

Mendocino College Academic Senate Meeting

MINUTES

May 23, 2019

12:33 - 2:15 pm

LLRC Room 4112

I. Call to Order

President Indermill called the meeting to order at 12:33 pm

Present: Jody Gehrman, Janice Hawthorne Timm, Rhea Hollis (2:15), Lisa Rosenstreich (1:57), Taylor Cannon

Absent: Julie Finnegan, Doug Browe, Nicholas Petti, Rodney Grisanti

Guests: Tascha Whetzel, Debra Polak, Ginny Buccelli (12:33-2:04), Ulises Velasco (12:33-1:23), Adan Chadez (12:33-1:23), Jason Edington (12:45-1:20)

II. Approval of the Agenda

M/S/C (Hawthorne Timm/Rosenstreich) to approve the agenda with the removal of item III.A., and VII.A., and the revision of item VI.A. with a sentence modification:

unanimous

III. Approval of the Minutes

Removed per Item II

IV. Public Comment

None

V. New Business

A. Vision for Success Plan **M/S/C** (Gehrman/Rosenstreich) to approve the Vision for Success Plan: *unanimous*

Debra Polak, VPAA, presented the Vision for Success Plan (Attachment 1) for acceptance by the Academic Senate. The report is due to the Chancellor's Office May 30, 2019. Polak noted the only change since the last time the goals were presented occurred in Goal 5.2B, where males had been included in the goal.

B. In-Service and Flex

President Indermill provided a report (Attachment 2) from the meeting with administration and a follow up from Academic Senate President's Report on 5/9/2019. President Indermill brought up two main things which were agreed upon:

- In the fall, there should be some sort of evaluation or assessment of inservice activities. Indermill and Gehrman will work with Debra Polak, VPAA, and Ulises Valesco, VPSS, to develop this further.
- They need more time to discuss and develop activities. These activities and topics include the following:
 - A Guided Pathways course mapping workshop
 - Sexual harassment training for district. This will be formally requested for the Fall semester.
 - Accessibility training for students with disabilities

C. Meeting Dates for 2019 -2020 Academic Year

M/S/C (Rosenstreich/Gehrman) to approve the 2019 - 2020 meeting dates as discussed (Attachment 3). *unanimous*

- Fall dates as listed, the
- Alternative Spring dates, as listed
- Time for the Fall Meeting and the times for the Spring dates to be determined:

D. Hiring Committee Appointments (Attachment 4)

M/S/C (Rosenstreich/Hollis) to appoint David Pai to the Director of Information Technology hiring committee pending his agreement. *unanimous*

M/S/C (Hawthorne Timm/Gehrman) to appoint Chantal Cimmyotti and Steve Decker as alternatives for Director of Information Technology Hiring Committee if David Pai is unable. *unanimous*

M/S/Failed (Rosenstreich/Gehrman) to appoint Tascha Whetzel to Administrative Assistant II- Student and Counseling Programs Hiring Committee: *unanimous*

- Tascha Whetzel volunteered for this appointment, however, there was consensus among the Senate that this appointee should be a faculty member from the Technology Committee.

M/S/C (Gehrman/Rosenstreich) to appoint Rhea Hollis to Administrative Assistant II Hiring Committee. *Yeas:* Gehrman, Rosenstreich, Hawthorne Timm, Cannon
Abstention: Hollis

- Tascha Whetzel volunteered to serve on this committee. A conversation occurred which outlined the specifics of this appointment. While Whetzel does work closely with counseling, Rhea Hollis is a member of the Counseling Faculty. Hollis volunteered for this position and there was a consensus among the Senate that she is well equipped for this appointment.

E. Academic Senate Elections

M/S/C (Gehrman/Hollis) to accept the Spring 2019 election results (Attachment 5). *unanimous*

- Indermill thanked Doug Browe for his work getting online voting up and running

F. Academic Senate End-of-the-Year Report

Indermill provided a draft of a summary of the Senate's work throughout the year. Senators were asked to use this as a platform document to get them thinking of what should be included in the next End-of-the-Year Report. A finalized draft will be presented at a future date for approval. Indermill requested that Senators send her their suggestions for inclusion in the report.

VI. Old Business

A. Student Equity Plan and Executive Summary

Ulises Velasco, VPSS, and the Equity Committee Co-chairs Jason Edington and Adan Chaidez, presented the Student Equity Plan and Executive Summary to the Senate for a first reading (Attachment 6). Valesco, Edington, and Chaidez made the following points during their presentation:

- This document has the input of the faculty on the Committee as well as the Committee itself
- There are three targeted groups in which the Equity Committee would like to focus on reducing equity gaps. These gaps are Native American students, African American students, and foster youth.
- There are five areas in which the plan focuses on reducing equity gaps:
 - Access
 - The only groups who had a loss in the equity gap were white and other/unknown/multi-race students
 - Retention
 - Only one student group, Black or African American, is below the average for all students by 6%
 - Transfers to a 4-year institution
 - Because there is difficulty in tracking transfers to private and out of state institutions, they have focused solely on transfers to UC's/CSU's. These numbers depicted will be lower than other figures Senators may have seen
 - Equity gaps within these groups are American Indian/Alaska Native and Black, African American students, and white students
 - Completion of Transfer Level Math and English
 - All students below 16% display an equity gap
 - American Indian/Alaska Natives and Asians are below this 16%
 - Degree and Certificate completion
 - Several groups are below the average for Degree and Certificate Completion. These groups are American Indian/Alaska Native, Asian, Black or African American, and Hispanic or Latino
- These narratives provide an outline of what has been done, as well as what will continue to be done to reduce equity gaps.
- This draft will be available on the website

Input from Senators included the following:

- It would be helpful to include in the report where the numbers were generated from, as well as the metrics used to obtain these numbers
- The information on target groups should be made at the beginning of the report, so readers will be able to view this information while taking these groups into consideration

Indermill requested that Senators forward additional input to Chaidez, Valesco, Edington, and/or herself for consideration at the next Senate meeting.

B. Academic Senate Goals Update

- **Goal #1 Constitution / Bylaw Revisions (Attachment 7)**

M/S/C (Hollis/Rosenstreich) to approve the Bylaws per discussion: unanimous

- For now, the only changes with constituent groupings will be that CTE be changed to “Applied Academics”, Humanities will be included in Fine and Performing Arts, and Communications will be added to Library, English, and Languages to reflect changes within the college.
 - More work will be done at a later date to see how Meta Majors and Guided Pathways affect constituent groupings.
- The Mendocino College Part Time Faculty Association (“Union”) negotiated a side letter regarding committee effective for the 2018-2019 Academic Year. This is inconsistent with Article I, Section 6.V. The language in Article I, Section 6.V. needs to be changed to reflect this.
 - This side letter reads in part that the MPFA President solicit interest from part time faculty,
 - The Part Time Faculty Association executive committee will make selections for committees for part time faculty by April,
 - If the part time faculty association does not submit names for committees for the subsequent year, then the Academic Senate is responsible for making appointments,
 - In the Fall, the Senate needs to have a discussion led by the part time Senators about the role of the part time faculty union making selections for part time faculty on district wide committees.

- **Goal #2 Minimum Qualifications**

No discussion due to time constraints

- **Goal #3 Hiring Committees**

No discussion due to time constraints

VII. Committee Reports

A. Staffing Committee

Removed per Item II

M/S/C (Gehrman/Rosenstreich) to continue the meeting no more than 15 minutes: *unanimous*

B. Curriculum Committee

Tascha Whetzel provided for the Senate a Year-End summary report (Attachment 8). She outlined many of the courses which have been added/changed in response to the changes which will come with AB705 and Guided Pathways.

VIII. Standing Items

A. Guided Pathways

Indermill provided a report from the Guided Pathways Leadership Team meeting (May 8) and Course Mapping Workshop (May 17).

At the Guided Pathways Leadership meeting May 8:

- a lengthy list of various campus activities inspired by Guided Pathways was generated and will be shared at a later date,
- Indermill discussed “wrap up report” on some of the work she has worked on as the Faculty Lead for Guided Pathways. This will be presented at a later date as a committee report.
- The committee would like to engage more people across campus moving forward. The plan is to have more smaller focused work group complete tasks between the Leadership meetings with reports presented for the Leadership Team to consider next steps, etc.

The Course Mapping Workshop (May 17) was extremely successful. The discussion was student and faculty led, and they received positive feedback from the Guided Pathways Regional Coordinators who worked with us.

B. Accreditation

Indermill provided a report from the meeting held May 15, 2019. No significant additions to the evidence required for the Institutional Self Evaluation Report (ISER) was presented. The next steps include VPAA Debra Polak beginning to drafting the ISER over the summer for review and editing by the Accreditation Steering Committee in early Fall.

C. Assembly Bill 705 Report

Ginny Buccelli provided an oral report of the professional development activities for math and English faculty during the Spring 2019 semester. Some of these activities included the following:

- The English department held one large retreat to address the issues they will be facing when they have the bulk of their students coming in to transfer level courses.
 - Formerly they have had the accelerated training every Spring, however, they will be offering hardly any sections of those courses anymore. Instead, they will be incorporating those pedagogies and approaches into transfer level English courses.
- Tascha Whetzel gave a presentation on the AB705 at the Spring Institute, and Buccelli and Sarah Walsh provided further information about English and ESL as well.
- Buccelli and Leslie Banta presented at the DRC Round Table in May to talk about AB705 changes in English and math

IX. Senate Reports

A. President Indermill

None due to time constraints

X. Open Forum

Indermill addressed the dates and times for the Academic Senate planning retreat. The agenda will include a refresher on participatory governance and AB705, as well as providing a year-end report and establishing Senate goals for the coming year. She is looking at a four hour timeframe. Consensus was 10-2 on August 13. Indermill will send a “save-the-date” email.

XI. Adjournment

M/S/C (Gehrman/Hawthorne Timm) at 2:15pm: unanimous

Academic Senate Meeting May 23, 2019
ATTACHMENT 1

Vision for Success Plan

This report was introduced at the May 9, 2019 Academic Senate meeting during Open Forum. It has been discussed in the Educational Action Planning and Planning and Budgeting committees. The goals have been established primarily by EAP based on existing data and institutional strategic goals. The Board of Trustees approved this report at the last meeting (May 15).

- https://drive.google.com/file/d/139xTef1velqKXvGTiENfc_63Jg-BcJox/view?usp=sharing

Recommendation is to “accept” the report, as presented. This means the Academic Senate President will sign off that participatory governance has occurred in the development of the has and the Academic Senate concurs with the contents of the report.

In-Service and Flex
Information and Discussion

President Indermill and Vice President Gehrman will report on a meeting with Vice Presidents Polak and Velasco from May 21, 2019 regarding the faculty's ongoing requests to be more involved with planning of professional development activities during in-service. In addition, the following is an excerpt from the Academic Senates President's report from April 4, 2019 about the issue:

Flex Committee Follow Up

I (we) received an email from Leslie Banta, Chair of the Flex Committee, inquiring about a report she made to the Academic senate in Fall of 2017. The approved Academic Senate Minutes November 11, 2017 contain this information about her report:

- Excerpt from the minutes:

FLEX Committee Report

Summary comments and Report Highlights from Leslie Banta:

- All members on the committee are new
 - Not many changes have been made to the FLEX handbook, mainly clarifications – in general FLEX rules are pretty well understood
 - Committee talked about conducting a more intensive review of the handbook in the future
 - The FLEX Committee is asking for the Academic Senate to Support their recommendations, specifically that the FLEX committee be included in the planning of In-Service days and that those 2 days be limited to 6 hours each as per contract. (Details are in the written report.) 2 I
 - FLEX committee is happy to survey the faculty (regarding In-Service topics) if the Senate wants
 - Strongly recommends that there be Faculty evaluations of In-Service days
- The attachment included in the minutes follows:

Flex Committee Report to the Academic Senate Fall 2017

Committee Members: Leslie Banta (chair), Jody Gehrman, Roger Hock

The committee worked over the summer to revise the Flex Handbook for clarity and readability. As required in section 7.9.4 of the CBA, we did so in consultation with interim VP Polak and HR Director Meyer. Additionally, because flex is a contractual obligation, we consulted with MCFT Pres. Warf and Chief Negotiator Rawlinson. The process was fairly easy and straight-forward with all parties working toward a focused goal. Changes included revised submission timelines (adding an additional week for faculty) and a proportional flex allotment for those on professional development or load bank leaves. Additionally, a percentage allotment was made for specific types of wellness activities.

The committee has overseen its first full batch of flex agreement requests. We asked for clarification when needed to assure that the flex guidelines were appropriately met.

The committee has discussed professional development opportunities on campus and has some specific requests of the Academic Senate in this regard.

- Per the flex handbook, the Flex Committee, in conjunction with the Academic Senate, plans the activities for in-service days (pg. 2). The Flex Committee respectfully requests that we be included in such planning.
 - The *Guidelines for the Implementation of the Flexible Calendar Program* provided by the ASCCC state that “Faculty should not be subject to attendance mandatory activities or days unless agreed to by a shared governance process”.
 - The Flex Committee feels that, in recent years, the in-service days have become increasingly driven by Administration rather than by the needs of faculty. Suggestions for improving in-service include:
 - Surveying the faculty for activities they would like to see.
 - Returning to faculty designed and led activities after the first morning general session.
 - Including input from the Flex Committee in representing the faculty interest during the in-service planning process.
 - A faculty evaluation of the in-service activities that includes what participants think about the activities, what faculty feel that they got out of the in-service activities, and whether or not knowledge gained through in-service activities will be used to modify what they do on a day-to-day basis (Title 5, section 55730(d)).
- The CBA (7.1) and the Flex Handbook (pages 2-3) note that a flex day is comprised of 6 hours. This is in line with the *Guidelines for the Implementation of the Flexible Calendar Program* provided by the ASCCC (sect. 2A). Our last in-service flex day was scheduled for more than 6 hours. The Flex Committee would like to see the 6-hour day implemented for the two scheduled in-service days.

The Flex Committee looks forward to working with the Academic Senate to support meaningful professional development activities for our faculty.

Respectfully,

Leslie Banta

Flex Committee Chair

While I do not see any other reference of this report from the Flex Committee or the Academic Senate, I think we need to address a concern/request that comes from faculty. But there are some necessary clarifications. First the Academic Senate, via the President and Vice-President have been engaged in discussions with the Vice President of Academic Affairs Debra Polak since this report was given to the senate. Past President Jason Edington and I (as Vice President) expressed our desire to have more faculty

involvement in the planning of In Service and the need to have it focus on professional development as it relates to teaching. Likewise, Vice President Gehrman and I have continued these discussions with Polak and now, Vice President of Student Services, Ulises Velasco.

In addition, the Collective Bargaining Agreement (CBA) states the two mandatory professional development / flex days (Inservice) are “district-organized” (Article 7.1). This has not changed since the first CBA was ratified. There is nothing in the CBA indicating faculty have the responsibility to organize inservice sessions. It is my understanding the District considers only the time when sessions are actually occurring towards the six hour requirement (for example the lunch hour is not included). Fall 2018 and Spring 2019 inservice meetings were 6 hours.

While there has not been a formal request made to faculty regarding topics of interest there have been some informal discussions of this at a few faculty meetings. Some of the suggestion from the Flex Committee seem to be the responsibility of the Professional Development Committee which has not met, to my knowledge, in over two years. The most recent Professional Development Committee description (approved by the committee for 2016-17) includes making recommendations for professional development activities based on Program Review information. I will add this to an upcoming faculty meeting agenda to generate suggestions for inservice and remind faculty to include their needs in Program Review. In addition, I will request the Professional Development Committee meet before the end of the semester.

Academic Senate Meeting May 23, 2019
ATTACHMENT 3

Meeting Dates for 2019 -2020 Academic Year

Following are the suggested dates for the Academic Senate and Faculty meetings. All Academic Senate meetings are to be held from 12:30-1:50pm in LLRC 4210. Faculty meetings** are to be held 12:30-1:20pm in locations are to be determined.

Fall 2019

August 29
September 5 **
September 12
September 26
October 3 **
October 10
October 24
November 7 **
November 14
December 5

Spring 2020

January 23
February 6 **
February 13
March 5 **
March 12
March 26
April 2 **
April 16
April 30
May 7 **
May 14

Spring 2020
Alternative

April 23
May 7
May 14 **

The following dates are suggested for the Academic Senate Planning Retreat:

August 13, Tuesday
August 8, Thursday
August 24, Saturday

Director of Information Technology Hiring Committee

Administrative Procedure 701.3

2.2.4. The Director of Human Resources and the chairperson will develop the recommended committee membership list from the names submitted by constituent group leaders, considering diversity, employees who have knowledge related to the duties of the vacancy, and those who work closely with the position.

2.2.4.1. A minimum of 6 members selected from the Vice-President, Management/Supervisory/Confidential, Faculty, Classified, and Student groups.

2.2.4.2. EDUCATIONAL ADMINISTRATOR POSITIONS: When possible, a minimum of 1 from each of the constituent groups and the balance from all groups depending on the nature of the position.

Academic Senate Election Results

Academic Senate elections were held in the Library and electronically (via ElectionBuddy Inc.) on May 14 - 15, 2019. The results are as follows:

- Approval of changes to the Academic Senate Constitution
- 2019-2021 senate terms for Rodney Grisanti and Rhea Hollis representing the full time faculty
- 2019-2021 senate term for Taylor Canon representing part time faculty

Recommendation to *accept* these election results.

Academic Senate Meeting May 23, 2019
ATTACHMENT 6

Student Equity Plan and Executive Summary
Information from Academic Senate Agenda Packet from May 9, 2019

A memorandum from the Chancellor's Office (February 13, 2019) outlined various tasks and reports due between April and June of this year, including our *Equity Plan*. It reads in part:

As a condition of receiving allocations under the Student Equity and Achievement Program, and to effectively meet local *Vision* goals, each college must submit board-approved Student Equity Plan every three years. The plan is due to the Chancellor's Office by June 30, 2019. The template was released in January as a Word document and will be available in March in a fillable electronic format. Using baseline metrics pre-calculated and pre-populated in the electronic plan template, colleges will identify goals and activities designed to close gaps for disparately-impacted equity populations.

During the planning process, it is critical that districts discuss the impacts of "at-scale" implementation of Guided Pathways on the disparately-impacted equity populations. Further, the planning process should involve the college's business officials, because it should represent a foundational document for the development of annual budgets.

The *Student Equity Plan and Executive Summary for 2019-2022* can be found here:

- https://drive.google.com/file/d/1ItZ9QmT5xbpqJLmSBROJI_aoss1Zinjs/view?usp=sharing

Academic Senate Meeting May 23, 2019
ATTACHMENT 7

Goal #1 Constitution / Bylaw Revision

The Academic Senate Constitution was unanimously approved by a vote of the faculty during the election held May 14-15, 2019:

https://drive.google.com/file/d/1WxpPZaNv04cwZH02aIFOwBRIdHpsO_Q_/view?usp=sharing

No additional information, suggestions, etc. have been received to the draft Bylaws (dated 5/1/2019). Only Article I needs additional discussion:

- Section 1: Full-Time Faculty Representation and
- Section 2: Part-Time Faculty Representation

This is the current draft (dated 5/1/2019) and a "clean" draft of the Bylaws will be provided at the meeting:

https://drive.google.com/file/d/186JL3w_0W1cGG089JSsIuwYZWKpunUZI/view?usp=sharing

Curriculum Committee Report to Academic Senate - May 23, 2019
By Tascha Whetzel- Curriculum Chair

2018-19 Accomplishments

- 5-year review completed on the following departments: Changes will be effective in the 2019-20 Catalog
 - ASL, ATH, CCS, ENG, HST, KIN, PEA, PEF, PEM, PES, PHL, POL, THE
- 5-year review completed on the following departments. Changes will be effective in 2020-21 Catalog
 - ART, CLO, EDU, HLH, NUR, SPN, WLD
- 50 new courses and programs
- 233 modified courses and programs
- 21 course and program inactivations
- AB 705 work with Math and English Matrices and courses
 - English-new course ENG 65 *Academic Literacy*
 - Math-new courses MTH 31/531 *Just in Time Support for Intermediate Algebra*; MTH 32/532 *Just in Time Support for Statistics*; Math 79 *Math for Technical Fields*
- Graduation requirements
 - MTH 78 became MTH 178: meets math competency and CSU Transferable and CSU GE Area B-4, MC GE D-2
 - MTH 79: MC GE D-2, math competency for local degree
- Reviewed prerequisites and advisories related to changes in AB 705 legislation
- Discussed Non-Credit Distance Education Contact Hour Requirements and will be following up on a reporting mechanism with A&R
- Reviewed proposed changes by 5C to Title 5 in response to AB 705 sent from ASCCC.
- Approved the Course Substitution for math for students with disabilities list. The courses were agreed upon by content faculty and will be part of a pending new AP 5140.
- Revised MC GE Area C form to reflect the units accepted by CSU and IGETC for GE.
- Ongoing trainings/information on curriculum committee member roles/responsibilities, AB 705, accreditation needs. guided self-placement
- Participation in Summer Curriculum Institute and Fall Regional Curriculum Institute