

I. Opening Business

A. Called to Order 2:45 PM

Roll Call:

Alfred Hochstaedter, President- FH
Heather Faust, Vice President - HF
Laura Loop, Secretary--LL
Anita Johnson, ASCCC Representative – AJ
Alexis Copeland—AC (arrived after roll)
Jamie Dagdigian--ABSENT
Alan Haffa -AH
Debbie Anthony – ABSENT
Lauren Michel—LM (arrived for first 8 minutes)
Jean-Claude Prado--ABSENT
Chris Calima--CC
Susan Joplin - SJ
Mark Clements - ABSENT
Jonathan Osburg – ABSENT
Marguerite Stark – MS
Deborah Ruiz--DR

B. Acknowledgment of visitors

(Gary Fuller and Joe Bissell arrived after visitor acknowledgement).

C. Approval of Draft Minutes from meeting of 04/02/09

Motion to accept minutes as recorded: AH

Second: SJ

Carries unanimously.

II. Reports

A. COC (CC for MC)

1. Recommendations for faculty to serve on the Education Center in Marina Task Force: Laurie Buchholz (Learning Center), Tina Rondez (Nursing), Deborah Ruiz (Library Services, until Stephanie Tetter returns)).

Discussion:

FH: It's important that the learning centers are represented. Lisa Chovik also volunteered for the committee to represent the sciences. Could she be added, even as an alternate?

AH: It's important to stay in process so that all faculty appointments to committees are reviewed consistently.

CC: Best to let these committee members get started and then add name(s) later.

Motion to approve COC recommendation for faculty to serve on the Education Center in Marina Task Force: AH. Second (AJ). Carries unanimously with one abstention (DR).

2. Recommendation for the Professional Recognition Board: Carolyn Hansen (World Languages) to replace Caroline Carney.
Motion to approve: AJ. Second (AH). Carries unanimously.
3. Still need immediate replacement for Bill Jones on College Council, as well as a replacement for Bernie Abbott for Fall 2009 (3 year term).

B. President/SLO/CAC Committee Report (FH)

1. FH distributed a calendar with parallel schedules for accreditation activities and Academic Senate meetings. Note that the first meeting for Fall 209 will feature a first reading of the entire self study.
2. There will be a special Budget Forum on April 27 in LF 103 from 4-5 pm. Important updates about MPC's financial picture resulting from the current fiscal crisis in California.
3. CTE Forums (Career and Technical Education) are scheduled for April 24 (1-5 pm) and May 22 (12-5 pm) in Fashion and Consumer Science . They will provide opportunity to share a wide range of views about John Gonzales' proposed reorganization plan for Academic Affairs.
4. The Faculty Hiring Prioritization ad hoc committee (Susan Steele) looked at the AAAG bylaws and committee composition and found that AAAG has the appropriate faculty composition to make the faculty hiring prioritization decision. Counseling/Student Services and Supportive Services are represented with voting members. Bylaws need to be rewritten to reflect that Counseling/Student Services representatives understand their role as representing their faculty colleagues, and have set terms.

C. Flex Day Committee Report (LL)

1. Dr. Todd Bernard Weber has agreed to be our faculty keynote speaker for the Fall flex event
2. Accreditation breakout sessions can be most effectively conducted based on the themes of SLOs, Planning and Program Review.
Discussion: (FH) Shall we plan to stage a mock Q&A session similar to the one we simulated with Doug Garrison at a recent senate meeting? Consensus that senators will participate after a rehearsal.
3. Next Flex Scheduling Committee to be announced. Ideas always welcome from all faculty and staff.

D. ASCCC Report (AJ distributed *Academic Senate of the California Community College Spring Plenary 2009 Report*) *Full text of resolutions available at www.asccc.org*

1. Overview: The California state academic senate is unique in the country in its impact on legislation that in turn shapes education. The community colleges have so far fared the economic crisis better than the other two

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higher education systems, in part because of how well they are suited for job retraining.

2. Keynote presentations:
 - a. Mark Wade Lieu (Senate President) provided great presence and energy. He spoke with sadness over failed efforts to work with the ACCJC which has taken a law-enforcement approach to accreditation and will not attempt to evaluate themselves. Some visiting teams have no faculty. Approximately 20% of CCCs have received some sort of sanctions, a higher rate than anywhere else in the country.
AH: How does the ACCJC have authority?
FH: [By the federal government.](#)
 - b. Prerequisites as a Pathway to Success: Very productive panel discussion about the value as well as the potential barriers of prerequisites. No specific recommendations for the resolutions, but there seemed to be general support [for greater ease in creating and implementing prerequisites](#) to facilitate student success, as long as a challenge process is in place as provided by Title V.
 - c. Chancellor Jack Scott discussed increasing enrollment trends in community colleges during these tough economic times. He encouraged more students to move to FT status and seek other financial aid options, and he called for a streamlined transfer process to facilitate student success at navigating the full higher education system. He was candid about difficulties with the ACCJC.
 - d. Vice-Chancellor Patrick Perry: Discussed challenges in meeting federal guidelines to chronicle diverse ethnic/racial student identities.
3. Spring Plenary Report to be continued at the next senate meeting, May 7.

III. New Business

A. Accreditation Standards

1. IIIB Physical Resources (Joe Bissell distributed handout, same title)
 - a. Do we provide safe and sufficient resources to support our programs? Faculty/Staff survey has overall favorable response. State capacity load ratios indicate that we are overbuilt for the classes offered. E.g. Lecture hall utilization is approx. 30 hours per week compared to the state cap-load figure of 48 hours per week. Evidence of safety is apparent in such documents as the Health and Safety Committee minutes and campus crime statistics.
 - b. Do we evaluate the physical resources on a regular basis? Yes. The Education Master Plan of 2003 was combined with the Education/Facilities Education Plan in 2004. Since 2002, construction has been completed on the Library Technology Center and the Child Development Center and campus roads. Walking pathways were also rerouted to provide clearer connections between buildings on campus.

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- c. Problems we know about: Parking remains insufficient during peak hours, usually Tuesday and Thursday, due to class scheduling practices. We have 400 more parking spaces than in 2002, and plans to tear down some buildings to provide more parking.

Discussion:

MS: Do the old buildings provide a healthy environment free of asbestos and mold?

Joe Bissell: Asbestos study showed that all is bound; no airborne asbestos.

DR: Cap-load ratio for office space?

Joe Bissell: Overbuilt there too. Sate ratios take into account only full time faculty, not adjunct or Student Services classified staff.

AH: Are there any faculty on the Facilities committee? Is it possible to compare our cap-load ratio to other colleges?

Joe Bissell: There are several faculty members on the Facilities committee, e.g. Diane Boynton, John Anderson, and others. It is possible to compare cap-load with other colleges and we still find ourselves overbuilt. Many classes at other colleges are offered based on when a room can be found.

2. IIID Financial Resources (Gary Fuller distributed handout, same title)

Summary: [MPC integrates financial planning with institutional planning by following the Planning and Resource Allocation Process](#). Action plans and program reviews are the foundation of this process.

Discussion:

AH: How are the mission and goals integrated into the allocation process? Does the Budget Committee use some kind of matrix to make decisions? It can be frustrating to write action plans and never hear the outcome.

Joe Bissell: The goal of the Budget Committee is to determine where the money will come from. It is College Council that actually makes the determination about whether to fund. ASAG uses action plans in its internal process to prioritize according mission and goals.

Gary Fuller: The ranking of funding priorities should occur at the division level and then is explained by the division chair to the advisory group. I have not seen a second ranking by advisory groups, such as AAAG.

B. Board Policy Review

1. BP 5100 Equal Employment Opportunity

- a. FH distributed *Proposed Academic Senate response to the proposed BP 5100 Equal Employment Opportunity and Commitment to Diversity*

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Regarding bullet point #1, faculty representation doesn't need to constitute the majority.

- b. AH: Agree. More important that the committee reflect a balance of constituencies, and that it is appropriate to have more faculty on a committee that is advising faculty hiring.
- c. CC: Remember that the EEOAC is involved in other hiring as well (not just faculty).

Consensus to revise bullet point #1 of proposed response.

- d. HF: Regarding bullet point #2 (quorum), a percentage is more appropriate than an actual number, since the exact number of committee members is unknown; could be as few as 7 and as many as 15. A quorum of 4 is fine for a committee of 7, but not for a committee of 15.

- e. AH: If quorum is set too low the flow of the committee is disrupted. There will be votes by people who have not attended enough.

Consensus that bullet point #2 of proposed response be revised: "...a quorum of 4 *could* be approximately 25% of the committee. This *seems* too low...(perhaps 50%)..."

- f. AJ: Regarding bullet point #3, are there legal limits to what the candidates can know about the tracking of diversity throughout the screening process?
 - g. AC: That much tracking will also have an impact on HR workload.
 - h. SJ: It is good to look at potentially hidden ways of discriminating.
- Consensus to leave bullet point #3 of proposed response as is.

- 2. FH: The single page Board Policy 5100 doesn't read strongly enough.

- a. AH: Equal Employment Opportunity as the purpose of the EEOAC, and a commitment to diversity are not really the same thing. One is to prevent something negative from happening, the other is to promote something positive.
- b. AJ: There is no mention of diversity in the opening paragraph. The reference to "every aspect of education" is vague. The second paragraph seems to be a reflection of a commitment to diversity by way of a commitment to equal employment, but not explicitly stated. Perhaps needs further editing.
- c. AH: Paragraph 3 is wordy without adding much meaning.

- 3. BP 4105 Admissions Policy

- a. DR: Does the policy assume that students below grade 6 are under age 12? Not necessarily so, especially with home-schooled children.
- b. AJ: Is the language verbatim from Title V?
- c. SJ: Can instructors know the age and grade levels of students? What about class content of a sexual nature?

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- d. HF: Instructors should not be expected to modify class content based on the age or grade level of under-age students. Consensus to support Admissions policy, contingent on determining whether the age/grade level restrictions are derived accurately from Title V language.
- 4. BP 5001 Institutional Code of Ethics
 - AH: Why start this policy, and not others, with a reference to the mission statement? Who is the “MPC community? Needs to be defined.
 - FH: Suggest deleting first sentence entirely. Will continue discussion about this policy at the next senate meeting.

Adjourned at 4:45 pm

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