

Mendocino College Academic Senate Meeting

MINUTES

May 9, 2019

12:32 - 2:04 pm

LLRC Room 1230

I. Call to Order

President Indermill called the meeting to order at 12:32 pm

Present: Taylor Cannon, Nicholas Petti, Rhea Hollis, Doug Browe, Janice Hawthorne Timm, Julie Finnegan (12:32-1:25)

Absent: Jody Gehrman, Rodney Grisanti, Lisa Rosenstreich

Guests: Vivian Varela (1:17-1:41), Debra Polak (1:21-2:00)

II. Approval of the Agenda

M/S/C (Browe/Petti) to approve the agenda with a suspension of the order: Item VI.A. will be addressed after Item IV. *unanimous*

III. Approval of the Minutes

Removed per Item II

IV. Public Comment

None

V. Old Business

A. Committee Update

Indermill noted there are only a few committee vacancies. We need two full-time faculty members for the Curriculum Committee and one (possibly two) for the Accreditation Steering Committee. Indermill requested that the Senators forward any names or suggestions to fill these vacancies (Attachment 1).

There was a brief discussion about the Foundational Skills Committee. Many of the duties of the Faculty Chair were written into the job description for the new Director of Student Success and Learning. Indermill has not yet met with Debra Polak, Vice President of Academic Affairs, to figure out how we will address this. It is unusual to take faculty duties and put them into a job description for a manager. This effectively eliminates the faculty chair for the committee. Indermill stated Foundational Skills work might be brought into the Guided Pathways framework. It was agreed the senate will address this when more clarification is available.

B. Goal #1 Constitution / Bylaw Revisions

The Constitution and Bylaws have been sent out to faculty (Attachment 2) for input and comments. There have been no recommendations for changes. Indermill requested that the Academic Senate consider the inclusion of the Curriculum Committee Chair responsibilities and eligibility criteria, along with the SLOT Chair duties to be included in the Appendix of the Bylaws (Attachment 3). It was agreed, by consensus, this was appropriate.

- Last year, Indermill, as the Academic Senate Vice President, and Jason Eddington as the President worked with Debra Polak, VPAA, to revise some of the duties of the SLOT Chair. Those duties that are more technical in nature (e.g., clerical, organizational eLumen data input) were removed from the chair's duties. These were assigned to a temporary position that was created to help with eLumen implementation. The SLOT Committee has been trying to determine how to move forward with a new re-designed faculty chair. One thing the committee recommends is increased responsibility for ongoing faculty training related to Student Learning Outcomes.

C. Goal #2 Minimum Qualifications

There are no additional updates on Minimum Qualifications (Attachment 4). The next step will be to send it out to faculty for input and comments. It will return the Academic Senate for approval then Indermill will forward it to President's Policy Advisory Council (PPAC) for consideration. A little more work needs to be completed before this is distributed to faculty. Indermill and Hollis will continue to work on this and align the equivalency application form with the Administrative Procedure.

D. Spring 2019 Elections May 14 - 15

The elections will be held on May 14th and May 15th. The following was discussed in regards to the upcoming election:

- Items on the ballot are Academic Senate Positions and ratification of constitutional revisions.
 - Grisanti and Hollis are the incumbents, with no challengers yet.
 - For the 2019-2021 Part Time Faculty Representative, there is only one nominee (Taylor Cannon).
 - Assuming the constitution is ratified, we will vote as a body on the Bylaws at the next Academic Senate meeting, May 23rd.
- Indermill, Gehrman, and Browe will be responsible for counting paper ballots.
 - Browe has set up online voting through *ElectionBuddy*, an online website.
 - Electronic voting will be held from 1:00 am on Tuesday the 14th, until 11:00 pm on Wednesday the 15th.

VI. New Business

A. Student Equity Plan

Jason Edington and Adan Chaidez, Equity Committee Co-Chairs, were scheduled to provide a draft of the Student Equity Plan. Edington was ill, thus unavailable. Chaidez did not attend the meeting. Indermill provided some background information (Attachment 5) which included the following:

- The Chancellor's Office sent a memo out in February requesting the Guided Pathways Scale of Adoption, Vision for Success, and the Equity

Plans to be submitted by the end of the Spring semester. The Equity Plan is due June 30th.

- The Equity Plan is the most comprehensive and detailed.
- This needs to be submitted every third year. This is our year to submit the plan.
- The Equity Plan requires participatory governance and needs to be reviewed and approved by the Academic Senate before it forwarded to the Board of Trustees for consideration

Indermill anticipates being able to send the Equity Plan via email to senators. She requested if senators have any questions or comments to send them to her directly. Indermill will add this to the agenda for the next Academic Senate meeting, May 23rd, for the senators to decide how to proceed.

B. Class Cancellation Guidelines

A discussion occurred regarding the proposed changes from MLCCD to MCFT to change the minimum class size from 12 to 14 students (Attachment 6). This would mean that for class sizes with fewer than 14 students enrolled, then the Dean has the ability to cancel the class. Indermill informed the senators that the District will not pursue this further at this time.

In addition, the Academic Senate reiterates the following:

- The Academic Senate does not support any changes to the current document regarding class cancellations guidelines,
- The Academic Senate would advise Enrollment Management to review this with current funding information, as the proposed change is based off an old funding formula,
- Changes to the class size is within academic freedom and is within the purview of the Academic Senate,
- The small class limits allow for increased access and equity practices.

C. Hiring Committee Appointment

M/S/C (Browe/Hawthorne Timm) to appoint Deborah White to the North County Center Operations Director hiring committee and Greg Hicks as a second committee member (per Administration Procedure 701.2 section 2.2.4.2). *unanimous*

VII. Committee Reports

A. Distance Education Committee

Vivian Varela, Distance Education Coordinator, reviewed work done to evaluate online courses in preparation for accreditation (Attachment 7). She conducted a survey which included a convenience sample of all major disciplines with class sizes larger than 20. A powerpoint was presented to the Academic Senate, which included the following points:

- The data showed students are becoming more accustomed to using Canvas to access their online courses. Additionally, students seem to be happier with Canvas than Etudes, indicated by differences between the last survey and now.
- 9% of students are primarily online, and more should be done to offer support to these students.
- Students find their biggest challenge with online classes is finding time to do the work.
- Affording textbooks remain an issue.
 - Currently, only two classes offer Open Education Resources.
- Students would like easier access to laptops, through either low monthly payments or a rental system.
- There was a reoccurring theme in which students expressed a need for more contact. Some of these suggestions included:
 - More interaction, possibly between a checkup email from instructors.
 - A chat option to communicate with other students.
 - Students would like access to online tutors

With accreditation coming up, it is important we use this feedback to move forward. Additionally, Varela provided information on the accreditation process. Accreditors will randomly look at 15 online classes from the Fall semester. To prepare for this, the Distance Education Committee will look at every online course and reach out to those who have missed the mark. Varela will send out an information letter and list for Fall 2019 compliance. If our faculty do all these things, we will make it through the accreditation process.

VIII. Standing Items

A. Guided Pathways

Indermill provided information on the Scale of Adoption Self-Assessment (Attachment 8). The following information was conveyed:

- Guided Pathways had started with goals outlined in the 14 Key Elements. The Chancellor's office is now looking at four key areas which align with the Four Pillars.
- Debra Polak spoke at the Guided Pathways Leadership Team meeting about about the form itself.
 - The amount of effort and time we would like to put into planning is not necessary with this type of form, as it is a process rather than an evaluation.
 - Debra Polak, Indermill, Chris Olsen, and Ulises Velasco have worked on this form, and it is now complete. It is unclear if this might change in the future.
 - The full document will be due in September, and is expected to come through the Academic Senate.
 - This does align closely as the 14 elements did, giving us a better way to move forward with planning.

- Additionally, at their last meeting, The Guided Pathways Leadership Team brainstormed about the tasks, meetings, and accomplishments that have been made as a result of of the GP framework discussions.
 - Indermill will provide a summary of this in the future

B. Accreditation

None

C. Assembly Bill 705

None

IX. Senate Reports

A. President Indermill

Indermill provided a written report (Attachment 9). A brief discussion occurred on the makeup of the ad hoc housing committee.

B. Other

None

X. Open Forum

Debra Polak, Vice President of Academic Affairs, addressed the Academic Senate in regards to Vision for Success. She provided a multi page document which outlined certain metrics which align with Vision for Success goals, as required by the Chancellor’s office. The following was conveyed:

- The purpose of this is to reduce equity gaps within those metrics,
- Debra took these metrics to the Educational Action Planning Committee,
- They established stretch goals based on existing data. This existing data comes from external sources, and Mendocino College has no control over this data,

This will be put on the agenda for the next Academic Senate meeting with the hope that we will be able to take action on it. If there are any changes or updates, Indermill or Polak will inform the senators.

There was a brief discussion on Academic Senate constituent groupings. Indermill provided a proposed grouping in which both location and discipline are taken into consideration. As faculty offices are already to an extent grouped by discipline, this transition would be an easy one. Based on Indermill’s groupings, there are seven areas for seven full time faculty senators, and either eight or nine full time faculty in each group.

XI. Adjournment

(M/S/C) Petti/Hollis to adjourn at 2:04 pm: *unanimous*

Committees for 2019 - 2020 / As of April 24, 2019

Academic Review

4 FT Faculty

- Two

Accreditation Steering

Co-Chair: Academic Senate President and 2 FT Faculty (one Senator & one at-large)

- Two

Curriculum

1 FT faculty Chair & 5 FT Faculty (should be tenured & have 2 semesters), 1 PT Faculty*

- Two

Educational Action Planning (EAP)

Co- Chair: Academic Senate President, Curriculum Chair, Academic Senate Vice President, SLOT Chair, Distance Education Chair and 1 FT faculty from the Curriculum Committee (should be tenured and have two semesters) 4 total and 1 PT faculty

- Two: SLOT Chair _____ and One At Large _____

Enrollment Management (EMC)

1 FT Co-Chair and 5 FT faculty and 1 PT Faculty*

- Three

Faculty Association

2 FT Faculty

- One

FLEX

3 FT Faculty

- Two

Professional Development

Academic Senate President and 1 FT Faculty

- One

Professional Development Leave

3 FT Faculty (must be tenured and not applying for leave)

- Two

Staffing

5 FT Faculty - must have three years FT with the District

- Two

Draft Constitution and Bylaws

ADD - PDF

Goal #1 / Constitution and Bylaws

Student Learning Outcomes Team Faculty Chair Duties

DRAFT --- May 2, 2019 --- from SLOT Committee
Proposed reassignment is 20%

Coordinate and facilitate SLOT meetings, including, but not limited to:

- Arranging the time and location
- Preparing an agenda and sending it to committee members
- Monitoring and reviewing notes and sending to team members
- Make presentations to the SLOT committee regarding updates in processes and regulations

Institutional representation

- Make regular and ongoing updates/trainings for faculty at In Service and/or faculty meetings
- Guide and facilitate faculty in the development, assessment and reporting of course level, program and institutional SLOs and SAOs
- Serve as the liaison between the administration and between the faculty about the CCCIO / ACCJC requirements and processes of outcome assessment/requirements decisions, planning, etc.
- Serve as the ASCCC Student Learning Outcomes liaison
- Serve as a member of the Curriculum and Educational Action Planning Committees to provide information about how their work influences and / or supports SLO/SAO development, assessment and reporting (and share, guide, advise how their decisions impact student learning outcomes - in terms of development, assessment and reporting)
- Communicate regularly with the Academic Senate about the activities of SLOT, state mandates, regulations etc

- Monitor Elumen implementation and make recommendations to the Technology Committee to enhance ... ???

Program Review

- Develop SLOT reports for PBC, EAP from Program Reviews
- Head the SLOT committee in summarizing Program Review information about student learning outcomes (course level, program level and institutional - service areas) for presentation to EAP and PBC

Curriculum Committee Chair Criteria and Duties

(from the Curriculum Committee Handbook)

SELECTION PROCESS FOR FACULTY CHAIR:

1. The Academic Senate will select the Faculty Chair from among interested and eligible Faculty.
2. In the event there is no member eligible based on adopted criteria, the Academic Senate will consult with the Vice Chair and at least one past Faculty Chair to appoint a new Faculty Chair.
3. Faculty Chair will serve a two-year term with no term limitation.
4. Faculty Chair appointment by the Academic Senate will take place in May for the following year. *

*ideally the chair should be appointed by February to begin serving the following fall semester to allow for consideration of teaching loads.

CRITERIA FOR FACULTY CHAIR:

1. A full-time tenured faculty member who has previous service of at least one (1) term on the Curriculum Committee (One year of service is sufficient if the member has attended 90%+ of the meetings).
2. Familiarity with the curriculum process and the elements of the Course Outline of Record
3. Familiarity with institutional requirements, Generation Education, pre and co-requisites, and Chancellor's office mandates and priorities, such as Transfer Degrees.
4. Ability to establish priorities and execute committee goals.
5. Ability to communicate and coordinate with all faculty, committee members, and relevant college staff.

(criteria voted and approved by Curriculum Committee 4.7.17)

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Draft Minimum Qualifications

ADD - PDF

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ATTACHMENT 5

Equity Plan

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.

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Class Cancellation Guidelines

ADD - PDF

Distance Education Committee Report

The Distance Education Committee has been working over the last few semesters to review our online course offering through an accreditation lens in preparation for our Spring 2020 ACCJC visit. . In mid-March, Vivian Varela, Distance Education Coordinator sent the following email to all faculty teaching online classes this semester:

During the week of April 1st all spring online courses will be reviewed to ensure that our courses meet the Mendocino College Board of Trustees Policy [BP 4105 Distance Education](#) and Procedure [AP 407.1 Distance Education Procedures; Regular Effective Contact](#). AP 407.1 will be the standard by which we will be evaluated in the upcoming ACCJC Accreditation visit in late February 2020 and the accreditation team will be viewing randomly selected courses offered in fall of 2019. By looking at fall 2019 courses, the reviewing team will determine if our program meets both our stated policy and federal requirements for distance education courses (regular and substantive contact between instructor and student). This means we have to be fully ready at the start of the fall 2019 semester with all our online classes meeting the minimum standard; thus the review now will help you prepare for fall.

The Mendocino College Academic Senate voted to support this online course review in their meeting on November 29, 2018.

The review will be done by the faculty members of the distance education committee and all individual results will not be shared with the administration. Any faculty/courses that do not meet the minimum standard will receive assistance to help remediate the identified problem(s). If you teach two sections of the same course we will look at just one and if your second section is a late start course we will look at the full semester course.

The courses will be copied into a test server and we will not be looking at your live class; however we will be able to see all interactions up to the copy date/time. We will be looking at three areas: Student Interaction Report (available in the People area), Discussions, and Announcements. The checklist and criteria are in the attachment.

The form that was used by the faculty reviewers is as follows:

Spring 2019 Review of Distance Education Courses

Course Name _____ Faculty Name _____
Online Class Review Checklist (Yes, No, Partial - provide detail of how course does not fully meet the criteria below)

- 1. Course navigation is easy for students to determine
- 2. Instructor contacts students at the beginning of the course
- 3. Course design includes regular instructor-initiated contact with

students using Canvas communication tools

- 4. Students are encouraged to contact instructor with contact information and expected response times
- 5. Students are interacting with each other in the online course environment
- 6. Instructor presence is part of the course content, i.e., if publisher provided content is used the instructor has also added/personalized to reflect presence

Reviewer Name _____

Comments by reviewer

Criteria guidelines

1. Course is easy for students to figure out how to navigate to all course content, including assignments, discussions, quizzes/exams, and lecture content.
2. Evidence that the instructor reaches out at the beginning of the course with an announcement welcoming and explaining the course.
3. Evidence that the instructor engages with students a minimum on once a week.
4. Evidence that students are encouraged to contact instructor with contact information and expected response times listed in the syllabus and/or welcome announcement and/or course orientation information.
5. Evidence that regular student-to-student interaction is built into the course.
6. If publisher provided content is used, there is clear evidence that the instructor's presence is evident throughout the course.

BOT AP 407.1 Distance Education Procedures Regular Effective Contact

All Distance Education courses at Mendocino College, whether hybrid or fully online, will include regular effective contact as described below. Instructors shall clearly state their regular effective contact procedures in their syllabi and other course documents.

Frequency of Interaction and Student Contact

Instructors shall regularly communicate with the class as a whole through announcements, open-ended question forums, etc. These communications will take place at least weekly.

Instructors shall regularly initiate interaction with individual students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. These interactions should include responses in open forums, feedback on assignments, etc., and should take place at least weekly. Response time to student questions shall be no more than 72 hours in most situations.

Should the instructor be out of contact for longer than 72 hours, notification to students shall be made in the announcements area of the course. This notice will include a date when the students can expect regular effective contact to resume.

Type of Initiated Interaction and Student Contact

Mendocino College Distance Education courses shall use the following methods of communication to initiate contact with students:

- Announcements in the Course Management System
- Discussion forums with appropriate instructor participation
- Timely response to student emails or inquiries
- Timely feedback for student work

Instructors may also choose other optional forms of communication including but not limited to:

- General email
- Instructor prepared e-lectures or introductions to any publisher created materials
- Group or individual meetings, including review and study sessions
- Field trips
- Telephone conversations
- CCC Confer and video conference
- Podcasts

The following is a summary of the report of the DE Committee's finding:

As Mendocino College gears up for the upcoming ACCJC Accreditation process in February 2020, we want to make you aware of the process for the Accreditation team to evaluate online classes as part of the process of verifying we meet federal accrediting standards.

The team will randomly select 15 online classes from the FALL 2019 offerings. They will have full “teacher” access prior to the February 2020 visit to the selected courses and will be reviewing to verify that our courses meet the standards we have set in our Mendocino College Board of Trustees Policy and Procedure AP 407.1 for regular and substantive contact between instructor and student, and students and their peers in the class.

In March 2019, the faculty members of the Distance Education committee reviewed all of the online spring courses to gauge how we would pass this standard. Twenty-six courses met the standards and 43 courses did not. The most common issue is the lack of clear regular and effective contact (i.e., announcements in the Course Management System, discussion forums with appropriate instructor participation, timely feedback for student work), another common problem is the lack of a stated policy to inform students of the response time to inquiries, and weekly contact from faculty to student and between students.

With this in mind we have built a checklist to help you prepare your course(s) for the fall semester.

1. Course navigation is easy for students to determine

Only needed links are visible to students in the left navigation bar. Here's how to do this <https://community.canvaslms.com/docs/DOC-12933-415257079>.

2. Instructor contacts students at the beginning of the course, this can be up to one week prior to the start of the course, but MUST be sent when the class officially opens for access (first day of the semester at 8:00 am)

We strongly recommend using the Announcement tool so that there is a record of the contact visible to reviewers. Here's how to do this <https://community.canvaslms.com/docs/DOC-10405-415250731>

3. Course design includes regular instructor-initiated contact with students using Canvas communication tools

This can be weekly informational announcements, grading feedback for writing assignment, and participation in the course discussion boards. Using the Inbox to do emails to students is acceptable but it cannot be the only means of contact as the accreditation team cannot see email correspondence.

4. Students are encouraged to contact instructor with contact information and expected response times

This information should be stated in the Syllabus and any other appropriate place in your course. Per Mendocino College Board of Trustees Procedure 407.1. *Instructors shall regularly communicate with the class as a whole through announcements, open-ended question forums, etc. These communications will take place at least weekly. Instructors shall regularly initiate interaction with individual students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. These interactions should include responses in open forums, feedback on assignments, etc., and should take place at least weekly. Response time to student questions shall be no more than 72 hours in most situations.*

5. Students are interacting with each other in the online course environment

As appropriate there are regular, scheduled opportunities for students to communicate amongst themselves for both course content discussions and general "hall way conversations." Here's how to set up discussions <https://community.canvaslms.com/docs/DOC-13016-4152724374>

6. Instructor presence is part of the course content, i.e., if publisher provided content is used the instructor has also added/personalized to reflect presence

As appropriate, insert yourself into your online course. The challenge with an online class that solely consists of publisher provided content is the appearance that the course “runs itself” and thus can be considered to be a correspondence course. Per the Federal Department of Education any correspondence courses cannot receive financial aid funding; any class found to be a correspondence course could cause the college to liable and forced to return all financial aid distributed to the federal government.

Another important consideration to consider when discussing the Federal guidelines is the need to have specific deadlines for assignments. The course cannot be wide-open with no structure that paces students through the course in an appropriate manner.

For additional information see:

- [BP 4105 Distance Education](#)
- [AP 407.1 Distance Education Procedures; Regular Effective Contact.](#)

ADD PDF - addition to attachment 7

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“Scale of Adoption Self-Assessment”

ADD

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ATTACHMENT 9

President’s Report

Board of Trustees

I did not attend the April trustees meeting as I was traveling to ASCCC Plenary. However, of note is that after the Closed Session the board announced it had reached an agreement with and accepted the resignation of a tenured faculty member.

There is an Ad Hoc Housing Committee meeting scheduled for Friday, May 10th, which I will attend as the faculty representative. The other members of the committee are:

Marie Meyers, Trustee
Arturo Reyes, Superintendent / President
Eileen Cichocki, Assistant Superintendent / VP Administrative Services
Ulises Velasco, VP Student Services
Catherine Indermill, Academic Senate
Tony Novelli, Classified Senate
Matt Gordon, Management / Supervisory Confidential
Marilyn Harden, Mendocino College Foundation
Rickie Farah, Student Trustee
Bill Pauli, Member of the Public

Trustee Pinoli indicated in his email setting up this meeting that he would like the committee to do its work over the next two / three months and report to the board no later than the September meeting (or sooner if possible). I will keep the Senate apprised of the meetings and discussions that occur during the summer months.

Distance Education Grant Application

I discussed with Dean Montes and reviewed a grant application for distance education funding. The *Improving Online CTE Pathways* grant is designed to enhance our online course offering in CTE. If approved, the \$344,000 requested will be used primarily for stipends and release time through June 2020. Following is the proposed project summary:

With support from the California Virtual Campus Online Education Initiative to improve Online CTE Pathways, Mendocino College's will undertake a project to improve existing Online certificates, credentials or programs (Track 1). In this grant project, Mendocino College aims to: 1) Increase access to existing Online certificates by filling in gaps of missing courses and improving our support to students who take online classes; 2) Increase visibility of existing Online certificates by expanding advertising of our fully online programs; and 3) Improve quality of existing Online certificates by bringing our courses up to the standards of the OEI and making them section 508 compliant.

Mendocino College has dedicated and enthusiastic online instructors in CTE who are eager to improve and expand their offerings and add innovative content to their classes. However, our resources for instructional design and 508 compliance support have been limited, as our DE coordinator, who is the primary source of online professional development, has only 40% release time. Despite these limitations, the DE committee has provided leadership to encourage faculty to adopt POOCR standards and we do have four faculty members trained to be POOCR reviewers through @ONE. With additional grant resources, we plan to build on this momentum, using increased release time, faculty stipends, and consultants to provide extensive support to our faculty to create innovative and

appropriate content for their courses, both new and those already being offered online.

While the Academic Senate President was required to sign the application, acknowledging it's submission, I did not think doing so necessitated Academic Senate approval. The grant proposal is supported by the Distance Education Committee, which is almost entirely made up of faculty.

ASCCC Plenary

The ASCCC Plenary sessions are always good opportunities to reflect on the good work we do on behalf of our students and to emphasize our legal obligation to participate in the governance of the college. Our professional views on all issues related to *professional and academic matters* are vital to the success of our students. There are no new statewide initiatives this year so we have the opportunity to focus on implementing the various mandates and efforts of transforming the college in the Guided Pathways framework. This includes continued work on equity, AB 705, minimum qualifications, among other things.

This year marks the 50th anniversary of ASCCC and the program had various embedded presentations reflecting on our past and the cornerstones of this organization. Beginning as a "grassroots movement" to increase faculty communication across the state has grown into a powerful legislative voice for faculty in our work to enhance students lives and support their educational success. Now more than ever do the values of *Leadership, Empowerment* and *Voice* have meaning in the work we do everyday.

Please take note of Resolution 16.0 Library and Learning Resources:

16.0 LIBRARY AND LEARNING RESOURCES

*16.01 S19 Adopt the Paper The Role of the Library Faculty in the California Community College

Whereas, Resolution 16.01 F17 directed the Academic Senate for California Community Colleges to "explore methods to update and expand the content of the papers Library Faculty in California Community College Libraries: Qualifications, Roles, and Responsibilities and Standards of Practice for California Community College Library Faculty and Programs to illustrate the vital and important role that libraries and librarians can, and do, play in contributing to the success of our students";

Resolved, That the Academic Senate for California Community Colleges adopt the paper The Role of the Library Faculty in the California Community College²⁸ and disseminate the paper to local senates and curriculum committees upon its adoption.

Contact: Michelle Velasquez Bean, Transfer, Articulation, and Student Services Committee

I suggest you refer to the ASCCC Paper as you write your Program Reviews to support the discipline-wide need to hire a full time librarian.

The final resolutions packet can be found here:

<https://asccc.org/sites/default/files/S19%20Adopted%20Resolutions.pdf>

Future Meetings:

Academic Senate Meetings:

May 23

Faculty Meetings:

May 16
