

MINUTES
Mendocino College Academic Senate
Thursday, April 16, 2015
12:30 – 2:00 p.m., Room 4210

- Call to Order* Reid Edelman called the meeting to order at: 12:37 p.m.
- Present* Tascha Whetzel, Sarah Walsh, Steve Cardimona, Reid Edelman, Jason Edington and Doug Browe
- Absent* Jodi Gehrman, Jessica Crofoot, Catherine McKay and Dan Jenkins
- Guests* John Koetzner
- Agenda Approval* M/S/C (Edington/Cardimona) to approve the Agenda and Consent Calendar of April 16, 2015
- Minutes Approval* M/S/C (Edington/Cardimona) to approve the Minutes of March 26, 2015
- Public Comment* Koetzner mentioned that a final CBOC meeting was held February 3rd. The Measure W funds have been spent and a final CBOC report will be completed on June 9th.
- Edelman thanked Koetzner for serving on this committee.
- Edington mentioned, on behalf of Jenkins, that Tonya Ramming, the newly hired Cal-Works Coordinator, has not yet been assigned a mentor. Edington asked if someone from the Counseling department would like to assist with this. Whetzel will inquire further and provide mentor assistance if desired.
- Edelman mentioned that formalizing our faculty mentorship program is a proposed change included in the process currently under review by the senate.
- Committee Reports* **Part-Time Faculty Report**
No report
- President's Report**
No report
- Old Business* **Check-In – Online Management System**
No report

New Business

Planning of Senate Elections

The Senate is required to hold elections before the end of April. Elections will be held on April 29th and 30th. A request for nominations has already been sent out via e-mail to all faculty. A letter regarding nominations received will be sent by April 22nd. The ballot will take place in the Library.

Currently, the following faculty have indicated that they will be running either for election or re-election to the Academic Senate:

Tascha Whetzel - Student Services/Learning Skills/Counseling – Re-election

Jessica Crofoot - MPFA – Re-election

Conan McKay – Social Science/CTE – Election

Edelman would like to have additional representation from the CTE area.

M/S/C (*Cardimona/Walsh*) to have Edington and Browe serve as the election committee and count the votes on April 30th in the Library.

Staffing of key committees

Committee members whose terms are continuing are listed below:

EAP VP Guleff/Edington (Chair/Co-Chair)

R. Montes

V. Varela

T. Beck

J. Crofoot (PT Rep)

Edelman will discuss with Catherine McKay regarding her service on this committee.

Enrollment Management Committee VP Guleff/Edington (Chair/Co-Chair)

V. Varela

C. McKay

M. Frederickson

L. Pfutzenreuter

Roger Hock

Jessica Crofoot (PT Rep)

Edelman will discuss with Pfutzenreuter regarding his service on this committee.

Curriculum Committee Montes (Chair)

J. Finnegan

T. Whetzel

Edelman will discuss with Montes regarding the committee membership.

Staffing Committee Dean Polak (Chair)

S. Crossman
J. Koetzner
D. Boswell

SLOT Jenkins (Chair)

J. Cechin
J. Finnegan
C. Soldate

Edelman will ask Donham and Anderson if they are interested in serving on this committee.

Basic Skills Walsh (Chair)

J. Cechin
G. Buccelli
T. Whetzel
M. Cetto
A. Lutsky (PT Rep)

Edington asked about representation from the Math department on this committee.

Distance Education Varela (Chair)

J. Edington
R. Hock
D. Jenkins
S. Crossman
C. McKay (PT Rep)

2nd Reading of Resolution

Postponed until April 23rd meeting

Report – Statewide Academic Senate Plenary Session

Postponed until April 23rd meeting

Future Agenda Items Review Academic Rank Procedures & Process
Recommendation – Faculty Office Space Committee
Discussion – Enrollment Management Issues
Dual Enrollment Classes – Best Practices
Faculty Evaluation Process
Check-In Topics – April 30th Faculty Meeting

Next Meeting Thursday, April 23, 2015

Adjournment The meeting adjourned at 1:02 p.m.

Academic Senate Membership 2014/2015

Reid Edelman – President

Jason Edington – Vice President

Tascha Whetzel - Student Services/Learning Skills/Counseling

Jody Gehrman – English/Library/Languages

Dan Jenkins - CTE

Steve Cardimona - Science

Jessica Crofoot – MPFA

Catherine McKay – MPFA

Sarah Walsh – Social Sciences

Doug Browe – CVPA

PRESIDENT’S REPORT, for 4/23/15 AS Meeting

Respectfully submitted by Reid Edelman, Academic Senate President, 4/16/15

**I. Notes from State Academic Senate Plenary Session,
April 9-11, 2015**

VP Jason Edington, Professor Conan McKay and college President Arturo Reyes represented Mendocino College at the recent Statewide Academic Senate Plenary Session. Below are rough notes from the sessions I attended.

A. General session:

- i. Task Force on Workforce, Job Creation & a Strong Economy:
Middle skill level jobs...projected 1 million gap in middle skill level jobs.
Town hall meetings, regional meetings, task force meetings leading to recommendations to BOG in Sept. 2015.

These are jobs that may involve building engine parts for airplanes...paying 65K per year with health benefits & employing people who otherwise might not be employed at all...wow...powerful statement!

Role of arts in CTE?...STEM now becoming STEAM with arts integral in the mix...teaching creative thinking skills.

B. First Breakout Session: Hot Topics in Online Education: Avoiding the Landmines:

John Freitas, LA City College
Dolores Davison, Foothill & Area B Rep
Stephanie Curry, Reedley College
Gregory Beyer, Consumnes River College

DE Curriculum Issues:
Separate Course Approval
Substantive Change Reports
Regular & Effective Instructor Initiated Contact

Sub Change Report (proposal): If 50% of courses within a discipline can be taken online, then a SCR must be submitted. This is a policy compliance issue & an accreditation issue.

Policy only applies to fully online, not hybrid. But regular & effective contact applies to hybrid as well. This may change.

Sub Change Reports cost \$750, but they can be bundled and thereby save a lot of money!

Accreditation Standards IIB & IIC cover student & learning support services. Planning does not meet standard. Standard requires implementation, assessment and implementation of assessment results. Requires starting years before accreditation visit. Start now!

Equitable access: documentation of resources, widespread knowledge, easy access, accommodations available as needed, disaggregation DE data to look at access.

One challenge is including part-time faculty who teach on-line but who may not be in the loop with all these issues.

Outsourced learning & support services must be assessed.

Regular & effective contact MUST be part of the evaluation process. Regular & effective contact is NOT just between faculty & students; it is also student-to-student. Using personal e-mail is not a good idea. If there is a student complaint, all your e-mails could become public.

Standards are higher for online than for traditional classes. Online classes must be evaluated before being taught for example. Why? Because ACCJC says so!

Success rates for online courses are terrible. This gap will need to close.

Right of assignment:

Who chooses which faculty are given online courses?

Is training required?

Can administrators deny faculty courses?

Can an entire load be taught online?

Course Management Systems (Etudes, Canvas, Blackboard, Brightspace, Moodle)

Who decides which CMS to use?

Who owns a course? At many campuses it is in the contract that faculty own their courses.

Can shells be transferred?

Can faculty be required to use a CMS?

OEI does include support for faculty who may need to transfer systems.

C. Luncheon & second General Session:

State of the Senate, David Morse Hot Topics:

- 1) Educational Technology Initiatives
 - * Online Ed
 - * Common Assessment
 - * Educational Planning Tech Fair tonight 6:15-7
- 2) AB 86 Adult Ed.
- 3) Noncredit
- 4) Accreditation
- 5) Student Equity Plans & Student Success & Support Program (SSSP)
- 6) PCAH (Program Course Acceptance Handbook) Revision
- 7) Transfer Degrees—SB 440 and BOG mandates
- 8) 12 pilot colleges for BA degrees; ASCCC task force has been created
 - definition of upper division
 - MQs needed support services
 - Upper division general ed.
- 9) Workforce & job creation task force
- 10) Institutional Effectiveness Partnership Initiative (JE involved in this)
Focus on tech assistance to colleges in need regarding accreditation, fiscal stability & other issues
- 11) Legislation on horizon: (breakout this afternoon on legislation)
 - AB 288 dual enrollment
 - AB 490 EOPS & CARE programs restoration of funding
 - AB 626 Hiring FT faculty, PT office hours, non-credit FT ratio
 - AB 770 Basic Skills innovation
 - AB 798 open educational resources
 - SB 42 Commission on higher education performance & accountability
 - SB 66 Statewide Career Pathways Program
- 12) Budget: Strong CCC budget
Hoping for additional items including: Prof dev. & FT faculty hiring
- 13) Professional Development, focus on this statewide, first pilot module on faculty leadership by ASCCC. Professional Development is area where faculty should be taking the lead.
- 14) Internally ASCCC working on:
 - Bylaws revision
 - Strategic plan
 - Annual report
 - Partnerships with other organizations: FACCC, Community College League, presentation at CIO meeting recently...
- 15) CTE Leadership Academy May 8-9 (sold out)
Faculty Leadership Institute June 11-13 San Jose
Curriculum Institute July 9-11 Anaheim
Fall Plenary November 5-7, Irvine
Spring Plenary next year will be in Sacramento in coordination with several other CCC groups, over 1000 people!

D. Second Breakout Session: Dual Enrollment

John Freitas, Educational Policies Committee Chair

Wheeler North, Statewide Career Pathways Advisory Group Chair

Vince Stewart, Vice Chancellor of Governmental Relations, Chancellor's Office

Dual Enrollment (often used interchangeably with Concurrent Enrollment)

- Either ADA or FTES collected, not both
- Faculty must meet MQs
- Classes on HS or college campus
- Generally occur during HS day

- with concurrent enrollment: -FTES, not ADA collected
- students earn college, not HS credit
- courses can be taught on college or HS campus
- generally offered after school or in summer

circa 2002/2003 70 districts investigated, 37 found to be out of compliance

Investigation criteria: - was it on a HS campus

- was it open to the public
- did it satisfy established standards for academic rigor
- did the district ensure that pupil had parental permission
- did each special admit pupil have permission to enroll

Equity Problem:

- Achievement gap persist for students from underrepresented groups
- CA is a majority minority" state – closing achievement gap is crucial
- Many of our students are first in family to attend college
- Many of our students come from non-English speaking homes
- only 39% of unprepared population reach their goal; our students are unprepared!

Dual Enrollment Benefits to Students:

- Complete HS & college credits at the same time
- Introduction to & prep for college
- More time for career & college major exploration
- Address skills gap & improve study skills / academic knowledge
- Increased confidence & motivation to persist
- Students learn the benefit of a college education

Challenges:

-Programs vary in purpose:

intentional college / career pathways programs vs. "chasing FTES"

-Programs vary in formality-MOU vs. verbal agreement

-Programs vary in terms of faculty engagement:

faculty are partners vs. "the administration does its own thing."

*****Need to change messaging: old message to underserved groups was to only go to a 4-year college, CSU was seen as settling. We need to change that message.*****

Our faculty need training in “culturally responsive” teaching styles. “Color blindness” = effective connection with diverse & underserved students. Professional development is essential---HOW TO TEACH!

Dual / Concurrent Enrollment- Senate Positions:

Resolution 4.01 F07-encourage expansion of concurrent enrollment opportunities

Resolution 4.02 F07- local senates encouraged to engage in discussions about concurrent enrollment opportunities, faculty voice is essential

Resolution 4.01 S08-legislation regarding concurrent enrollment needs to be consistent with paper on minors on campus

Resolution 15.02 S09-clear and appropriate limits

Resolution 13.04 F13 –request regulatory guidance, examples of effective practices

New Legislation:

AB 288 to Encourage College & Career Access Partnerships (CCAP)

-Encourages district level agreement to offer dual enrollment

-Intended to reach broader range of students, not just highly gifted

-Emphasis on college & career readiness & CTE / transfer pathways

-Strives to reduce number of students needing remedial Math & English instruction at CC level

New Requirements:

-Review of CCAP agreements in 2 open BOT meetings of both districts

-Comply with all state and federal reporting requirements & collective bargaining agreements

-Ensure faculty are not displaced

-Report on student outcomes in CCAP courses

Consideration for local senates:

- 1) 10 + 1 apply (curriculum, grad requirements, faculty prof development, program review...)
- 2) How will your senate be engaged
- 3) All existing policies (including hiring policies) must be followed.

a. Third Breakout Session: Baccalaureate Degree Pilot

Cris McCullough, Dean of curriculum & Instruction, Chancellor’s Office

David Morse, President

John Stankas, Secretary

Originally opposed by Academic Senate, but opposition was by no means unanimous. Given that it is happening, AS needs to be involved, and in some areas take the lead.

12 programs approved. 2 pending. 1 more slot still open for application.

ASCCC has formed a task force to work with Chancellor's Office and Pilot Colleges in setting parameters for the degrees.

Questions:

- 1) How should we differentiate upper & lower division coursework?
- 2) What requirements should exist for upper division general education for the CCC baccalaureate degrees?
- 3) What should be the faculty's minimum qualifications for teaching upper division coursework in the CCC system?
- 4) What support services must be in place in order to promote student success in CCC baccalaureate degrees programs?
- 5) Do we need to ensure articulation of upper division coursework to the CSU system or other universities, and if so how do we accomplish this?
- 6) What type of professional development should be provided for faculty counselors involved in the Baccalaureate Degree Pilot Program?

b. Keynote Address: Tyrone C, Howard
Professor of education at UCLA

Warm-up: Thank you for doing what you do

Community College educators: "Broken pipeline of K12 education" Our students are often with us not because of education but in spite of it."

Story of his father in 1960... Young black man who came from Louisiana to LA City College. He went on to AA, BA, MA. Ripple effect of impacting a single life. Never underestimate effect of telling just one student in our office that they can do it...that they have potential. CCC as :beacon of educational democracy." CCC is largest system of college education in the world! We don't discriminate...if you show up we will give you everything we have. CA is 8th largest economy in the world! And the people who are making a difference are coming from our colleges. Most nurses, firefighters, the list goes on and on... Come from our campuses. 50% of CSU start at CCC, 30% of UC students come from CCC. UC & CSU campuses do not reflect demographics of our state. CCCs do. This diversity will only increase in future years. Latino students will be our state's majority. Asian population will double in Northern CA. Other states are losing their minds in dismay over black & brown students. We must help other states to understand the skin color does not define a person's potential. We serve population of "survivors," growing up without privilege can help people develop a sense of how to make things work when they aren't working. Many privileged kids could not survive one hour in worlds where many of our students come from. We must not lower poor expectations...we must see our students' brilliance and potential! Give them "tough love." Some fall by wayside, but others stay the course! These students are thirsting for mentorship... told that we believe in them. We need to fight for larger numbers of full-time faculty...majority of our faculty are part-time---without designated offices, not knowing what they will teach until a week before class starts, attention split between

2, 3, or 4 campuses. This does not serve our students. Teaching requires full-time commitment. Those of us who have the privilege must be willing to speak up on behalf of those who do not have it. Make-up of who teaches on our campus...another conversation we must have but may not wish to. Faculty must reflect our student populations....Latino, Native American, Black, Asian... Most faculty members are white. We must raise the question of diversity. We must be proactive and cultivate relationships with people of color. Not everybody who earns a doctorate wants to do research. If you love teaching, what better place is there than on our campuses? CSUs are reeling their PhD students in to become faculty on their campuses...we must compete with them to draw diverse instructors to our ranks. Ethnic groups are not the only groups marginalized among our ranks. We must broaden the scope to other marginalized groups. Social class, sexual orientation, identity background, first generation college students, ... We have more in common than difference...marginalized groups must work together, not as competing groups. We instill in young people a sense of what they can become, what they can imagine. We serve undocumented students, disabled students former foster youth... Our job is to be a life-changer. We are the products of other people's expectations! Our students feel defeated because they are expecting a 2-year degree...that has become a fleeting dream. Some students need 6-7 years of consecutive work to earn a "2-year" degree. We must encourage and support these students. They are losing hope. We must help these students keep their flames flickering. We have chosen our careers because we believe in the ability to transform lives. We are inter-connected...African phrase..."I am because you are."

Q & A:

A pipeline issue...only 50% of high school students are going to college, and it keeps dwindling through the higher education system, resulting in reduced pool of people of color with educational qualifications. Too often institutions take a "sit back & let them come to us" attitude. We must be proactive in recruitment. We are one of the most racially diverse countries on Earth, but we are so uncomfortable talking about it. We must have courage to start the conversation! We all have "implicit bias." We must have professional development on topic of cultural competence. Difference between "sympathetic educators" and "empathetic educators." Sympathetic may lower expectation, sympathize them right out of school. Empathetic...how to we out together a plan to raise the student up to their goals! With young African American boys they are given 2 choices...sports or rap. We must find a way to reach and give role models to African American students as teachers, doctors, writers... Young men of color cannot become something if they never see it. We can help them see it even if we look nothing like them. In many cases, parents are disappointed when their first generation college kids choose to become teachers (an undervalued & underpaid profession); their parents imagine them as doctors, lawyers or engineers. We must help people value professions that make a difference but may not earn same salaries. Performing Arts can be conduit for these students. "Where there is no validation, there is no change." For many, without band & theatre, there is no longer any reason to go to school.

E. 4th Breakout: **Changes in Accreditation Standards**

I. What's new?

- new numbering system
- no more themes
- focus & emphasis on completion in the college's mission
- disaggregation of student data
- integrity standard
- student awareness of total cost of education
- course scheduling
- catalog requirements revised & moved to end
- SLOs I evaluations for all
- More engagement for part-time faculty
- Several new standards relating to board.

II. Challenges:

- Necessity of collecting data in a way that it can be disaggregated
- Multiple concepts combined in a single standard
- Renewed emphasis on student learning, achievement & mission
- SLOs & assessment: 45 discrete references in standards
- Content, direction and timing of Quality Focus Essay

III. Strategies to Address Challenges:

- developed conceptual; maps / provided summary of standards for writing teams
- Analysis / identification of student learning, achievement & mission throughout standards
- Identified short-term strategies to adjust practices to reflect new standards as drafted in SER; long term strategies / plans incorporated into QFE
- Distinguished different levels of concern in evaluation sections
- Developed topics & direction for QFE from analysis of levels in evaluation component of SER
- Forums designated in items covered in QFE
- Developed consistent language: met or not met standard, but also:
 - * met & exceeded
 - * met standard, but room for growth
 - * standard not met...

F. 5th Breakout: **Pressure Cooker of Equivalencies & Eminence**

Adrienne Foster, West LA College
Craig Rutamn, Santiago Canyon College
Paul Setziol, DeAnza College

All questions to ASCCC regarding equivalency go to the Standards & Practices Committee.

- 1) The Disciplines List & definition of a discipline: not a department or top code.
- 2) Assigning Courses to Disciplines: local process should reply on discipline faculty

- 3) 3 ways of assigning courses: single course to single discipline, course assigned to more than one discipline with an “or,” course assigned to more than one discipline with an “and”
- 4) We typically grant equivalency in a single discipline
- 5) Be careful with cross-listed classes; use “or” for disciplines or you may inadvertently wind up in a situation in which a faculty member needs 2 distinct MA degrees to teach a single course.
- 6) Process & criteria shall be jointly agreed upon by governing board & the AS
- 7) Typically governing board delegates president or somebody else as its representative
- 8) If BOT hires you, you are automatically deemed to have equivalent qualifications. If faculty are later found to not have documentation that our process was followed, they must be terminated. If faculty were granted equivalency under a prior policy but that policy was out of compliance with state standards, we are in a catch-22 with no good answer. The district could face a lawsuit or adverse action either way.
- 9) Some colleges have process by which equivalency process can be halted dead in water if discipline chair rejects it.
- 10) Grandfathering is for a person who met MQs when hired and those MQs have changed.
- 11) Interns can be hired, but there must be a faculty member in the room that meets MQs.
- 12) Local MQs cannot be less rigorous than the state-established MQs.
- 13) What is equivalent to a MA degrees in a given discipline. Just completing the courses may not be equivalent. Does the MA require a thesis, qualifying exams or culminating project. Otherwise it is not equivalent.
- 14) Some colleges require that all faculty MUST have a MA degree in something, if not in discipline.
- 15) These questions often have no easy answer. They must be addressed at local level. Unfortunately, AS president is the person generally caught in the middle.
- 16) Equivalency to an AA degree or BA degree includes equivalency to general education requirements for these degrees. Education & training are different. Even in CTE areas, we are in business of education. Does 30 years of experience as a plumber equate to eminence or equivalence if person does not have the general education requirements?
- 17) Best to redact names. One possibility is a broad standing equivalency committee with invited guests from discipline. Also, remind people that there is no single course equivalency, so if we approve someone to teach a course in plastering, they are getting approved to teach any course in that discipline which may include all construction courses.
- 18) Eminence: eminence should not be the sole criteria for granting eminence.

II. PBC Meeting 4/14/15, 2-3:30 PM

1. 2014-15 Budget: April revise budget went to the BOT last week. Without transfers from Health fund, we would have been at a 4% reserve. With transfers, we are at an 8% reserve. Based on April revise, we are at 50.4% with regard to the 50% law.

2. Review of Mission/Vision/Values/Goals for possible revision: Arturo recommended that we discuss any proposed revisions via e-mail. After a quick review, however, PBC unanimously accepted these documents in their current form.

3. Sabrina Meyer gave a report of staffing & recruitment: Several positions have closed and are in the interview process. She also presented a list of vacant and /or unfilled positions to keep on our radar. Arturo discussed the possibility of designating some positions as critical so that they can move forward when they become vacant without waiting the full staffing cycle. In depth discussion followed, particularly in light of serious staffing needs in the Nursing Department as an example. In some cases, replacing faculty & staff are critical to ongoing functioning of a program. In the case of nursing, we have an additional issue because the BRN has determined that we need an additional faculty position and increased release time for the director in order to remain in compliance. PBC discussed authorizing an additional faculty position, even if this necessitated a drop in the BOT approved reserve percentage. We also agreed that we should ask the college Foundation to consider funding this unexpected and yet urgent staffing need.

4. Program Review Update: Ginna reported on status of PR review process in EAP, including review of PR screens and our dissatisfaction with GoverNet and possibilities for the future.

5. Accreditation:

Arturo started off with a thank-you to all of us for our work during the Accreditation follow-up visit. The exit report was quite positive, though we are still awaiting the official action by ACCJC. Ginna presented the ACCJC 2015 Annual Report. Eileen presented the ACCJC annual financial report as well, a 3-year comparative report.

6. Fort Bragg Update: Arturo reported on status of MOU with CR. Ginna reported that Substantive Change deadline unexpectedly moved to a week earlier.

Ginna rallied and got it submitted on the day of the earlier deadline. Ginna clarified that the Sub Change document is separate from taking over the building and the territory. It's only about offering 50% of a degree or program. Ginna also reported on the status of the coastal steering committee. In April there will be a second Sub Change report which will include work of the new steering committee. The steering committee will also appoint working teams or subcommittees utilizing the efforts of the many people interested in being involved in the work. Eileen also presented the latest coast cost projections, incorporating corrections discussed in the senate review of this document.

7. 2015-16 Budget Assumptions: presented by Eileen. Eileen recommended keeping 4s & 5s budget levels the same for next year. She also presented FTES targets.

8. OEI Report: Ginna, Jason & I reported on AS subcommittee on OEI and choice of Etudes as Canvas as our platform.

Committee Assignments: Current Status of Discussions

<u>Committee</u>	<u>Current Faculty on Committee</u>	<u>Faculty stepping down</u>	<u>New Volunteers</u>	<u>Recommended faculty staffing</u>
EAP 2 year terms <u>Need 6 FT & 1 PT fac</u> Co-chairs: AS Prez & VPI Reid & Ginna	Jason E (term expiring) Dan Jenkins (term expiring) R. Montes (term expiring) Tim Beck (terms ends 2016) V. Varela (term ends 2016) J. Crofoot (term ends 2016)		Catherine McKay	Recommended action: *Renew term for D. Jenkins. * recognize that Curr. Chair & VP serve by virtue of their positions; align term with these offices. * Discuss wishes of PT reps re committee assignments
Enrollment Management Committee Terms not specified <u>Need 6 FT & 1 PT fac</u> Co-Chairs: VPI: V. Guleff & AS Pres or VP: J. Edington	Vivian Varela Conan McKay Marcus Frederickson Les Pfutzenreuter Roger Hock Jessica Crofoot	Les Pfutzenreuter?	Vivian Varela (term ends 2017) Conan McKay (term ends 2017) M Frederickson (term ends 2017) L Pfutzenreuter(term ends 2016) Roger Hock (term ends 2016) Jessica Crofoot (term ends 2016)	Reaffirm current membership & specify terms as indicated.
Curriculum 2 year terms for FT 1 year term for PT Chair: R. Montes	Leslie Banta (term expiring) Tim Beck (term expiring) Julie Finnegan (term ends 2016) Rodney Grisanti (term expiring) Tascha Wetzel (term ends 2016) Jeff Brunner (PT rep)	Rodney Grisanti?	Conan McKay Jordan Anderson Leslie Banta Jeff Brunner	Senate authorizes President Edelman to work with Professor Montes on selecting among committee volunteers to replace any vacancies.
Staffing Committee 3 year terms for faculty Includes 5 faculty, FT or PT Chair: Dean D. Polak	Steve Crossman (term ends 2017) Doug Boswell (term ends 2016) Barbara French (term expiring) Rachel Donham (term ends 2017) Greg Hicks (term ends 2017)	Barbara French	John Koetzner	Appoint John Koetzner to replace Barbara Frence with a term running Fall 2015-Spring 2018.
SLOT Chair: Dan Jenkins	Jaime Cechin (term ends 2016) Julie Finnegan (term ends 2016) John Koetzner (term ends 2015) Aeron Ives (term ends 2016) Vacant Christine Soldate (PT-2016)	Aeron Ives	John Koetzner (willing to serve another term)	There will be at least two vacancies. AS recommends inviting Rachel Donham, Jordan Anderson and Roger Adhers to consider joining this committee.
Basic Skills Terms not specified Chair: Sarah Walsh	Leslie Banta Jaime Cechin Giiny Buccelli Tascha Whetzel Maria Cetto Andrew Letsky (PT Rep)	Leslie Banta S. Walsh	Catherine McKay Jean Stirling	Sarah Walsh will ask current members if any are willing to chair this committee next year. AS recommends that Jean Stirling replace Leslie Banta on the committee. Terms should be established.
Distance Education Chair: V. Varela	Conan McKay Jason Edington Roger Hock Dan Jenkins Steve Crossman (by position) Catherine McKay (PT Rep)	Conan McKay		An additional volunteer is needed. Terms should be established.
Student Equity Terms not specified Co-Chairs: Sarah Walsh & VP Guleff	Jordan Anderson Tascha Whetzel Leslie Banta Rhea Hollis Maria Cetto Jessica Crofoot Mike Guiffrida		Tonja Ramming	Sarah Walsh will ask current members if any are willing to co-chair this committee next year. AS recommended Leslie Banta as possible co-chair. Terms should be established. Consider adding Tonja Ramming to the committee.

Proposed Resolution in Support of Fair Accreditation for California Community Colleges

For Senate first reading: New Business # 4

Whereas the U.S. system of regional accreditation continues a long tradition of providing essential guarantees of quality in America's post-secondary institutions; a spirit of collaboration and mutual respect between the regional commissions and their member institutions is essential to the success of the system of accreditation; and a shared focus on the needs and interests of students is primary and vital to preserve, and

Whereas over the last decade, the relationship in the Western Region between the Accrediting Commission for Community and Junior Colleges (ACCJC) and California's 112 community colleges has changed from one of constructive collegiality to one in which the member colleges increasingly report antagonism, intimidation and fear, and

Whereas the ACCJC levels sanctions against California community colleges at a rate that is 400% of the sanction levels seen in other regions and in four-year California institutions,

Whereas concerns about the changed nature of the relationship between the ACCJC and many of its member institutions have been documented by resolutions, articles and complaints prepared and approved by leading statewide organizations of professional educators, including the Community College Council of the California Federation of Teachers (CCC-CFT), the Community College Association of the California Teachers Association (CCA-CTA), the California Community College Independents (CCCI), the Faculty Association of the California Community Colleges (FACCC) and the Academic Senate for the California Community Colleges (ASCCC), and

Whereas the growing concerns regarding the ACCJC have led to a review of the ACCJC's financial impact on community colleges by the CA Legislature's Joint Legislative Audit Committee, creation of two separate Task Forces by the California State Chancellor's office, filing of three lawsuits against the ACCJC, and multiple public statements of concern from members of California's Congressional delegation as well as state legislators, and

Whereas the ACCJC's frequent sanctions based on the legitimate activities of trustees of Community College District Boards have raised serious concerns regarding the free speech rights of elected officials and the rights of voters to representation by duly elected officials, and

Whereas areas of non-compliance found during the ACCJC's regular review by the U.S. Department of Education prompted the DOE to continue its recognition of the ACCJC as an accrediting body for only a one-year period – in which it must demonstrate compliance –

instead of the standard five-year period for renewal of recognition, and

Whereas the ACCJC's actions at City College of San Francisco have brought to light numerous and serious legal and ethical concerns regarding the ACCJC, its processes and procedures, biases, conflicts of interest, leadership, and interpretations of its charge, and

Whereas the ACCJC's decision to put CCSF on show cause and subsequently announce revocation of its accreditation despite the unquestioned educational quality at the college created an unprecedented enrollment and financial crisis for CCSF and caused irreparable hardship for its students, in particular those most disadvantaged, and

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Whereas the ACCJC's actions at CCSF and elsewhere have undermined the trust and constructive relationships necessary for wide acceptance of the ACCJC's ability to fairly administer the accreditation process in California; now, therefore,

Be it resolved, that our organization hereby joins with our colleagues throughout the state to express deep concern over the adversarial relationships fostered by the ACCJC, which pose a threat to fair accreditation and access to public higher education in California, and

Be it further resolved, that this body stands in strong support of the City College of San Francisco and its vital role in providing accessible public education in the San Francisco area; that we support efforts underway to prevent CCSF's mandated closure, provide financial resources needed to address the enrollment and fiscal crises created by the ACCJC's actions, and re-instate CCSF's elected Board of Trustees, and

Be it further resolved, that this body urges support for state legislation that would increase the accountability, transparency, and ethics of the accreditation process and create an option for a choice of accrediting bodies in the California community college system, and that would protect the free speech rights of community college district trustees and preserve the rights of the people of California to a public community college system overseen by duly elected trustees, and

Be it finally resolved, that this body urges the USDOE to carefully scrutinize ACCJC's work as a regional accreditor, and further urges the USDOE to note that the ACCJC's standards, policies, procedures, and decisions to grant or deny accreditation are no longer widely accepted among educators and educational institutions.

Date _____
Officer's Name and Association

