

Academic Senate Meeting Minutes March 16, 2017

Present:

Heather Craig (President)
Glenn Tozier (Vice President)
Sunny LeMoine(ASCCC Delegate)
Lynn Kragelund (Secretary)
Kathleen Clark (CTE Liaison)
Jacque Evans
Adria Gerard
Alfred Hochstaedter
Elias Kary
Susanne Muszala

Absent:

Abeje Ambaw
Mark Clements
Merry Dennehy
Amber Kerchner
James Lawrence
Robynn Smith
Sandra Washington
Dan Schrum (ASMPC Rep)

Visitors:

Walt Tribbley
Michael Gilmartin
Kim McGinnis
Catherine Webb
LaKisha Bradley
Rosaleen Ryan
??? man in brown shirt

Called to Order at 2:39

I. Opening Business

A. Public Comments/Welcome (2:30-2:35)

Dr. McGinnis invites participation at an event: Speaker Veronica Neal, from DeAnza to discuss diversity education on 2-4pm. And Sat April 29th is Join the Pack Day - please spread the word and encourage participation! High School students are invited to participate, also.

B. Approval of Minutes from [March 2, 2017](#) (2:40)

Approved

II. Reports

President's Report (2:43)

PRIE - First meeting was March 6th with the second one scheduled for Monday 3/20

AAAG - Discussion re: TracDat and flags and checklist page. Michael Gilmartin is retiring in June. Discussed hiring a replacement as a Dean of STEM. Did an exercise to look at the dean positions and the roles and divisions that fit under each dean. Will discuss a division reorganization in a future meeting.

Committee on Committees (2:43-2:45)

Senator Muszala volunteered to chair

Committees in need of faculty:

President's Advisory Group (PAG) - need two faculty members

Administrative Services Advisory Group (ASAG) - need one faculty member

Hiring committee for Michael Gilmartin's replacement is upcoming.

III. Old Business

Accreditation- What can Senate contribute? Learning Assessment Committee Report and Discussion (2:53)

ACCJC Recommendations Assignments:

<http://mympc.mpc.edu/Committees/AAAG/AAAG%20Agendas/MPC%20Accreditation%20Forum%202-10-2017%20Packet.pdf>

The AS has been assigned two of the recommendations:

- 1. #21 - The standard was not met regarding clarifying roles of the AS and the faculty bargaining unit.**

- a. **Old AS document/MOU from 2006 that addresses this issue, but need to revisit the document as no signatures or indication of agreement**
- b. **Retreat at the beginning of Fall 2016 worked on defining the AS role.**
- c. **Campus technical assistance visit by ASCCC with open session to discuss roles across campus**
- d. **Flex discussion about AS role to help add clarity to entire campus.**
- e. **Establish administrative procedures to further clarify roles with procedures.**
- f. **AS representatives to meet with reps from the Union to discuss roles.**

Discussion: Please give this information to Kiran Kamath so that it can be added to the follow up report. Would like to tackle the issue of class size as an example of the AS and the union working together on an issue. Curriculum is under the AS purview, but the CAC typically works on curriculum issues and is not under the AS. The class size issue is a great issue to tackle, but the standard is concerned with a more narrow issue and could be addressed more easily with a discussion focused on the roles. We do not know why the visitors identified this as an issue.

2. **#3 - Not meeting the standard of the ACCJC rubric for SLO assessment. The teams recommends that MPC implements a system for planning and outcomes assessment. Request ideas**

Discussion: What are the barriers to accomplishing this process?

Response: When looking at the classes are not being assessed it appears that the most common reasons include: faculty are busy and don't do assessments in a timely manner, unfamiliarity with TracDat or awaiting TracDat implementation, and classes that have not been offered recently. Do faculty appreciate the value of this process? Faculty may also still feel uncomfortable with how the assessments will be used for their own faculty evaluation. Some faculty worry that they will be expected to continually improve and have increasingly stringent expectations moving forward. We need to better communicate the value of assessments and the reality of the use of the assessments. Individual faculty hold the responsibility of doing the assessments. Do the LAC communicate with faculty that are behind on their assessments? The committee has been presenting at division committees to encourage better compliance. Would direct contact with the individual faculty be more effective than group discussions? Are the courses that have not been offered recently typically taught by multiple instructors? How we reach out will be different depending on if the course is taught by one instructor vs. multiple. Another issue is classes taught by adjuncts that leave at the end of the semester. Adjunct faculty are expected to perform grading at the end of the course, this could/should be a similar process and expectation. What about a presentation by the AS at new faculty orientation? Perhaps include this is a mentoring program for new faculty that could support them/instruct them on the process later in the semester. Can we get the data about why the assessments aren't being completed. Would like to send out a survey to the division chair to ask why the assessments are not completed. Don't have quantitative data about why, but the LAC understand why don't feel that we need a survey to identify. Hopefully improved coordination and communicating the expectations will increase

compliance. The fear of reprisal issue can be addressed by stressing that the assessment is based on the students in the class and faculty are not expected to continually increase the overall success of the students in their class. You need faculty buy-in to make the process really valuable. Can we add some form of accountability? If this is an expectation of the job, why does it feel optional to some faculty?

Make the division chair responsible for completion of assessments in their division, even with adjunct faculty. Some faculty teach many short courses and that is a challenge. Tailor the intervention to the department and the barrier to compliance. Will the senators volunteer to be a part of the process in supporting divisions with completing assessments? We need to be able to articulate the value of assessments - this should be part of the interaction with the divisions. Have a Flex break out that emphasize the value of assessments.

HC asks senators to go back to their divisions to ask why the assessments are not being done and gather more information about barriers. Would more training with TracDat be helpful? It seems that unfamiliarity with TracDat is not a common problem.

LAC is shifting focus to PLOs:

<https://drive.google.com/file/d/0B4kFtq5vJTn4OXh1by01MmdsT3c/view?usp=sharing>

Senators please talk to division chair about the PLO assessments and the plans to focus on PLO's moving forward.

Academic Affairs Board Policies (3:55) ACTION - postpone action/discussion due to long discussion on assessments. Senators, please view the policies linked below in preparation for action at the next AS meeting.

[Google doc of previously recommended Board Policies, now updated by Academic Affairs](#)

[BP4021 Program Discontinuance](#)

[BP4025 Philosophy and Criteria for Associate Degree & General Education](#)

[BP4040 Library Services](#)

[BP4100 Graduation Requirements for Degrees and Certificates](#)

[BP4220 Standards of Scholarship](#)

[BP4260 Pre-requisites and Co-requisites](#)

IV. New Business

1. **Leading from the Middle – Susanne Muszala, Rosaleen Ryan, and LaKisha Bradley (4:03)**
 - a. **Academy re: leadership and change, team based approach that incorporates a student centered project that is developed over the year with support from the academy. The MPC team chose the first year experience = MPC Jumpstart.**
 - b. **Take Aways include: coherence assessment handout and hallmarks of a good team, expect some resistance to change, use resources,**
 - c. **Next steps: team mission, finalize implementation details (id staffing, marketing, application details, etc.)**

Discussion: This would be a great Flex Day breakout. Will let the Flex committee know.

2. Announcement of New Senators for 2017-2018 and Voting for Cabinet Positions (4:19)
ACTION

New Senators for 2017-2020

Physical Sciences.....John Cristobal
 Student Services.....Amber Kerchner
 Supportive Services.....Jacque Evans
 College Readiness/TRIO.....Sandra Washington
 At Large.....Carol Karian

Nominees for 2017-2018 Academic Senate Cabinet

Please add a comment at right if you are interested in being a nominee or in nominating anyone for any of the below positions. Thank you!

President
 Heather Craig

Vice-president
 Glenn Tozier

Secretary
 (Lynn has done a wonderful job for us as secretary but is ready for a break. *This has been difficult position to recruit. If not a whole year, would you be willing to do one semester- just 8 meetings? Please say so.*)

Committee on Committees Chair
 Susanne Muszala

ASCCC Liaison
 Sunny LeMoine

Discussion: What does the role of the AS President include? President includes 6 TLU release time for position. Sit on two other committees (PAG and budget) and attend other committees including (AAAG, Administrative, PRIE)

ACTION

AH moves to defer the vote to next meeting.

HC seconds

Unanimous approval with no abstentions

V. Future Agenda Items

1. Further clarifying roles of Academic Senate and Faculty Bargaining Unit
2. CAC procedures: max course size, reinstating courses, new course request procedure, new program request procedure, updating and review of courses
3. HR procedures: faculty hiring, adjunct faculty hiring, faculty prioritization, evaluation
4. New committees: procedure for institution of, CTE committee(s), instruction-counseling collaborative, campus climate, HR procedure review
5. Categorical funding allocation process
6. Calendar for review of MPC policies and procedures under 10+1
7. Review of Resource Guide to Institutional Decision Making

Meeting adjourned at 4:27 pm

Respectfully submitted,

Lynn Kragelund MSN, RN