

ACADEMIC SENATE of BAKERSFIELD COLLEGE

May 1, 2013, 3:30 P.M.
Collins Conference Center

APPROVED MINUTES

PRESENT: Corny Rodriguez (EB); Nick Strobel (EB); Wesley Sims (EB); Kate Pluta (EB); John Gerhold (EB); Rick Brantley(EB); Michael Korcok(EB); Billie Jo Rice (EB); John Carpenter (EB); Charles Kim (EB); Gayla Anderson; Nancy Guidry; Kathy Freeman; Maria Perrone; Valerie Robinson; Julie Lowe; Brian Hirayama; Ron Grays; Reggie Bolton; Alex Henderson; Lisa Harding; Susan Pinza; Robert Martinez; Jeannie Parent; Mark Staller; Ishmael Kimbrough; Joyce Kirst; Christy Haycock; Jason Stratton; Marsha Eggman; Anna Poetker; Christian Zoller; Kris Stallworth;

ABSENT: Bill Barnes (EB); Kimberly Hurd (EB); Ron Kean (EB); Bill Kelly; DeAnn Sampley; Shane Jett; Klint Rigby; Terry Meier; Patrick Fulks; Bernadette Towns; Jennifer Jett

GUESTS: Pam Boyles

CALL TO ORDER

The meeting was called to order at 3:31p.m.

REVIEW OF THE MINUTES

The minutes of April 17, 2013 were no available for review.

REPORTS

President (Rodriguez)

Corny thanked John Gerhold, Kimberly Hurd, Bill Barnes, Ron Kean, Susan Pinza, Shane Jett, DeAnn Sampley, and Jason Stratton for their service. Corny also welcomed new Senators and Executive Board Officers, Ishmael Kimbrough, David Neville, Jennifer Jett, Joyce Kirst and Bryan Hirayama, welcomed back Mark Staller and thanked Kate Pluta for her willingness to continue serving.

In an effort to move through as much of the agenda as possible and honor time allotments, Corny asked Mark Staller to be the timekeeper for the meeting.

Corny noted confusion among Senators about how the parliamentary procedures work, particularly, how motions are made, how to make friendly amendments, and how best to address the Senate on a topic of concern. To clarify: any item on the agenda is open for a motion to approve or disapprove, followed by a second to the motion which then puts the item "on the floor" for discussion. Discussion is not required, but is an opportunity for the Senate to share concerns, provide arguments for or against the motion, or provide suggestions to change the motion in the form of a "friendly amendment." Both the originator and seconder of the motion must agree to a friendly amendment. Once discussion is complete and "the question has been called" (this is the term for ending the discussion and calling for a vote), the chair will ask for all voting members present to cast a verbal vote in favor or against the motion. If the results are unclear from this verbal vote, a show of hands may be required and a tally will be taken.

The role and responsibility of each Senator is that of a trustee for their respective areas. In this role of trustee, Senators share information with those they represent and gather input on various topics and cast votes taking into consideration the totality of information from their area and from discussion at the Senate meetings.

There also has been confusion related to urgent, or emergency, matters that need the Senate's consideration ahead of other items due to timelines outside of the Senate's control. Motions can be made to "suspend," or reorder the agenda in order to address a more urgent matter, followed by a motion to vote on the matter due to that urgency or emergency, and then the regular voting procedures begin.

It was commented that this clarification was very helpful. It was then asked what constitutes an emergency item. Corny explained that the Senate decides whether to allow an item to be addressed more urgently by virtue of the votes cast and noted that any Senator or Officer can make a motion and the Senate provides its voice through voting. Corny also asked Senators to communicate to those they represent that the Senate may need to act quickly.

From the April 26 District Consultation Council meeting, Corny shared the KCCD Equal Employment Opportunity and Staff Diversity Plan, the Student Success Scorecard and revisions to Board Policy 4D1, Minimum Graduation Requirements and Board Policy 4B3, Distance Education. The diversity plan will require Senate involvement in the fall and Senators should read the document and be prepared to give input. Senators should note on page 8 of the Student Success Scorecard charts with the college performance in various student success areas.

Corny will be discussing with Sonya Christian including the Assessment Co-chair as part of the Academic Senate Executive Board in an effort to more closely tie assessment and program review.

Accreditation/Program Review Committee

Kate Pluta provided the following report and encouraged faculty interested in the program review process to get involved over the summer. There are several faculty vacancies on the Program Review Committee.

Accreditation Follow-up Report: *The Oversight Committee (ASC and ad hoc members Sonya Christian, Emmanuel Mourtzanos, Leah Carter, Jennifer Jett [editor], and Amber Chiang) is reviewing the first draft of the Follow-Up Report. The review focuses on two key issues: Does the draft respond to the ACCJC Recommendations and does it provide evidence to support the statements it makes? The next draft will be presented to Academic Senate and College Council for review.*

Program Review: *As a result of working on the ACCJC Recommendations for the Follow-Up Report due October 15, the Program Review Committee is proposing changes in the Program Review process. Two factors lead to the recommendation for change:*

- 1. The college needs to integrate assessments of student learning in the program review and link them to the budget allocation process.*
- 2. The college adopted Title 5 language to define a program ("an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education").*

The second change means some areas which once had one Annual Program Review for multiple disciplines will now need to complete a program review for each degree and certificate they offer. PRC recognizes that this change represents a shift in workload for some and also for the committee.

Over the course of this semester, in an effort to incorporate the changes recommended by ACCJC as well as improve the integration of planning, student learning outcomes, and curriculum review in the program review process to ensure that these elements play an integral role in the budget allocation process, PRC has been researching how other California community colleges manage the program review process. PRC is proposing a shift from annual program reviews to a regular cycle of full program reviews (every two or three years) with each program completing a briefer annual update. Over the summer a work group of all constituency groups (administration, faculty, and staff) will develop a proposal and forms to bring to the first Academic Senate and College Council meetings in the fall.

The PRC administrative co-chair, Manny Mourtzanos, will lead the summer work group. The PRC faculty co-chair position is vacant at this time. "Processes for program review" is item 9 on the "Recognition of Academic Senates 10 + 1 Title 5 Responsibilities—Board Policy Manual Section 6."

Curriculum Committee (Rice/Carpenter)

Billie Jo Rice noted that Curriculum Committee representatives are still needed from Biology, FACE, Engineering & Industrial Technology, Math, Philosophy, Performing Arts, and Student Services. The Curriculum Committee reviewed hundreds of courses' curriculum this past year and will review 26 more courses in the next two weeks to ensure that all courses offered fall 2013 will have updated curriculum. After discussions with Nan Gomez-Heitzeberg, Sharon Bush and others, the Curriculum Committee has decided to only approve curriculum in the fall for the subsequent fall. This decision is driven, in part, to difficulties this past spring with students having difficulty in determining from the catalog which courses were available and keeping Banner accurate during enrollment periods. It was noted that this is a similar practice throughout the state.

Billie Jo also noted that Title 5 changes will require changes to how the college establishes advisories, prerequisites and co-requisites.

Enrollment Management (Korcok)

Michael reported that the focus for Enrollment Management in the coming year will be how best to strategically increase FTES with the expected additional funding and to integrate extensive outreach and recruitment efforts to encourage local high school students to attend.

Correspondence (Sims)

Cards for Jackie Fisher and Manuel Gonzalez were on display and available for Senators to sign.

ASCCC (Gerhold)

John reminded Senators that he sent an email with the voting results of resolutions at Plenary. John noted that the proposal for the Teacher Education discipline was defeated which reflects the position taken by the Bakersfield College Academic Senate.

CCA Update (Guidry)

Nancy reported that CCA elections will be held May 1 and 2. Nominations were received for Matthew Morgan as Campus Chair and Ann Tatum and Nancy Guidry for Campus Representatives. One additional Campus Representative is needed as well as an adjunct representative. Write-ins are allowed. Faculty who did not receive notice of the election should contact Mary O'Neal.

Skills Prerequisites Task Force

John Gerhold reported that the task force has met three times. The group has several issues to address such as revising the content review forms to match Title 5, implementing prerequisites districtwide especially for online courses, changing the timeline for curriculum approval, resolving scheduling limitations for basic skills courses so that the large group of students that do not currently meet one or more prerequisite will have the opportunity to address those needs, and offering basic skills co-requisites/support courses in addition to or in lieu of prerequisites. Fortunately, this task force is comprised of many people who will continue to meet over the summer in an effort to keep this work moving forward. John also noted that the task force is planning to present information at Opening Day in August to help make the entire college aware of the work that needs to be done.

Auditing Course Task Force

Corny Rodriguez shared a draft form on behalf of the task force. The Task Force recommends continuing to offer the option of auditing a course. The format of this form reflects the matters of repeatability and the current waitlist process. It was noted that in order for the Senate to take a position on the format and use of the form, the topic will need to be added to the agenda.

OPPORTUNITY TO ADDRESS THE ACADEMIC SENATE

Sonya Christian: Bakersfield College Bond Measure Proposal

Sonya explained that she would like the college to start thinking about the issue of a possible bond measure for Bakersfield College in the 2014 election. Sonya shared information as it is rolling out to the Board of Trustees. If it is decided to move forward with the bond measure there will be more discussion and work to be done in the fall. The consulting firm Caldwell Flores Winters, Inc. presented at the March Board of Trustees meeting information on voter demographics, historical assessed property valuation, and estimated proceeds of a future facilities bond for each of the colleges. Sonya distributed slides that separately address the Delano and Bakersfield areas.

Sonya pointed out that the current SRID fund are nearly exhausted and are committed to various projects on campus; however, long-range facilities plans indicate the college would need \$200million to fully realize these needs. The college is currently fundraising through the Foundation for improvement to Memorial Stadium, but as opportunities for state funding dwindle, a third option is the bond.

Sonya directed the Senators to the first page of the handouts which shows the assessed value of property in the Delano area is increasing. The maximum assessment of \$25 per \$100thousand of assessed value would generate approximately \$34 million in the first year. For Bakersfield College this same assessment could generate approximately \$177 million in the first year and nearly \$400 million in total. The bonds would require 55% voter approval in each area.

Sonya is investing a lot of time on the bond proposal and asked for the Senate to be involved in the analysis of the college's facilities needs and the political climate. Part of the work would include collaboration with local businesses. There would also need to be fundraising for the campaign costs of approximately \$200-\$500 thousand. Research and analysis will continue throughout the summer as a decision will need to be made by the Board of Trustees in the fall.

Kathy Freeman: Bookstore Update

Kathy Freeman distributed the following memo related to instructional materials.

May 1, 2013

Dear Senators,

I wanted to share some information about selling class packs and other instructional materials in the bookstore that I learned from Denise Nakakihara, regional manager, for Barnes & Noble College. Ms. Nakakihara happened to be in the bookstore the other day when I stopped by with some questions, and what she told me sounded like useful information that you may wish to share with your areas.

She explained that everything on the bookstore's shelves, including class packs, undergoes a copyright clearance through XanEdu, a custom course pack provider used by Barnes & Noble. If instructors include materials in their class packs that are subject to copyright, such as material from another text, articles, or copy of a website image, it creates a liability problem for Barnes & Noble, Bakersfield College, and the district. To avoid this liability, XanEdu seeks the required copyright permissions, and that service may add to the cost of a class pack.

Since many faculty members know that the BC Graphics Center won't photocopy copyrighted items, some instructors may believe the logical solution to this is to have class packs printed and sold off campus. Ms. Nakakihara said that this bookstore bypass creates problems for students receiving financial aid who can't use their aid to purchase these materials, and this may violate the spirit of the Higher Education Opportunity Act. She also explained that selling class packs off campus violates B&N's contract with the college as the exclusive seller of required and recommended course materials for Bakersfield College. In exchange for this right, B&N promises a revenue stream to the campus.

If instructors have questions about materials in their class packs, please contact Brian Griffin, the bookstore manager, at 395-4502, or at SM8014@bncollege.com.

ADDITIONS TO THE AGENDA (*must be added with a 2/3 vote of members present*)

A motion was made to add as New Business Item F, Course Audit Form; New Business Item G, Finals Schedule; and New Business Item H, Timely Response From Administration Related to Curriculum Change Required by State Mandates. M/S/C: Gerhold/Stratton.

COMMITTEE APPOINTMENTS

A motion was made to approve the committee appointments as presented. M/S: Stratton/Gerhold.

Discussion followed with questions related to the number of representatives listed for the Scholarship Committee. It was noted that more than three faculty representatives are needed to review scholarship applications. Committee Chair, Primavera Arvizu, intends to revise the committee charge in the fall to reflect an adequate number of representatives. Similar questions arose regarding other committee membership limits. It was suggested to enforce the limits and encourage faculty participation in other areas.

The question was called and the motion carried without objection.

UNFINISHED BUSINESS

Instructional Materials Committee (Change Proposal)

Michael Korcok introduced the agenda item and reminded the Senate that this proposal had been discussed at previous Senate meetings. Michael thanked Kathy Freeman for providing the information regarding the bookstore. The Communication department has been deeply involved with this issue and the matters of printing and selling class materials off-campus had not before been mentioned. Michael noted that the exclusivity of the Barnes & Noble contract seems to be in conflict with the faculty contract with regard to instructional materials. Each semester faculty report issues with the bookstore procedures. These issues arise due to the lack of institutional structure and this committee would give that structure. Michael referenced multiple documents from ASCCC that deal with academic freedom, establishment of bookstore policies and handling of instructional e-materials but noted these policies and procedures are not articulated at the college level.

A motion was made to approve the creation of the Instructional Materials Committee. M/S: Gerhold/Sims

A second memo was distributed and a friendly amendment was made by Freeman that membership for the proposed Instructional Materials Committee be amended to include the following: Faculty members who receive royalties of any kind for instructional materials are disqualified from membership on the Instructional Materials Committee due to the possibility of a financial conflict of interest per ASCCC 20.00, Conflict of Interest (Feb. 10, 2006). Gerhold accepted the amendment, Sims did not.

A friendly amendment was made by Korcok that the committee membership will include a notation related to conflict of interest and will read, "Such person shall inform the Executive Committee of such interest or relationship in a manner that shall include the name of the individual, the name of the intuitional interest and the nature of the relationship the person has with each interest. Such person shall thereafter refrain from discussing or voting on the particular transaction in which s/he has an interest, or otherwise attempt to exert any influence on the Academic Senate to affect a decision to participate or not participate in such transaction." Gerhold and Sims both accepted.

A friendly amendment was made by Parent to identify the group as a Task Force. Gerhold and Sims decline the amendment.

Discussion continued and it was said that membership on this committee is slightly different and may draw faculty members with different interests. It was noted that the membership notation will indicate the expectation that members have an ethical responsibility to reveal any bias which would then also be recorded in the minutes of the committee.

Discussion continued with Kathy Freeman distributing a memo and a price list regarding class packs from the Communication department that are printed and sold at Minute Man Press.

May 1, 2013

The Communication Department sold 38 class packs at Minuteman Press in Bakersfield in Fall 2012. According to a Minuteman employee, each of these generated royalties.

Two examples:

I bought two class packs there and compared the price with tax there to the price at the BC Graphics Center with tax to try to get an idea of the differences.

Public Speaking B1 Class Pack for Helen Acosta

Minuteman cost w/ tax:

\$14.75

BC Graphic Center cost w/ tax:

\$9.08

\$5.67 difference

Rhetoric & Argumentation Class Pack for John Giertz

Minuteman cost w/ tax:

\$36.50

BC Graphic Center cost w/ tax:

\$19.24

\$17.26 difference

If these class packs are sold at B&N Bookstore at BC, students can expect an additional 25 percent mark-up on the price of each unless these prices, and royalties, are adjusted.

Kathy Freeman

English Department

Kathy noted that the potential for making money was not being shared in the creating this committee. Michael Korcok explained Communication department does not keep the practice of selling these materials a secret, from students, faculty or administration. Michael noted that anyone from the Senate could have asked why the materials were printed at Minute Man Press rather than the bookstore at any time. The Communication department generates approximately \$20 thousand each year through a Foundation account that is used as faculty development fund to attend conferences and to keep up with skills. Students cannot use financial aid vouchers at Minute Man Press, but the class packs are available at the campus bookstore. There was criticism of the Communication department's practice of selling the class packs at Minute Man Press at a higher price and funding faculty development by students. It was noted that the Instructional Materials Committee could investigate and develop policy for these types of issues.

The question was called and voting resulted in a tie, with 10 votes in favor, 6 votes against and 4 abstentions. Discussion continued with a comment that without the committee current practices will not change. It was suggested to make a formal relationship between the Senate and the faculty liaison to the bookstore committee. With the vote at a tie, the chair cast the deciding vote in favor of creating the committee. Corny Rodriguez commented that the committee creates an opportunity to address the various concern raised during the Senate discussions. The Instructional Materials Committee will operate under the auspices of the Senate and therefore any policy changes will be brought to the Senate for consideration.

****A motion was made motion to extend the meeting time. M/S/C: Lowe/Poetker**

A&R Form for Registration

This form was not yet available for Senators to review. The agenda item was tabled until a form is available.

**** Installation of 2013-14 Officers and Senators was completed.**

NEW BUSINESS

Proposal to Change Catalog Language

Curriculum Co-Chair, Billie Jo Rice, presented the proposal below and explained the change would create clearer pathways for students. With Senate approval, Corny would then take the matter to District Consultation Council to initiate the change in Board Policy.

1) Issue: The BC Curriculum Committee voted and approved (3/21/13) to forward a request to the Academic Senate to change catalog language, in an attempt to make clear pathways, regarding acceptable criteria for students to pass a class.

2) Rationale: Currently, there is a discrepancy in catalog language, based on wording from the Kern Community College District Board Policy, regarding acceptable criteria to pass a class. Specifically, KCCD board policy requires students to pass courses counting towards their degree or certificate with a "C" or better. However, courses counted towards completion of the general education requirements require a grade point average of 2.00 or better. Theoretically, a student could earn a B in one general education category and a D in another general education, and still meet the requirement of a grade point average of 2.00 or better, thus meeting graduation requirements. This situation presents a problem for students transferring to the CSU or UC system.*

4) Opposition: No opposition has been stated at this time.

5) Solution: Request a change in catalog language to include:

"All courses applied towards a degree or certificate of study, including courses in the general education pattern must be completed with a "C" or better, or a "P" if the course is taken on a pass/no pass basis."

**Kern Community College District Board Policy*

4D1C "(18) units of study must be completed in a discipline or from related disciplines as listed in the Community Colleges Taxonomy of Programs. Each course counted in this section must be completed with a grade of "C" or better, or a "P" if the course is taken on a pass/no pass basis."

4D2B2 "The Colleges may award locally approved certificates with fewer than 18 - units that certify that a student has completed a credit course or a sequence of credit courses to meet documented workplace needs/ standards by demonstrating a level of knowledge, skill(s), and ability(ies) sufficient to earn a minimum grade of "C" in each required course."

4D1D "Eighteen (18) semester units of general education must be completed and shall include at least one (1) course in each of the following areas: (1) Natural Sciences, (2) Social and Behavioral Sciences, (3) Humanities, and (4) Language and Rationality. A course designated by each College as meeting the Ethnic Studies requirement must be taken in at least one of these four (4) areas. Courses counted to meet this general education requirement must be completed with a grade point average of 2.0 or better."

A motion was made to suspend the typical voting procedure and to approve taking action on this item immediately. M/S/C: Korcok/Anderson. The motion carried with one objection.

A motion was made to approve the proposal as presented. M/S: Parent/Harding.

Concerns were expressed about how many students would be affected by such a change. It was clarified that very few students would be affected and only new students would be affected due to catalog rights of current students. It was unclear if UCs or CSUs accept 'D' grades for general education courses.

***Counselor, Alex Henderson, provided the following information after the meeting: "D grades will transfer and satisfy requirements on the general ed pattern for CSUB (with the exception of Areas A and B4 – English language/critical thinking and math), provided the overall GPA is 2.00 or higher."*

The question was called and the motion carried with one objection and one abstention.

Proposal to Add Non-Participation Language for Face-to-Face Classes

Nick Strobel presented and reviewed the proposal to include non-participation language that would apply to all classes, not just distance education courses.

1) Issue: *We need to adapt the non-participation language in the Distance Education Attendance and Non-Participation Policy section on p. 23 of the 2012-13 Catalog for use in all of our classes, including face-to-face, to make our class attendance and participation policies uniform across all modes of instruction. The adapted language will be added to the Attendance Policies of the catalog (currently, p. 22 of the 2012-13 Catalog).*

2) Rationale: *The rigor of a course is not supposed to be dependent on the modality of instruction, including the participation level expected of students. [Background: The need to explicitly state the non-participation policy in the distance education courses was originally a result of the tightening of federal financial aid guidelines for what constituted active attendance in distance education courses—students at some colleges were signing up for a number of online courses simply to get federal financial aid money and not participating in the classes. Bakersfield College needed to state its participation policy for distance education courses to meet federal financial aid requirements and to make it clear to regulators. The policy was stated in a separate distance education sub-section of the Attendance Policies section of the catalog.]*

*In whatever mode of instruction, the students who succeed are those who do more than just "show up"; the ones who succeed in college-level courses are those who are active participants in the course—for example, engaging in class discussions and doing homework assignments. We need to make it clear to face-to-face faculty that they can adopt the distance education non-participation policies for their classes and we need to make it clear to college students what it takes to succeed in college. Title V also makes it clear that the rigor of college-level courses must be such that for each hour spent inside the classroom, a student will spend at least two hours of academic work outside of the classroom studying, doing homework assignments or other course assignments in order to earn a C.**

- *Title 5 § 55002. Standards and Criteria for Courses. (a) Degree-Applicable Credit Course. (2) Standards for Approval. (B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.*
- *Title 5 § 55002. Standards and Criteria for Courses. (a) Degree-Applicable Credit Course. (C) Intensity. The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.*
- *Title 5 § 55002. Standards and Criteria for Courses. (b) Nondegree-Applicable Credit Course. (2) Standards for Approval. (B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, extended term, laboratory, and/or activity courses.*

Reference: <http://government.westlaw.com/linkedslice/default.asp?SP=CCR-1000> and then choose the Title 5 Education link (will then automatically sign you on to the weblinks.westlaw.com site) Accessed on 22-April 2013

4) Opposition: Are not the distance education guidelines just for distance education courses? Answer: We cannot require a greater level of activity or engagement or rigor in our distance education courses than what we have in our face-to-face courses and vice versa. If students are required to have above a certain threshold of active participation in a distance education mode for a course, then such a threshold of active participation is required for face-to-face courses. Furthermore, the BC college transcript makes no distinction between a section of a course taught face-to-face and another section of the same course taught via distance education. They are supposed to be "equivalent".

5) Solution: Adapt the Distance Education Attendance and Non-Participation Policy language on p. 23 of the 2012-13 catalog for application to all of our classes, including those taught face-to-face and insert that generalized language in the Attendance Policies currently on p. 22 of the 2012-13 catalog.

Suggested language inserted in the third paragraph of the Attendance Policies section (p. 22 of 2012-13 catalog) after the sentence "Excessive absence may result in the student being dropped from the course" and before "Instructors may drop a student from a course...":

"In order to succeed in college-level courses, students must actively participate in the class such as doing required assignments and studying. In the case of college-level courses, 'absences' include 'non-participation.' Non-participation shall be defined as, but is not limited to:

- *Not following the instructor's participation guidelines as stated in the syllabus*
- *Not submitting required assignments*
- *Not contributing meaningful discussion in required classroom activities*
- *Not participating in scheduled activities*
- *Failing to communicate with the instructor as required*

It should be noted that simply showing up for a course does not constitute participation. Students must demonstrate by submitting required assignments and contributing to classroom discussion, as outlined above."

We can either keep the distance education attendance and non-participation policy as it is or have it refer to the new absence/non-participation language on the previous page with the clarification that "meaningful discussion in required classroom activities" for distance education courses means "meaningful discussion in required chat rooms, discussion boards, or other online forums."

A motion was made to suspend the typical voting procedures and to take action on this item immediately.
M/S/C: Lowe/Anderson

A motion was made to approve the proposal as presented. M/S: Staller/Anderson

A friendly amendment was made to remove "and studying" after "such as doing required assignments." The friendly amendment was accepted and the motion carried without objection.

2013-14 Academic Senate and Executive Board Meeting Schedule

A motion was made to suspend typical voting procedures and to take action on this item immediately.
M/S/C: Parent/Korcok.

A motion was made to approve the 2013-14 meeting schedule as presented. M/S/C: Parent/Lowe.

Evaluate 2012-13 Senate Goals

The Executive Board reviewed each of the 2012-13 goals on April 24 and made note of how each was addressed as is listed below.

Goal #1: Ensure active faculty participation in developing processes and procedures that impact academic senate purview and responsibilities.

- Although more faculty involvement is needed, it was noted that several new faculty have been recruited to participate in various activities and committee work.

Goal #2: Address issues that are impeding the approval and renewal of curriculum to meet Title 5 compliance. *For example: staff and faculty involvement in committee work, encourage faculty training.*

- Two examples of addressing this goal were given: implementation of CurricUNET Meta and the local procedures established by the Curriculum co-chairs to keep curriculum moving forward.

Goal #3: Increase faculty participation in college governance activities, in particular curriculum and program review.

- It was noted that the Program Review Committee has only one faculty representative carrying over to next year and the faculty co-chair position is vacant. This is an important committee where faculty can affect change with adequate faculty representation.

Goal #4: Continue to ensure the Academic Senate effectively fulfills its defined role in the accreditation process in #7 of the 10+1 “academic and professional matters,” which addresses “faculty roles and involvement in accreditation processes, including self-study and annual reports.” in an effort to embed accreditation into the culture of the college.

- This goal has been fully realized with significant faculty involvement with the self-evaluation and the follow-up report.

Additionally, Corny Rodriguez shared the following list of accomplishments and issues that the Academic Senate addressed during the 2012-13 academic year:

- ~ *Accreditation*
- ~ *Budget Crisis*
- ~ *Program Viability*
- ~ *Transition of New Administration*
- ~ *Proposition 30 – visit form Governor Brown*
- ~ *Pearson Products*
- ~ *Bookstore Issues*
- ~ *Summer/Fall Scheduling*
- ~ *Achieving the Dream*
- ~ *CurricUNET transition to META*
- ~ *TMC/AA-T/AS-T*
- ~ *Prerequisites*
- ~ *Course Audit*
- ~ *Emeriti Faculty*
- ~ *Repeatability*
- ~ *Degree Works*
- ~ *Student Success Initiatives*
- ~ *Equivalency*
- ~ *MOOC's*
- ~ *Basic Skills Initiatives*
- ~ *Common Assessment*
- ~ *Research services*
- ~ *Reorg Issues*
- ~ *Shared Governance Workshop Fall 2013*

Proposed Board Policy Changes

Corny asked Senators to review the proposed revisions of Board Policy 4B3, Distance Education and 4D1, Minimum Graduation Requirements. There will be considerable amounts of discussion and opportunity for input in the fall.

**The following items were not addressed due to a lack of time. They will continue as New Business items for the 2013-14 academic year.

Course Audit Form

Finals Schedule

Timely Response From Administration Related to Curriculum Charge Required by State Mandates

GOOD AND WELFARE

There were no additional comments or questions for the Academic Senate.

ADJOURNMENT at 5:27p.m.

Respectfully Submitted,
Jennifer Marden