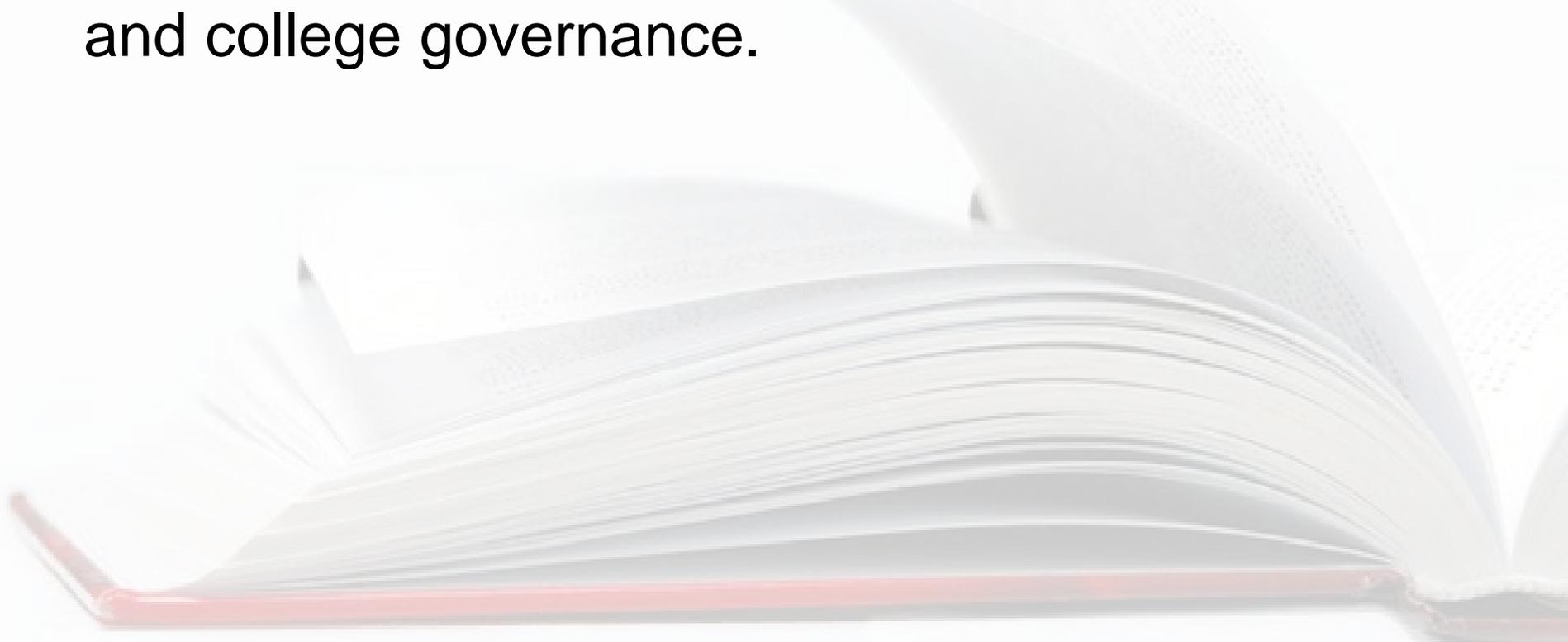
TITLE 5 §51023.7 (a) – Students

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

Effective Participation

TITLE 5 §51023.5 (a) – Staff

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



In what areas do academic
senate and union roles
overlap?



Education Code – Senate/Union Overlap

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

Senate-Union Relationships

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



Senate-Union Relationships

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



Authority and Effectiveness

Setting the Senate's agenda for the year

Getting ahead of the agenda set by the Chancellor's Office

Integrating the college president's agenda with the senate's



Authority and Effectiveness

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



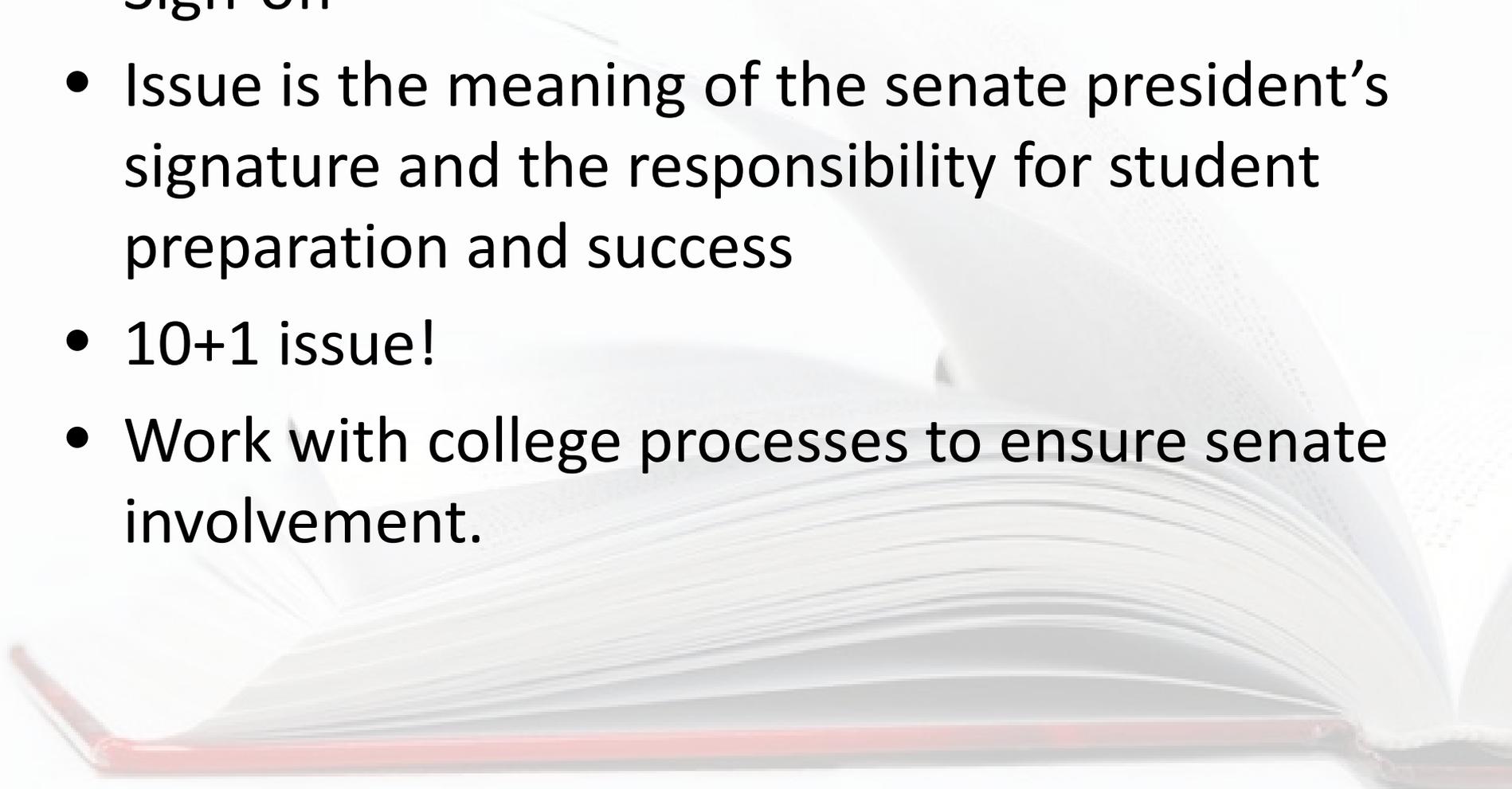
Scenario #1

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



Scenario #1 - Response

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



Scenario #2

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

Scenario #2 - Response

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

Academic Senate for California Community Colleges

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

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

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

Academic Senate for California Community Colleges

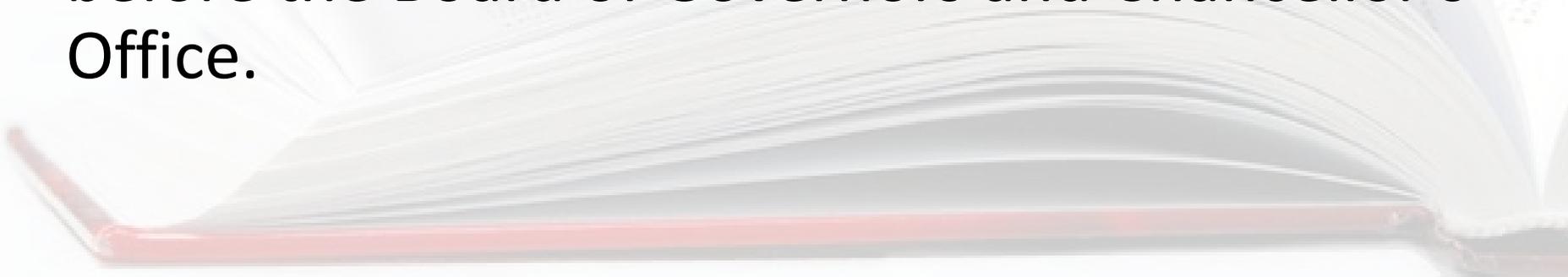
The Academic Senate gets its authority to strengthen local senates on California Community Colleges from Title 5 Section 53206:

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

Academic Senate for California Community Colleges

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

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

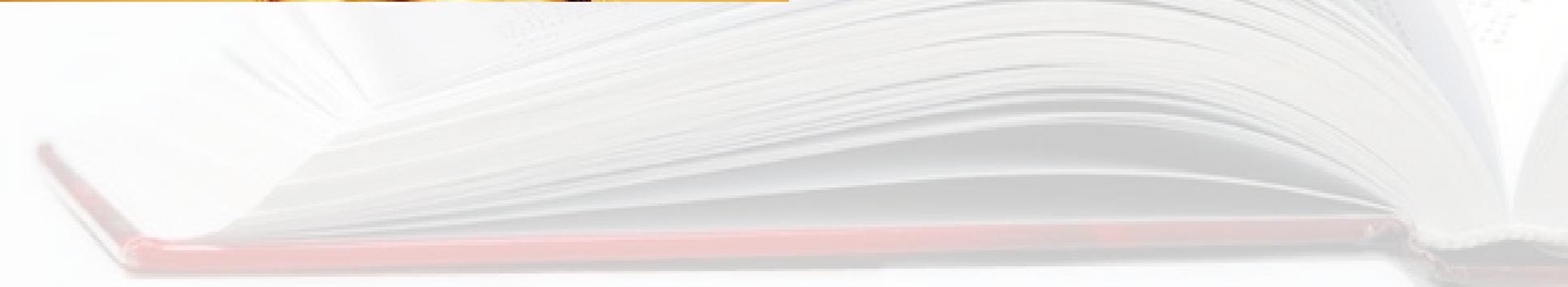


Academic Senate for California Community Colleges

So, what do they do???

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

How do you use power?



RESOURCES

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

Questions?



Thank You!

2016-2017 Academic Senate Constituent Groups by Area

Science	Fine & Performing Arts	Library, English & Languages	PT Faculty Reps
Jordan Anderson	Doug Browe	Maria Cetto	Jessica Crofoot Jason Davis
Beck, Tim Blundell, Sue Cardimona, Steve Donham, Rachel Frederickson, Marcus New Biology Instructor	Boswell, Doug Decker, Steven Edeleman, Reid Grisanti, Rodney Pfutzenreuter, Les Rosenstrceich, Lisa	Buccelli, Ginny Cechin, Jaime Gehrman, Jody Giuffrida, Mike Haggitt, Lynn Koetzner, John Rawlinson, Bart	
Math	Career and Technical Education	Social Sciences	Learning Skills & Student Support Services
Catherine Indermill	Conan McKay	Vivian Varela	Tascha Whetzel
Ahders, Roger Banta, Leslie Bylund, Casey Edington, Jason Pai, David White, Deborah	Chaudrue, Vicki Danning, Nora Drake, Tiffany Petti, Nicholas Woods, Lisa Xerogeanes, Jim	Finnegan, Julie Hicks, Greg Hixenbaugh, Steve Hock, Roger Jenkins, Dan Walsh, Sarah Warf, Phil	Combs, Kurt Crossman, Steve DaCruz, Cintya Hollis, Rhea Mendoza, Alicia Ramming, Tanja New Counselor

Approved Academic Senate Goals for 2015-2016:

1. Finalize & review Committee Handbook {4,5,6,7,8,9 & 10}
 - a. consider streamlining committees
 - b. review process for recruiting & appointing adjunct faculty to committees
 - c. Discuss structure & reporting of Faculty Office Space Committee. Assess whether Faculty Office Space Committee should report to Academic Senate, faculty unions or both (possibly through SUECo)
2. Review Equivalency Procedures {6 & 7}
3. Participate in Development of the Fort Bragg / coast campus {1,3 & 10}
4. Participate in discussions and planning regarding potential provision of services to international students {4, 5, 11}
5. Lead investigation and actions with regard to OEI and Online Platform Choice {4}
6. Recommend revisions to new College Web-Site {4 & 11}
7. Review criteria and process for academic rankings {11}
8. Support continued representation & involvement of our local AS at statewide level {8 & 10}
9. Participate in planning and discussions with regard to SSSP (Student Success & Support Programs) & Student Equity priorities{1, 2, 3, 4, 5 & 6}
10. Participate in planning / assessing priorities with regard to potential future collaboration with CUE (Center for Urban Education). Do we wish to embark on the Equity Scorecard process with CUE?
11. Investigate and recommend actions with regard to administrative workload of faculty (do we want to revisit division chairs?) {6, 7 & 10}

Ongoing matters:

1. Continue to support effective communication & collaboration between faculty & administration / management. Identify potential points of friction and possible solutions. Communicate faculty support for administration as applicable. {11}
2. Review state-of-the-college with regard to SLOs, PSLOs & ISLOs {1, 3, 4, 5, 7, 9, 10}
3. Review Constitution &/or Bylaws (annually) {11 & all}
4. Follow progress and discussions occurring in key faculty committees & provide time in AS meetings for regular reports from key committees

Possible Senate Goals for 2016-2017:

1. Committees – Look to consolidate, streamline, and update to include staggered staffing {4,5,6,7,8,9 & 10}
 - a. Scheduling of Committees and faculty schedules – college hour – moving around committees to allow others to participate
 - b. Consistent guidelines for having applicants volunteer for committees (FT and PT)
 - c. Keen attention paid to Professional Development/Flex/Professional Leave, and to getting PD to work.
2. Investigate and recommend actions with regard to administrative workload of faculty (do we want to revisit division chairs?) {6, 7 & 10}
3. Investigate hiring policies, practices, and training for hiring committees, including the role of the faculty chair on hiring committees.
4. Investigate and possibly implement a process for electronic voting for Senate.
5. Investigate and target departments to implement Zero Cost Degrees.
6. Investigate and report back on issues surrounding Dual Enrollment
 - a. Liability
 - b. Mandated Reporting
 - c. How are instructors being hired/paid/evaluated?
 - d. Form an Ad hoc committee (Tascha and Jessica.)
7. Investigate and implement methods to increase communication and awareness of issues with faculty. (Listed as ongoing below, but deserves special attention.)
 - a. Includes cleaning up the agendas and minutes on the website/portal for all planning/participatory governance committees. (Ginna has this on her radar this year as well.)
 - b. Need to also address the new initiatives and software college is using, including how E-Lumen will help with Program Review.
 - i. Stay on top of working with administration to make program review more meaningful.
 - c. Suggest creating an Ad hoc committee for this.
8. Support our Classified Staff by....?

Ongoing matters:

1. Continue to support effective communication & collaboration between faculty & administration / management. Identify potential points of friction and possible solutions. Communicate faculty support for administration as applicable. {11}
2. Review state-of-the-college with regard to SLOs, PSLOs & ISLOs {1, 3, 4, 5, 7, 9, 10}
3. Review Constitution &/or Bylaws (annually) {11 & all}
4. Follow progress and discussions occurring in key faculty committees & provide time in AS meetings for regular reports from key committees
5. Review Equivalency Procedures {6 & 7}
6. Support continued representation & involvement of our local AS at statewide level {8 & 10}

Mendocino College Academic Senate Survey Results

May 2016

1. The Academic Senate would like to hear if there are topics that you feel we should be addressing next year, either in our goals and initiatives, in-service topics, or faculty meetings. Please let us know what you feel we should be working on.

1. I believe we need more faculty input for activities for fall and spring in-service days, so I'd like to see a survey of faculty for relevant topics for both full-time and part-time faculty. I think the Academic Senate needs to make certain that its newer processes (such as Min Quals) should be something that is given a bit more attention and explanation to all faculty. I think there is still a lot of uncertainty surrounding the procedure, and I think faculty need to understand the process that is used. More feedback on how Program Review information is actually part of the cycle that funds departments. I'd like to see topics that show that the institution is really using the information from the data they collect from us.
2. Please consider giving tenured track faculty more ability to participate on committees, hiring committees, and evaluations of peers in their own department.
3. The Senate should be working on developing a strong and focused faculty voice that stands up to abuses and manipulation by the leadership team. The Senate should be working to maintain faculty primacy where it is given in the campus decision making process and advocating for more consideration of the faculty voice in other areas as well. The Senate should be working to make program review a meaningful process rather than just a bunch of boxes that get checked off before administration makes whatever decisions they had planned to make anyway. There should be feedback on program review sent directly to every dept. in a timely manner. The Senate should be advocating for more FT faculty positions rather than the consistent increase in administrative positions. Additionally, there should be a more transparent process in the ranking of positions that includes relevant data that shows the need for a position. The Senate should be advocating for faculty input regarding professional development. PD activities are consistently administration driven and this process does not respect faculty as professionals capable of identifying their own PD needs.
4. > any/all pending resolutions (any any that mutual agreement has not been reached on) > faculty discussion and input regarding proposed mentoring - this hasn't been vetted enough > other topics brought to the senate that have not been presented to faculty > Follow up on hiring committees (how is faculty chair working? is there enough involvement? should we do some of our own training rather than only rely on HR - i'm not sure they are doing things correctly) > follow up on Min Quals - how is it working? Is HR relying on us or making decisions (like in the past)? do the forms/process. procedures work? > streamline committees - there are too many > i know the constitution was looked at, but it wasn't clear what the intent was... this needs to be clarified... and does it need to be updated? >IN-SERVICE: 1. Canvas: what does it look like, who has used it, is it easy, do I have to use it, what are the benefits? 2. White Board training

(intermediate / advanced), 3. more on shared governance 4. meetings with departments 5. role of the senate 6. the on-line program (don't know what it's called) that links on-line classes state-wide - this might be a good idea, but what are the requirements and will it limit academic freedom and/or overly standardize classes (the ADT is already too much) 7. the evaluation document was revised recently... hwy?, how? what is different? what does it mean for me? how are SLOs included?

5. How to work with ever-changing administration.
6. Can the Senate apply any pressure to get the admin to buy us a new scantron machine? Not sure if this falls into the 10+1 or whatever, but we cannot be expected to keep using the antiquated, marginal machine we have. So, anything you can do...
7. More communication about budgeting, staffing and policies.
8. Senate needs to address in-service and make it more useful for faculty. Inservice should be focused on motivating and encouraging individuals as they come back to the classroom while providing appropriate professional development...it needs to address issues regarding 10+1 Senate needs to become a stronger faculty voice in share governance and prevent the administration from making decisions independent of the processes developed on campus. Senate needs to bring faculty together in a more positive and constructive manner. For example, instead of always just talking about "stuff" at faculty meeting, senate should organize faculty/department presentations to keep us connected with each other and accomplishments which should be highlighted.
9. I would like information on the variety of new systems and technology we are to access, tips/training on it's use and a master calendar of FT Faculty deadlines (like flex, SLOs, etc...). Will Canvas be live? Is there an online gradebook feature? Is the Portal going away or should we be using it...much is outdated. I'd like to learn more efficient ways of using webadvisor too. New Faculty training/mentoring would be great too...I feel lost most of the time. I would appreciate in-service topics related to integrating some of the multitude of initiatives into the classroom (equity, student services, basic skills, etc...). It might be nice to review the matriculation process for students to better understand how I fit into the mix.
10. Concise and relevant communication with faculty about the actions and decisions of AS. It seems many faculty don't feel invested in AS because it seems like just another "thing." Avoid jargon, focus on clarifying AS's focus rather than providing every jot and tittle. I worry that our faculty has become demoralized in ways that are going to be difficult to address. Many reasons for this -- the feeling that Admin doesn't care about faculty concerns; the belief that AS is in the pocket of Admin and isn't truly an independent body representing faculty; the sense that Powers are at work that will continue to make decisions and pursue agendas regardless of faculty opinion.
 - 1) I would like to see faculty taking a greater lead in faculty meeting topics and topics for in-service breakouts.
 - 2) I would also like to see the senate address any unresolved resolutions from last year.
 - 3) I would like to see the senate take a stance on Professional Development.
 - 4) A discussion about the possibility of all seniors graduating from Ukiah High School, Willits High School, Fort Bragg High School receiving free tuition right after they graduate. We would need to look to see how many students would qualify for the BOG

waiver, and what type of financial stress that would put on the foundation and our reserves.

- 5) I finally I would like to see the senate engage in a larger discussion as a whole about OEI, Basic Skills, Non-Credit, Dual/Concurrent enrollment, student success, and finally the Workforce, Job Creation and a Strong Economy.
11. increasing counselors in our college how 3SP, equity and CAI will impact our college and our roles ongoing issues and concerns and successes in committees
 12. Teaching online - the OEI and higher standards needed for online faculty
 13. This may be considered a union issue, but it makes sense that the Academic Senate consider the following as well.
 - 1) Often the 50% Law is thrown around in conversation and negotiation when considering hiring counseling and library faculty. Perhaps there are different ways of interpreting the law. Perhaps the intent behind the law which is to keep classes sizes down to support student learning experiences is being stretched? If the intent is to support students and allow for them to have the best educational opportunities we may want to consider looking at this law from a different lens. Counselors and librarians are teaching faculty. Both teach groups and individual students. Our counseling faculty has dwindled down to ONE general counselor for the district. Many counselors have left Mendocino College or retired without having a replacement hired. Can counselors and librarians be counted as neutral faculty when calculating the percentages? How does that affect negotiating for additional classroom, counseling, and librarian faculty?
 - 2) Is there a ___% Law Mendocino College should adhere to in terms of PT/FT Faculty hires? What is the state recommendation? What are the actual practices across the state? How does Mendocino College measure?

2. Faculty Meetings are a chance for us to come together as a group and discuss the topics affecting us, learn about new things happening around our campus, and share with one another. However, attendance is not optimal. What types of things would draw you into coming to Faculty Meetings on a regular basis?

1. It would be nice to have a small agenda even in the emails that go out, and it would be good if someone did notes that could be sent out to show what happened or what was discussed at meetings. It would be nice to have some effective teaching practices, discussions about technology, SLO Assessment, etc.
2. Rotating the meeting times so it does not conflict with teaching on a consistent basis.
3. Attendance is not optimal because the topics generally discussed are more appropriately sent out in an email. There is little discussion as the faculty is mostly "talked at" during these meetings. It is not often that we all get together and this time could be much more meaningful. For example, it would be better to be discussing issues related to faculty concerns and current processes on campus - what's going on in EAP, PBC, etc. The lunches take up time and they are a pain when it's one's turn to prepare them (after all, we all have classes to attend to). My time is better spent eating lunch in my office and getting work done.
4.
 - a. Sabbatical reports
 - b. report on what the senate is doing (the impression is not much)
 - c. senate member reports - what are they doing?
 - d. effective grading strategies, group projects, student-led discussions - pedagogy stuff
 - e. digital textbooks and/or other new technology
 - f. using tech in the classroom
 - g. what are all these programs and legislative mandates that are talked about at In-service? SSSP, HSI etc? It seems we are continually asked to do more and more, but how does it help us?
 - h. Why does Program Review keep changing? It seems it doesn't help us in terms of funding, staffing, equipment etc and the administrators keep saying it will and that the changes will streamline our requests as they move to the appropriate committee for consideration
 - i. anything of substance - I don't go b/c they are boring, a waste of time, seem self-serving for president, do not represent the faculty, do not allow time for discussion, participation and input
5. A different time. I'm always teaching during faculty meetings. Maybe the times could vary once in a while.
6. Personally, not to be a party pooper, I do not agree with serving lunch. It is a time-consuming process for the department responsible (and usually falls to one or two people). I don't know if this has increased faculty attendance at the meetings, but it should not be necessary. Perhaps publishing some brief minutes of each meeting including who was in attendance. Not in any punitive way, but just to indicate an expectation that these meetings are part of our professional responsibilities. Or how about some personal outreach -- when we see that certain faculty are never there, the senate rep could chat them up about it? Bottom line: if meetings are not required and some faculty do not see them as a valuable use of time, the attendance is what

Mendocino College Academic Senate Survey Results
May 2016

it is. And, it could be argued that this self-selection might be beneficial for the effectiveness of the meetings.

7. require it
8. Have them at alternate times so individuals who teach during college hour can attend at least once in a semester.
9. I work at multiple locations, so it would be helpful if I could attend via teleconferencing or skype!
10.
 - a. agenda sent before the faculty meeting that...
 - b. includes opportunities for faculty to voice concerns
 - c. no more lunches -- they fall to only a few individuals. We are scattered over large geographical areas and bringing food is such a pain.
11.
 - 1) Professional Development
 - 2) Best Teaching Practices
 - 3) Pedagogical Discussions
 - 4) A campus wide book where all faculty have to embed the book into their classes and then have a monthly faculty discussion about the books and how they are incorporating it into their classes.
12. hear from fellow faculty members about their classes, projects, research
13. More conversations about actual teaching practices, in the trenches conversations, dealing with challenging students, etc.
14. Continue the lunches...

3. Over the last two years we have had lunches at our faculty meetings provided by the different departments. Would you like us to continue this in the future years?

1. Yes – 2 (14%)
2. I don't care either way – 6 (43%)
3. No – 6 (43%)

4. Finally, these surveys are anonymous, so if you would like to have any feedback directly, please reach out to me (Jason Edington) and I will be happy to discuss any ideas or suggestions with you. Please do not hesitate to contact me!

1. Find a way to break through faculty apathy about administrative processes. This withdrawal is **not** about not caring -- truly -- but is an outgrowth of feeling that faculty concerns are a very low priority. I'm a faculty member that has been around a while, and it bothers me to see so many of us disengaging from the college. This is larger than morale (though morale is certainly part of it) and gets to the heart of organizational dysfunction: feelings of being excluded and not heard. I see from the other responses that others feel as if they're no longer considered vital to the operation of the college. Call the first faculty meeting: "Open Forum / Idea Exchange" where faculty are encouraged to discuss / describe their fears and concerns. Best of luck Jason
2. More inclusive announcements of events on campus, not just Theater events (as has been happening) would be appreciated. I feel we need to encourage faculty to attend athletic events as well as events in the arts.
3. Thank you!