

**Mendocino College Academic Senate
Minutes**

January 23, 2020
12:30 - 1:50 pm
LLRC Room 4210

I. Call to Order

Present: Doug Browe (12:32), Taylor Cannon (12:34), Julie Finnegan, Jody Gehrman, Rodney Grisanti, Rhea Hollis, Nicholas Petti, Lisa Rosenstreich (12:30- 1:02)

Absent: Janice Hawthorne Timm

Guests: Stuart Campbell, Debra Polak (1:30-1:46)

II. Approval of the Agenda

M/S/C (Petti / Gehrman) *Unanimous*

III. Public Comment

Stuart Cambell announced the MPFA and MLCCD reached a Memo of Understanding (MOU) to compensate part time faculty for completion of sexual harassment training and that the Collective Bargaining Agreement reopens (“sunshine”) will be on the February Board of Trustess agenda.

IV. Approval of Minutes

A. M/S/C (Petti / Rosenstreich) to approve the Minutes form December 5, 2019

Yeas: Cannon, Finnegan, Gehrman, Grisanti, Hollis, Petti, Rosenstreich *Nays:* none

Abstentions: Browe

V. New Business

A. Hiring Committee Appointments

(Attachment 1)

M/S/C (Gehrman / Petti) to appoint Julie Finnegan and Kurt Combs (with Doug Browe as an alternate) to the Director of Lake Center Hiring Committee:

Unanimous

- If it is determined Combs has potential conflicts, prior to the committee meeting, Doug Browe has been appointed provisionally to replace him

M/S/C (Browe / Cannon) to appoint Phil Warf to the Human Resources Technician Hiring Committee: *Unanimous*

M/S/C (Cannon / Browe) to appoint Doug Browe to the Lake Center Assistant Hiring Committee: *Unanimous*

M/S/C (Cannon / Browe) to appoint Rhea Hollis to the Student Services Assistant Hiring Committee: *Unanimous*

- Senators voiced concerns about non-tenured faculty members serving on committees that might be contentious thus exposing them to risk

B. Committee Report Technology

None

C. Committee Report Facilities and Safety

None

VI. Old Business

A. Goal #6: Professional Development Committee Review

President Indermill reported that a meeting had been scheduled last November but was cancelled due to illness. It has been rescheduled for Monday, January 27th.

VII. Standing Items

A. Guided Pathways

Guided Pathways Tri-Chair Indermill reported from the December 9, 2019 that the budget was briefly discussed, in terms of

- Budget: spending has been relatively prudent, thus far so we can maximize the monies received from the State and will continue to plan intentionally. The intent is to use the money to support local goals and professional development, this may include restructuring the faulty leadership, compensating faculty to work on focused, short-term projects over the summer, clerical support
 - It was noted that the Academic Senate had significant involvement in the development of the Guided Pathways Leadership Team and emphasized the important and significant role faculty must have in this transformation. It was noted currently there is not a part-time faculty representative on the leadership team
 - Senators stated that faculty leadership positions should be determined by the senate and Guided Pathways work is within the senate purview (10+1)

The Guided Pathways Leadership Team has drafted the Scale of Adoption Self-Assessment (SOAA) which is due to the Chancellor's Office March 1, 2020. The report has been revised to focus on the four pillars of Guided Pathways and asks colleges to evaluate the level of implementation of each of the essential practices and a timeline for implementing next steps. The SOAA requires the Superintendent and Academic Senate to approve of its contents. Senators are asked to review the template to be familiar with the essential practices and the May 2019 SOAA in preparation for the first reading scheduled for February 13th.

B. Accreditation

The Institutional Self-Evaluation was submitted in December to the Accrediting Commission of Community and Junior College (ACCJC). There is a logistics team working to prepare for the peer review team's site visit. The team will be here on February 24-27.

B. AB 705

President Indermill reported that "rack cards" for math and English outlining the new placement criteria.

VIII. Reports

A. Academic Senate President's Report

In addition to the written report (Attachment 2), Indermill noted the *Educational Master Plan Extension* and development of priorities to guide our work for the next few years. She called out the nomination of Taylor Cannon on his the Hayward Award.

B. Senator Reports

None

IX. Open Forum

Senator Finnegan reported that student Kyle Whiterock has requested her to assist the students plan activities for Sexual Assault Awareness month and that she would like to senators to mention it to their constituents in order to gain more faculty involvement.

Senator Browe thanked the senators for their support over the last semester as he worked on the Phoenix Project. in the last weeks.

Vice President of Academic Affairs, Debra Polak announced that January 31st at 9:30 a.m. the college will be hosting a press conference for California State Senator Mike McGuire. He will be making an exciting announcement related to our CTE programs. Campus-wide leadership will be in attendance, as well as students. Polak extended the invitation and request that senators attend.

President Indermill reminded senators to volunteer to run three faculty meetings this semester. .

X. Adjournment

M/S/C (Browe / Gehrman) to adjourn the meeting at 1:46

Future Meetings Spring 2020

February 6 *, February 13, February 27, March 5 *, March 12, March 26, April 2 *, April 23, May 7, May 14 * (Faculty Meetings*)

Academic Senate Agenda
ATTACHMENTS
January 23, 2019

ATTACHMENT 1

Addendum to Item V.A Hiring Committee Appointments

Director of Lake Center

- Vincent Poturica
- Kurt Combs

Lake Center Assistant

- .

Student Services Assistant

- .

Human Resources Technician (Confidential)

- Phil Warf

Volunteers for any hiring committee:

- Greg Allen
- Nick Wright
- Fernando Calderon

ATTACHMENT 2

Academic President's Report

During the Fall 2019 semester Vice President Gehrman and I met regularly to discuss the business of the Academic Senate, including agenda items, goals, committee appointments, etc. We met about every other week with Vice Presidents Polak and Velasco (**VP's Meetings**). At the last meeting of the semester, we primarily finalized details of the January In Service agenda, including the late morning session on the Guided Pathways framework panel.

The December **Board of Trustees** meeting includes the annual organization for the coming year and the election of officers. The trustees voted unanimously on the meeting dates, time and locations, as well as for the officers. Meetings will be held at 4:00pm on the second Wednesday of the month, except where noted by an asterisk (2/5*, 3/11, 4/15*, 5/13, 6/10, 8/12, 9/9, 10/14, 11/18*, and 12/9). The April, June and September meetings will be held at the North County Center, Coast Center and Lake Center, respectively. The elected officers for 2020 are:

- President: Robert Jason Pinoli
- Vice President: Marie Myers
- Clerk: Xochilt Martinez

Trustee President Pinoli indicated he had reviewed proposals from three consulting firms

contacted to potentially assist the District with the hiring process for the Superintendent/President. Each are aware of the timeline established by the ad hoc committee and BOT, they understand the need to “hit the ground running”. To-date the process is still on schedule. A final decision on which firm to contract with will be made soon. The firms are: Adabury and Blue, CCSS and PPL Incorporated.

The BOT unanimously approved the *Institutional Self-Evaluation Report* (ISER), as presented, to support the application for reaffirmation with Association of Community and Junior Colleges (ACCJC). The board unanimously approved the College and Career Access Pathways (CCAP) agreement between MLCCD and Mendocino Unified School District. The agreement expands dual enrollment in order to develop “seamless from high school to the community college”. These agreements are designed for underrepresented students and those who may not be college-bound. The entirety of the [CCAP Agreement](#) can be found on the Board of Trustees website. The board unanimously approved the annual audit for fiscal year 2018/2019 conducted by independent auditor Cossolias/Wilson/Dominguez/Leavitt CPA's. There were a few minor findings considered “low risk” and the overall findings are of the highest “opinions”. The entire [audit report](#) is available in the Office of the Superintendent/President, Office of Fiscal Services, Library and the college website. All of the Board Policies presented for consideration were approved unanimously. Additional BPs that have been forwarded by President's Policy Advisory Council (PPAC) were presented as a first reading there were no comments about these from the trustees. An informational report about the health benefit fund was presented. It was noted that this information will be given to the BOT on a more regular basis throughout the year than in previous years. The budgeted rate per participant is \$1700.00 per month and as of October 31, 2019 the cost has been \$2026.11 per participant. Additional information about the health benefit fund as related to the District budget was discussed at the Planning and Budgeting Committee (PBC) at the January meeting (see the PBC notes included in this report) for additional information.

The Big Picture item was a presentation by Vice President of Academic Affairs Polak about our Construction Programs. She outlined the various certificates available to students and the basic course requirements, labor market indications for Northern California, challenges facing our programs and future projects.

The constituent reports from the Classified Senate and the management team both mentioned the Classified Staff Holiday FunRaiser and thanked those who participated. Classified Senate President Jeana Thompson noted that over the years they have raised over \$31,000. Management Team President Judy Kanavle also noted they are drafting new practices for night duty. Katie Fairbairn, Executive Director of the Mendocino College Foundation's monthly report highlighted various fund raising efforts, the scholarship application period for students will be one month longer this year and ends March 2, 2020. The quarterly report from the Friends of the Mendocino College Coastal Field Station and Natural Sciences Chair, Professor Steve Cardimona outlined recent student and faculty activities that have taken place at the field station. In addition, he highlighted a new capital campaign targeting the community to increase donations. The Academic Senate report featured Professor Doug Boswell and the Automotive Program. Each report was included in the [agenda packet](#) and can be found on the Board of Trustees website.

In December, the **Educational Action Planning Committee** (EAP) approved the *Educational*

Master Plan – Extension and its priorities. It was reviewed by PBC in January. The extension and priorities are as follows:

Education Master Plan Extension for 2018-2020

This extension allows the college to rely on the existing Education Master Plan with updates to the priorities which acknowledges the new state mandated directives implemented over the past few years. This additional time allows for integration of both internal and external dynamics in redesigning the institution for student success.

The 2010-2018 Education Master Plan was updated by the Education Action Plan Committee (EAP) during the 2014-2015 Academic Year with new priorities to guide District planning and budget allocation. Since that time, many statewide initiatives have required the development of new planning documents, including Student Equity Plans, the Integrated Plan, Guided Pathways Assessments and Implementation Plans, Online Education Initiative (OEI) plans, and the Vision for Success Goals. Additionally, AB 705 legislation required a rethinking of the Math and English transfer pathways which are at the core of students' degree completion.

The development of these externally required plans coincided with the expiration of the Education Master Plan. Because of the timing, the committee work dedicated to developing these various documents, and the desire to use some of these documents and new structures as cornerstones of a new Education Master Plan, EAP agreed to develop this extension to the Education Master Plan. The Curriculum Committee, EAP, the Planning Budgeting Committee, Academic Senate and the Guided Pathways Leadership Team immersed themselves in meeting these external mandates. The membership on these committees at our small college includes many of the same individuals. In addition to the desire to include these new plans as foundations for the new Education Master Plan, faculty and administrative leadership were spread thinly.

With new plans and processes in place, the EAP is prepared to develop a new Education Master Plan which will acknowledge that the California Community College Chancellor's Office Vision for Success Goals, the Guided Pathways Framework, and the Student Center Funding Formula as integrated initiatives calling for a redesign of the institution. While these are external mandates, Mendocino College has invested considerable time and effort to embrace and incorporate them as a framework for improving student success and closing achievement gaps.

At Mendocino College, faculty, staff and administrators have also been engaged in deep reflection and efforts to apply an equity lens to all our work. The redesign of our institution guided by the Education Master Plan will describe the important equity work accomplished and ensure equity mindedness is at the center for future planning.

Mendocino College is at the early stages of embracing the Guided Pathways framework. Its four pillars—clarify the path, enter the path, stay on the path and ensure learning—and our current self-assessment and implementation plan will inform the Education Master Plan. The Mendocino College Guided Pathways vision and core principles, which guide decision making in this area, will also inform the plan:

Vision--Make the College student-ready to establish equity and social justice for the campus community

Core Principles--

- Visible, Accessible and Clear Information
- Integrated Services
- Educationally Sound Practices

Finally, the Vision for Success Goals asks the College to put student achievement and success at the center of all our work and set goals for specific improvements in course, degree, and labor market success. The goals we developed went through a rigorous process which began in the Education Action Plan Committee and were approved by Academic Senate and the Board of Trustees. The new Education Master Plan will guide the work of the college to lead us to the achievement of those goals.

The new Education Master Plan will be developed in EAP by reflecting on the important redesign accomplished over the past several years. It will summarize that work; identify important opportunities in those areas; and recommend goals for the next 5-10 years. To guide educational planning, budget allocations, and other planning documents, the priorities defined below were developed in EAP based on the initiatives and frameworks described above. The Priorities have been developed to guide planning for four years and will be cornerstones of the next Education Master Plan.

Education Master Plan Priorities 2018-2022
<p>Equity Imperative: Maintain and strengthen equity-minded student planning and activities to ensure equitable outcomes for our minoritized student population, including providing staff and faculty with culturally responsive professional development training. Professional development activities will include culturally inclusive and culturally relevant pedagogy, cultural competency in student service delivery, comprehending anti-racist practices, and understanding and recognizing racial inequity in education, policy and practice.</p>
<p>Native American Outreach and Support: Increase access to and completion of educational programs at Mendocino College for Native American students. Increase Native American enrollment to reflect demographics in our region and school districts. Identify retention, success, completion, access, and resource barriers that prohibit academic success for Native American students; and create culturally inclusive practices to mitigate racial-equity gaps. Provide professional development to faculty and staff to promote culturally responsive outreach and support to our Native American population, both in and out of the classroom.</p>

Cohort Model: Using the College Assistance Migrant Program (CAMP), First Year Institute (FYI) and Pomo Pathways as models, build and implement one or more additional cohort models that will provide wrap-around services to students, aligning with the four pillars of Guided Pathways. Implement at least one cohort model which will provide outreach, onboarding, counseling, and support services to a racially minoritized student community. Key features may include predictable and thoughtful scheduling of essential, transfer-level curriculum, and well-trained and culturally responsive instructors, which will result in cohort solidarity and student success.

Guided Pathways: Maximize existing technology to provide clear and simple tools for students to access and chart the progress of their educational plans. Create clear equity-minded pathways for students to complete certificates, degrees and transfer pathways. Integrate student services and instruction to support pathways and completion.

Implementation of AB 705: Increase success to and through transfer level Math and English by gathering and analyzing data disaggregated by race and ethnicity, and surveying students; honing guided self-placement practices; and monitoring existing and adapting robust learning support services. Provide professional development for faculty and staff which supports the increased success of students.

Dual Enrollment: Increase the planning and intentionality of dual enrollment, including College and Career Access Pathways (CCAP), Middle College, and traditional dual enrollment offerings with an equity lens. Further develop relationships with and orientations for high school faculty, counselors and principals to offer courses which are organized into educational pathways and are aligned with traditional college offerings. Provide professional development for high school faculty to ensure consistency of delivery and rigor with on-campus college offerings. Also, develop and implement orientations to dual enrollment for students and parents.

Distance Education: Provide robust professional development in instructional design and accessibility, as well as ongoing and transparent support to all faculty in order to have 75% of our online course be aligned with the OEI Course Design Rubric in 5 years.

<p>CTE: Increase the skilled labor pool in high demand industries. With Strong Workforce Program and other funding, allocate more resources for human capital and economic development. Provide relevant workforce development learning and skill building opportunities at different career stages.</p>
<p>Non-Credit: Explore, create and implement noncredit and low unit short term vocational certificates in areas that meet the industry needs of our community, including partnering with Mendocino Lake Adult Career Education (MLACE)</p>
<p>Transfer Pathways: Increase transfer rates by researching, collaborating and communicating within the College and across educational institutions to identify and meet student and district needs; assuring ADT and UCTP are visible corridors among the network of Guided Pathways; supporting horizontal integration and collaboration between academic disciplines; maintaining responsiveness to state transfer mandates and transfer model curriculum; and utilizing marketing resources for highlighting transfer degree pathways.</p>
<p>Cross-Campus Collaboration: Implement collaborative projects designed to support student learning and engagement. Students will participate in interdisciplinary and multi-department activities to enrich their academic experience. Examples of previous collaborative projects include The Phoenix Project, Earth Week, Major Exploration, and MESA Colloquia.</p>

Planning and Budgeting Committee (PBC) met December 10, 2019 and January 14, 2020. In December, the committee continued the staffing discussion and made the recommendation to the Interim Superintendent/President to hire three classified positions, funded categorically: (EOPS/CARE Coordinator, CalWorks Specialist and Student Life Coordinator) and one management supervisory confidential (Human Resources Technician). The committee reviewed and accepted the *Facilities Master Plan*. It is a comprehensive district-wide plan that includes a space inventory; plans for growth and modernization, sustainability, ADA compliance, safety; and information about the Housing Feasibility study requested by the Board of Trustees. The committee was updated on the Strategic Plan, a newly funded construction program, Accreditation, and the 2018/19 Audit.

At the January meeting the Educational Master Plan Extension (noted above in the EAP portion of this report) was reviewed and accepted. The committee reviewed and discussed the Governor's Proposed Budget, the Student Centered Funding Formula and the Health Benefits Fund. While we continue to maintain a healthy reserve (about 26%) and the next couple of

years are predicted to be fairly stable, the concern is 2022-2023 when the *Student Centered Funding Formula* (SCFF) becomes fully effective. For the academic years 2018 – 2022 the district is in “hold harmless” years, thus our revenues are maintained at the 2017-2018. Increased FTEs will help, but may not be enough to sustain the district. Discussions continue with State leaders about the potentially negative impact the SCFF will have on small colleges. The Health Benefits Fund is projected to end the year with expenses exceeding revenues. The current monthly budget is \$1700.00 per participant and the expenses are \$318.00 over budget. The recommendation was made to continue with our current philosophy regarding nonresident tuition and set the rate at the lowest possible amount. That figure will be calculated and present to the Board of Trustees for approval. The immediate hiring of two positions vacated due to retirement and resignation, Lake Center and Lake Center Director, were recommended to the Interim Superintendent/President.

The August **In Service** survey results have been distributed and a survey for January has also been sent. VP Gehrman and I will review these results with VPs Polak and Velasco once compiled. Approximately 62 full- and part-time faculty attended the Guided Pathways faculty workshops during the afternoon of Friday’s In Service. Three additional Program maps were drafted: Biology, English and Theater. Seven draft Meta Majors were developed and briefly reviewed by those in attendance. All of this information will be shared with the Guided Pathways Leadership Team and Program Mapping work group.

Senator and part-time faculty member (Sociology) Taylor Cannon has been nominated for the **ASCCC Hayward Award**. The application was submitted in December and results should be available soon. Cannon and VP Gehrman helped considerably in getting the application packet completed and submitted before the deadline.

Respectfully Submitted,

Catherine Indermill
Academic Senate President