

Los Medanos College

Minutes of the Academic Senate

Date: Monday, April 11, 2011

Time: 3:00 p.m. – 5:00 p.m.

Location: CC2-223

Members Present: Robin Aliotti, Nancy Bachmann, Scott Cabral, Estelle Davi, Bill Fracisco, Phil Gottlieb, John Henry, Erich Holtmann, Mark Lewis, Cathy McCaughey, Cindy McGrath, Joe Meyer, Michael Norris, Ginny Richards, Clint Ryan, Alex Sample (3:20 p.m.), Sara Toruño-Conley, Janice Townsend, Kimberly Wentworth and Lois Yamakoshi.

Members Absent: Pamela Perfumo and Coleen Ralston

Guests: Matt Stricker (Faculty: Brentwood Center)

| Item | Topic |
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| <u>1.</u> | <u>Call to Order (M. Norris):</u> The meeting was called to order at: 3:05 p.m. |
| <u>2.</u> | <u>Public Comment (M. Norris):</u> Matt Stricker (Faculty: Math/Brentwood) came to observe the Academic Senate. |
| <u>3.</u> | <u>Senate Announcements and Reports (M. Norris):</u> A. <u>Curriculum Committee (J. Townsend):</u> 1) Bio 5 passed. 2) State level legislation being written on limitations to course repetition |
| <u>4.</u> | <u>Approval of Previous Minutes (M. Norris):</u> A. Correct typos. B. Item #6, D (Discussion Board): Change to – “If a discussion board is utilized, it should only be accessible by Senators {non-Senators} because discussion of Senate agenda items by non-Senators {Senators} is a violation of the Brown Act.” C. The minutes were approved with corrections. |

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| <p>5.</p> | <p><u>Agenda Reading and Approval (M. Norris):</u></p> <p>A. First item of business: Skip to Item #8 Change to Item #6 (Changing Waitlist Default Number) B. The agenda was approved.</p> |
| <p>AGENDA ITEMS -----</p> | |
| <p>6.</p> | <p><u>Changing Waitlist Default Number (M. Norris):</u></p> <p>A. It was previously decided that the Senate would prefer for the waitlist default number stand at 5 and that changes made to it are at the discretion of the faculty members. 1) J. Townsend would like the default number to increase to ten to better serve the students.</p> <p>B. <u>Motion</u> (N. Bachmann): Motion to keep the waitlist default number at five in general and at 0 for Distance Education courses. <u>Second</u> (E. Holtmann)</p> <p>C. <u>Vote:</u> 11 (R. Aliotti, N. Bachmann, S. Cabral, E. Davi, P. Gottlieb, J. Henry, E. Holtmann, C. McCaughey, J. Meyer, S. Toruno-Conley and L. Yamakoshi) – 1 (J. Townsend) – 4 (C. McGrath, B. Fracisco, K. Wentworth and M. Lewis). 1) The vote passes.</p> |
| <p>7.</p> | <p><u>Graduation Readers (A’kilah Moore and David Kail)/Interim President Selection Committee (C. Ryan):</u></p> <p><u>Interim President Selection Committee:</u></p> <p>A. Pat Wagener, Kurt Crowder and Nancy Whitman are the nominees for the Interim President Hiring Committee.</p> <p>B. <u>Motion</u> (E. Holtmann): Motion to elect P. Wagener, K. Crowder and N. Whitman as faculty representatives for the Interim President Selection Committee. <u>Second</u> (N. Bachmann).</p> <p>C. <u>Vote:</u> 14 (R. Aliotti, N. Bachmann, S. Cabral, E. Davi, B. Fracisco, P. Gottlieb, J. Henry, E. Holtmann, M. Lewis, C. McCaughey, C. McGrath, J. Meyer, J. Townsend and L. Yamakoshi) – 0 – 2 (S. Toruno-Conley and K. Wentworth). 1) The vote passes.</p> <p><u>Graduation Readers:</u></p> <p>A. A’kilah Moore (Math/Umoja Scholars) and David Kail (PTEC) will be the readers for this year’s graduation ceremony.</p> |
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8. AA Degree Requirements (M. Norris):

A. Guidelines: Start with Title 5.

B. Criteria/Philosophy: The criteria/philosophy discussion covered the following:

- 1) Define what a general education means and how that translates academically.
 - a. There is a philosophy in Title 5 “What Constitutes an Educated Person.”
 - b. We should have additional boxes and make sure that each class in that box double-counts.
- 2) The relationship between knowledge and skills: How to access information and what to do with it when it’s obtained.
- 3) Revisit documentation/papers relevant to GE to understand the thinking behind them.
 - a. The GE Philosophy Paper: The paper was written in 1982 with pieces of it altered back in 1996. The alteration added the criteria for the GE boxes.
 - b. Position Papers: Math, English, etc...
 - c. We should look to understand the intent and not necessarily the history of the documents.
- 4) Proficiencies: There are around nine. Several of the graduation requirements are GE and a few are proficiencies.
- 5) Look at transfer requirements and what other colleges are doing.
- 6) Embedding: Literacy requirements can be embedded in a course.
 - a. The Senate needs to be clear on this strategy: It can be a 6th GESLO or embedded in specific courses (keep straight the difference between the embedded SLOs, adding other competencies and adding an SLO).
 - b. It needs to be discussed with the Academic Senate and the departments.
- 7) We need to be clear on what the college is defining a course to be.
- 8) Add interpersonal skills and communication as a requirement.
- 9) We should look at careers and what they require.
- 10) Document Request: The following documents were requested for the next Senate meeting: Standard AA, GE Box Criteria and the GE Philosophy Paper.
- 11) Guiding Principles of the AA Degree Requirement Conversation: There was some concern over the principles, or lack thereof, guiding the conversation.
 - a. It was suggested that the discussions would guide the principles.
- 12) The Senate was reminded that all of the discussions and ideas were in essence straw voting until the whole package is presented, at which time a formal vote will take place.
- 13) There was a request to agendize Box D (Math/English requirements).
 - a. The Box D conversation could impact other departments. Are they going to be invited?
 - b. It was suggested that Senators bring Box D, as in Title 5, to their constituencies and bring back the comments to the next meeting.

C. Next Senate Meeting

D. A list of suggestions/topics/questions to dissect and, or build upon were generated during the course of the discussion:

| Criteria/Philosophy | Inspiration /Where we get info from |
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| Stay as close to Title 5 as is reasonable? <ul style="list-style-type: none"> • Justify any additions. • Expand the choice of courses within boxes, double-counting when possible. | What do other community colleges do? |
| Give students skills to survive in and adapt to a rapidly changing world. | What do CSU and UCs want? |
| See if we can embed requirements in classes. | |
| How can we support students in their future careers? | |
| Consider our old GE philosophy. <ul style="list-style-type: none"> • What does our GE paper say? | |
| Consider where the preponderance of students' units comes from. | |
| What do the position papers in Math, Reading & Writing, Comp. Literacy, etc., say? | |

9.

Use of District Reserves (M. Norris):

A. Senator suggestions on how the District should use reserves:

- 1) Cushion the severe cuts (cushion part of the 8% for Fall – Categoricals and Classified Staff).
- 2) Cushion the cuts and place an emphasis on education: Classes should be the last to go so that it sends a message on the importance of education.
 - 1) A few Senators advised that the District should be careful about cutting Student Services/Classified Staff: 4CD's rate of Classified Staff per student is lower than any school in the Bay 10.
- 3) Make sure we do not fund under cap.
- 4) Consider cutting the District Office. The District is a strain on the budget.
- 5) Hold Saturday classes in the Library and shut down the other buildings.
- 6) How can one suggest where the funding should go when there isn't a vision for Enrollment Management?
- 7) Give the proportionate amount of the reserves to the campuses, so that each campus can plan on its use as it pertains to their individual situations.

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| | <p>8) Disperse spending of one-time funds so that the cuts aren't so severe: Prudent spending based off the budgets we receive. 1) Spread it out over two or four years.</p> |
| <p><u>10.</u></p> | <p><u>Uniform Employment Selection Guide/Appendices A & B (M. Norris):</u> Tabled.</p> |
| <p><u>11.</u></p> | <p><u>One time LMC senate fund proposals (G. Richards):</u></p> <p>A. The Senators were given ballots with a list of proposals to vote on:</p> <ol style="list-style-type: none"> 1) Add to the list: \$1500 for EMT for equipment and to defray costs. 2) Senators were given the option to scratch out the amount requested and to change them (Senate funds are not to be used for student workers or materials). 3) The results will be tabulated and G. Richards will provide the names and awards of the winning proposals at the next meeting. |
| <p><u>12.</u></p> | <p><u>State Plenary session resolutions (C. Ryan):</u></p> <p>A. Drop/Withdrawal: Move from 75% to 50% of the way through the semester.</p> <ol style="list-style-type: none"> 1) Moving the date to 50% will help students focus more. 2) Midterms are an indicator for students on their decision to drop. Students would need to know how they are faring if we move to 50%. <p>B. <u>Other Comments:</u></p> <ol style="list-style-type: none"> 1) Conflicting idea on Pay for Service versus Contract Ed. <ol style="list-style-type: none"> a. It is the beginning of the end for public education. It makes the student pay instead of the taxpayer. b. M. Norris will vote against it. c. Email comments to Michael Norris. <p>C. Meeting adjourned: 5:04 p.m.</p> |