

MINUTES
Mendocino College Academic Senate
Thursday, November 6, 2014
12:30 – 2:00 p.m., Room 4210

- Call to Order*** Reid Edelman called the meeting to order at: 12:33 p.m.
- Present*** Jason Edington, Steve Cardimona, Tascha Whetzel, Jody Gehrman, Reid Edelman, Sarah Walsh and Jessica Crofoot
- Absent*** Doug Browe, Dan Jenkins and Catherine McKay
- Cardimona left at 1:37 p.m.
- Agenda Approval*** M/S/C (*Edington/Cardimona*) to approve the Agenda of November 6, 2014
- Minutes Approval*** M/S/C (*Gehrman/Whetzel*) to approve the Minutes of October 23, 2014
Cardimona abstained due to absence.
- Public Comment*** None
- Committee Reports*** MPFA – No Report

President's Report – The report is attached. The following information is included: Institutional Effectiveness Committee (10/20/14); PBC (10/21/14); Fort Bragg Update, Accreditation Update, Program Review, Strategic Planning Process, Point Arena Field Station Update; Pre-Plenary Area B Meeting (10/24/14); Committee Chairs Meeting (10/27/14); and EAP (10/28/14).

Old Business

Academic Rank Advancements

Edelman thanked Edington for his work on the academic rank process. At this time 10 Part-Time instructors were advanced. Edington thanked the Part-Time representatives for getting the word out regarding this process.

Three adjustments have been made – A strike thru the name of Rachel Donham is necessary, she is already an Associate Professor. The title of Professor needs to be added to both Barbara French and Fran Laughton. This makes for 10 Full-Time instructors advancing as well.

The information has been verified with the Human Resources Office. The advancement forms will be put into the instructors personnel file.

M/S/C (*Cardimona/ Gehrman*) to approve the academic rank process with the three adjustments. Congratulations from the Senate!

Part-Time Faculty Committee Appointments

Crofoot mentioned that MPFA receives nominations for individuals that would like to serve on particular committees. The information is brought to the Senate to determine if those individuals will be a good fit to serve on that committee.

Edelman mentioned that any part-time faculty, even if not favored by the union or the committee, should advance to the Senate for consideration.

Edington mentioned that everyone who volunteers to serve on a committee must come to the Senate. The By-Laws may need further adjustments and/or changes regarding committee assignments.

New Business

Scheduling Process – Centers

What is the full-time faculty roll in scheduling and planning curriculum at the Centers?

Edington mentioned that the Deans are trying their best to meet the needs of students. He suggested getting the departments more involved with the process. The faculty should be involved with the classes offered and the locations where they should be offered.

He mentioned that #4 Educational program development

In the 10+1, this is something that faculty must be involved in, both in Ukiah and at the Centers.

Edington mentioned that he tried to make changes in Math. It is ultimately the Deans decision.

Walsh mentioned that she appreciates the collaboration with the Deans in helping to review part-time instructors because there are so many.

Cardimona mentioned that additional lab science courses in the Centers have been requested by the Instruction Office, yet the budgets have not been allocated to cover the expense.

Edington – It is nice when the Deans can help out. If faculty want to get more involved it would be a good idea since we know our programs well and what it

takes to grow them. He would like to see conversation between the Deans and faculty members - it would be a worthwhile discussion.

Gehrman mentioned that it is difficult to see the larger picture for the needs of the students and to determine what needs to be offered and when.

Edington suggested that we wait until Conan returns to provide additional information. This topic will be brought up at the next meeting and information will be brought to the next Deans/VP meeting.

Shared Governance – PowerPoint

Edelman has a meeting next week to discuss the In-service with VP Guleff. There is a PowerPoint presentation that reviews shared governance, the particular roles that are required and a right to be involved in particular matters.

There is a Board Policy that charges the Senate with their duties – Collegially/Primacy. A review to determine what the Senate is and is not responsible for. How does the law apply to Mendocino College (AP 213.1)

Edelman reviewed the PowerPoint with the Senate membership regarding Academic and Professional matters, Ed Code “It’s the Law!” – Governs California Schools and can only be changed by legislation. Title 5 interprets the Ed Code and relates only to Community Colleges. It specifies 11 areas of Academic and Professional matters related to policy development and implementation matters.

Faculty are to be included in shared governance in all **11 areas (10+1)** areas...

- 1.) Curriculum
- 2.) Degree and certificate requirements
- 3.) Grading policies
- 4.) Educational program development
- 5.) Standard or policies regarding student preparation
- 6.) District and college governance structures, as related to faculty roles
- 7.) Faculty roles in the accreditation process
- 8.) Policies for faculty professional development
- 9.) Processes for program review
- 10.) Processes for institutional planning and budget development
- 11.) Other academic and professional matters as mutually agreed upon between the governing board and the academic senate

Edelman suggested that someone from the State Senate educate us further. Talk to the whole faculty at a faculty meeting and also at In-service

Whetzel suggested – if the information is offered, that it be shared with a larger audience.

Edelman mentioned meeting with them the day before and have a training/workshop with faculty and then attend In-service to share the information as well.

Gehrman suggested a general presentation and then a narrative with specific examples with regard to the campus, so there is something to relate to.

Edington will be in contact with Delores to see if she may be available to attend In-service. If she is unable to attend the In-service, then perhaps she can attend a faculty meeting. The Senate may be able to meet with her in the morning hours. Invite as a “Hot Topic” for a faculty meeting.

Hayward Award

Edelman mentioned the Hayward Award – It is sponsored by the Statewide Academic Senate. Mendocino College is able to nominate from only adjunct faculty this year. Each college can only nominate one person.

The winner will receive \$1250 and a dinner with the Statewide Academic Senate. The deadline to apply is January 2. Only one person can be nominated from Mendocino. To make this happen information needs to be received by November 19 at 5 p.m. An Ad Hoc committee will be created to review the applications and bring information back to the December meeting.

Information will be sent to constituent groups. A suggestion to send a nomination letter that addresses information in the rubric be received by our next meeting. Once we have chosen an applicant then additional information can be completed.

The person nominated will be honored at In-service.

Whetzel will send information to all full-time and part-time faculty. Edelman will provide the information to be sent.

E-mail that was sent from Whetzel – (Provides additional information)

The Statewide California Academic Senate has issued a call for nominations for the annual Hayward Award. This annual award recognizes Full Time and Adjunct Community College faculty drawn from the ranks of all current California Community College faculty. This year, as a college in “Area B” of the Statewide Academic Senate, we are being asked to forward a single nomination of

an Adjunct Faculty Member from Mendocino College to be considered for this high honor.

For more information, including a selection rubric and required forms, go to <http://www.asccc.org/events/hayward-award-0>

In order to be considered for his award, our local senate must forward a single nomination to the statewide senate prior to January 2, 2015. There are application forms which must be completed by the nominee, the nominator and the local Senate President. In order to allow time to complete these materials, the Mendocino College Academic Senate is asking that any nominations be submitted for consideration by our local senate **prior to November 18, 2014.** Nomination letters should address how the nominee meets the specific established criteria listed below:

Please submit nominations via an e-mail attachment in Microsoft Word to Senator Tascha Whetzel at twhetzel@mendocino.edu. Once again, please note that nominations from Mendocino College must be for Adjunct Faculty only.

Future Agenda Items Crofoot noticed the future agenda item regarding the proposed resolution on part-time faculty pay equity and would like information prior to the next meeting on November 20, in case it relates to negotiations.

Walsh would like a follow-up to the faculty meeting discussion regarding the faculty/ administration relationship.

Plenary – If there is input on how Jason should vote at Plenary, please review all the resolutions and let him know your decisions/suggestions.

Next Meeting November 20, at 12:30 p.m. in Room 4210

Adjournment Meeting adjourned at 1:52 P.M.

Academic Senate Membership - 2014-2015

Reid Edelman – President
Jason Edington – Vice President
Conan McKay
Tascha Whetzel
Jody Gehrman

Steve Cardimona
Jessica Crofoot - MPFA
Sarah Walsh
Dan Jenkins
Doug Browe

PRESIDENT'S REPORT, for 11/20/14 AS Meeting

Respectfully submitted by Reid Edelman, Academic Senate President, 11/12/14

VP/Deans/Senate 11/4/14

- I. Committee Handbook: we set a meeting for November 20 at 9 AM to meet with classified and senate leaders with Gina to review committees and separate them into categories (ad hoc, planning & departmental). It was also discussed that Minerva has created an electronic form and it will now be the responsibility of committee chairs to enter committee membership and terms onto this form each year.
- II. Spring 2014 Schedule: Debra and Ginna presented information on Spring schedule, including Fort Bragg. Steve Hixenbaugh volunteered to come to AS to talk about enrollment, retention and "inreach."
- III. AB 86: this is a new law relating to non-credit courses and adult education. We will need volunteers for a committee to work on this. Tascha Whetzel and Jason Edington have volunteered to represent faculty. I will also invite other participants via an e-mail.

BOT 11/5/14

Jason Edington attended the BOT meeting while Reid was at his dress rehearsal for the Fall production of *Eurydice*.

EAP 11/11/14

- I. EAP discussed and approved a letter to voluntarily discontinue college accreditation of the Paramedic Program. This is necessary because the time allowed for our previous action of "inactivating" our accreditation has run out. Voluntarily discontinuing accreditation of this program will allow us time to rebuild and reinstate the program in the future. Note that in this case "accreditation" refers not to accreditation by the ACCJC, but rather by the organization governing Paramedic programs specifically.
- II. We discussed our process for reading Program Reviews (Part II programs only). Due to a glitch in CuricUnet, CTE programs were not asked the correct questions on their form. The missing information will need to be collected for CTE programs and will require an extension of the deadline for these programs.
- III. We reviewed the latest revisions to the EMP document and made notes on areas needing attention. Virginia will make changes and corrections and then send the document out once again for review by the full committee.

Information Submitted Relating to Proposed Resolution on Part-Time Faculty Pay Equity

Submitted for consideration by the Mendocino College Academic Senate

Resolution to Improve Student Success and Retention by virtue of Securing Adequate Funding for Pay Equity and Paid Office Hours for Temporary Faculty, and the Conversion of Existing Temporary Faculty to Full-Time Permanent Status.

Whereas, the California State Budget is the strongest it has been in years; and

Whereas, many programs that benefit temporary faculty and contribute to student success and retention have been cut or eliminated during the Great Recession and have yet to be restored; and

Whereas, temporary faculty now comprise 75 percent of higher education instructors in the United States; and

Whereas, temporary part-time faculty are required to hold the same academic qualifications and credentials as their full-time colleagues; and

Whereas, at most colleges full-time instructors are paid significantly more than part-time faculty for the same duties of preparation, teaching, and grading/assessment; and

Whereas, many colleges do not fund or underfund office hours for temporary faculty; and

Whereas, due to poor prospects for career advancement and inadequate pay many qualified temporary faculty leave the profession annually; and

Whereas, the retention of qualified instructors supports institutional viability and directly contributes to student success; and

Whereas, most temporary instructors are not compensated for, yet are essential to the task of realigning courses and programs to meet the needs of a changing economy; and

Whereas, recent studies have shown that a well-paid, stable faculty workforce contributes to student success and retention; and

Whereas, student access to faculty outside of the classroom and during office hours is an important contributor to student success; and

Whereas, current full-time faculty are already overworked and overburdened with many of the responsibilities of shared governance and serving student needs;

Therefore, be it resolved, that the [INSERT NAME OF BODY PASSING THIS RESOLUTION] requests that the Governor and the Department of Finance allocate additional funds in the January 2015 budget proposal for parity/equity compensation and paid office hours for part-time temporary faculty in the California Community College system in the amount of \$30 million for paid office hours, and \$50 million for parity/equity compensation ; and

Therefore, be it further resolved that the [INSERT NAME OF BODY PASSING THIS RESOLUTION] requests that the Governor and the State Legislature allocate \$100 million for the conversion of existing part-time temporary faculty to full-time faculty status.

October 23, 2014

Governor Jerry Brown
State Capitol, Suite 1173
Sacramento, CA 95814

RE: Dignity, Equity, and Fairness for Temporary Community College Faculty to Promote Student Success

Dear Governor Brown,

You are no doubt aware of the sub-standard working conditions our community college temporary, part-time faculty work under. Although the law requires them to possess the equivalent qualifications of their tenured/tenure-track counterparts, they receive less than half the salary, and in most cases receive no health coverage and are not compensated for office hour time outside of class to meet with students.

As you are also keenly aware, the California Community Colleges serve a wide range of students, including those most in need of assistance. Approximately 38% of our student population qualifies as low income and receives a Board of Governor Fee Waiver, and 71% are self-reported as non-white ethnic minorities. It has clearly been your focus when developing your education policy to direct additional funding to serve this student population. With the State's focus on student success, the desired outcomes will not be achieved if there is not an equal focus on improving the working conditions of our temporary, part-time faculty who teach nearly fifty percent of our community college courses.

Research clearly shows how the over-reliance on temporary, part-time faculty diminishes faculty involvement in student learning^{1,2}, and hence diminishes the rate of student success, including lowering the retention rate, the graduation rate, and the transfer rate of students to four year colleges and universities^{3,4,5,6,7}. It has even been shown directly that for every 10 percent increase in the percent of tenured faculty at a two-year college, the chance that a student will transfer to a four-year college increases by 4 percent⁸.

Due to the temporary nature of their employment, temporary, part-time faculty often do not know until the first week of the semester whether they will have an assignment or not. This uncertainty in employment forces many temporary, part-time faculty to subsist on food stamps and seek unemployment insurance coverage to bridge the gap until their next assignment comes along. Even when assigned the equivalent of a full load, many temporary, part-time faculty are barely able to make ends meet.

Consequently, in an effort to begin to rectify this abysmal situation, the Community College Council of the California Federation of Teachers is calling upon you to include the following items in your January 2015 budget proposal:

- \$50 million in new resources to increase the salaries of temporary, part-time faculty as a first step toward achieving pay equity with their tenured/tenure-track colleagues;
- \$30 million in new resources to fund paid office hours for temporary, part-time faculty;
- \$100 million in new resources for the conversion of existing part-time temporary faculty to full-time faculty status.

We hope that you will give these proposals serious consideration as you develop your January 2015 budget proposal. Please do not hesitate to contact me if you would like to discuss any of these items in more detail.

Sincerely,

Jim Mahler, President
Community College Council of the California Federation of Teachers

- c: Speaker of the Assembly Toni Atkins
Senate President Pro tem Kevin de León
Assembly Education Finance Budget Subcommittee Chair Al Muratsuchi
Senate Education Budget Subcommittee Chair Marty Block
Department of Finance Director Michael Cohen
Department of Finance Program Budget Manager Nick Schweizer
Community College Chancellor Brice Harris
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COST RATIONALE FOR BUDGET REQUESTS

1) \$50 million in new resources to increase the salaries of temporary, part-time faculty as a first step toward achieving pay equity with their tenured/tenure-track colleagues:

Currently, temporary, part-time faculty earn considerably less than their tenured/tenure-track counterparts. The average salary of a part-time faculty member teaching a full-time equivalent load is approximately \$35,784 per year¹. Compare that to the \$89,727 average salary of a tenured/tenure-track faculty member¹.

Taking into account the fact that the part-time faculty member is only compensated for direct teaching and related duties, and he/she is not compensated for office hours or committee work as part of her/his base pay, the equivalent tenured/tenure-track salary would then be reduced to \$56,079². Thus, an equity gap of \$20,295 still persists between the average temporary, part-time faculty member and her/his tenured/tenure-track counterpart for performing the *exact same* duties.

Statewide, there are approximately 16,607 full-time equivalent temporary, part-time faculty. Bringing all of these positions up to equity pay would require $(16,607 \times \$20,295 =)$ \$337,039,065. **The \$50 million we are seeking addresses the first 15% of the current disparity. If more full-time positions are created as per #3 below, the magnitude of this imbalance would be reduced accordingly.**

2) \$30 million in new resources to fund paid office hours for temporary, part-time faculty:

Utilizing the same 16,607 statewide number of full-time equivalent temporary, part-time faculty, and assuming each full-time equivalent faculty member would be required to hold five office hours per week (one hour per week for each course taught, on average) that would equate to $(16,607 \times 5 \text{ hours/week} \times 35 \text{ weeks/year} =)$ 2,906,225 office hours per year. Assuming a statewide average non-classroom rate of pay for part-time faculty of approximately \$40.90/hour, \$118,864,602 would be needed to fully fund this program. **The \$30 million we are seeking would fund approximately 25% of this need. If more full-time positions are created as per #3 below, the necessity for this amount of funding would diminish accordingly, as full-time faculty are required to hold office hours.**

3) \$100 million in new resources for the conversion of existing part-time temporary faculty to full-time faculty status:

Using the average salary of \$35,784 per year for the full-time equivalent temporary, part-time faculty member and a modest \$70,000 average starting salary (including benefits) of a newly hired tenured/tenure-track faculty member, it would cost $(\$70,000 - \$35,784 =)$ \$34,216 to convert a full-time equivalent temporary, part-time faculty position to a full-time tenure-track position.

Using the statewide goal of 75% of all sections being taught by full-time faculty, this would require the conversion of 7,762^{1,3} part-time positions, or (7,762 positions X \$34,216 per conversion =) \$265,584,592 to reach the statewide goal of 75%. **The \$100 million we are seeking would meet the first 38% of the legislature's stated goal in Education Code § 87482.6.**

¹Fall 2013 California Community Colleges, Chancellor's Office Datamart Report.

²A typical tenured/tenure-track work week consists of 15 hours of in-class time, plus 10 hours classroom preparation time = 25 hours or 62.5% of a 40 hour workweek. The remaining time is spent in office hours, committee work, curriculum development, etc.

³Tenured/Tenure-Track FTEF = 18,773. Part-time, temporary = 16,607 FTEF for a total of 35,380 FTEF. 75% of 35,380 = 26,535 FTEF if we are to meet the 75% statewide goal. Thus (26,535 – 18,773 =) 7,762 FTEF of existing part-time temporary positions would need to be converted.

Bibliography

Footnote 1: **Benjamin, E. (2002). "How Over-Reliance Upon Contingent Appointments Diminishes Faculty Involvement in Student Learning." Peer Review, 5(1): 4-10.**

Footnote 2: **Community College Survey of Student Engagement. (2009). "Making connections: dimensions of student engagement."**

Footnote 3: **Eagan Jr., M.K. & Jaeger, A.J. (2008). "Effects of Exposure to Part-time Faculty on Community College Transfer." Research in Higher Education, No. 0361-0365.**

Footnote 4: **Ehrenberg, R.L. & Zhang, L. (2004). "Do Tenured and Non-Tenure Track Faculty Matter?" National Bureau of Economic Research, Working Paper No. 10695.**

Footnote 5: **Jacoby, Daniel. (2006). "The Effects of Part-Time Faculty Employment on Community College Graduation Rates." Journal of Higher Education, 77(6), 1081-1103.**

Footnote 6: **Jaeger, A.J. & Eagan Jr., M.K. (2009). "Unintended Consequences: Examining the Effect of Part-time Faculty Members on Associate's Degree Completion." Community College Review.**

Footnote 7: **Jaeger, A.J. & Eagan, M.K. (2010). "Examining Retention and Contingent Faculty Use in a State System of Public Higher Education." Educational Policy XX(X), pp. 1-31.**

Footnote 8: **Gross, B. & Goldhaber, D. (2009). "Community College Transfer and Articulation Policies: Looking Beneath the Surface." Center on Reinventing Public Education, Working Paper No. 2009_1.**

