



# Merritt College Academic Senate

Thursday, September 7, 2017  
12:30 TO 2:00 PM – ROOM R29  
AGENDA



1. **Call to Order:** Agenda Review
2. **Reading & Approval of Minutes**  
2.1 May 18
3. **Reports of Officers**  
3.1 President; 3.2 Vice-President; 3.3 Treasurer; 3.4 Corresponding Secretary  
3.5 Recording Secretary
4. **Reports of Shared Governance, Standing and Special Committees**  
CDCPD-Rivas, CEMPC-Elliott, CIC-Thal, CBC-Lawson, MTC-Hackett,  
, SLOAC-Casale, CTE Giorgi/Briffa; DE-Alexander; SEM-Holloway/Rivas
5. **Standing item:** Accreditation update-Casale; IEPI-Participatory Governance Manual-Rivas; OER Grant-Pantell; BSI/SSSP/Equity Integrated Plan-Rivas
6. **New Business**

- 6.1 District Academic Senate (DAS) sponsored increase in Senate re-assigned time. The Senate will discuss the proposed change in re-assigned time for Senate duties from the present .5 to a total of 1.2. The DAS worked with Chancellor La Guerre to increase assigned time so as to better support Senate presidents and the Senates to devote sufficient time needed to competently address the work of the Senate. The proposal is for Senate presidents to have a .8 re-assigned time, with the remaining .4 divided between other Senate officers. A list of duties will be discussed to ensure that the work undertaken by Senate officers warrants the new re-assigned time allocation. Rivas
- 6.2 Electing new Secretary for Senate. The Senate will elect a new Secretary for 2017-18
- 6.3 Senate Goals for 2017-18. The Senate will review 0-100% assessment of 2016-17 goals and establish goals for 2017-18, and discuss specific criteria needed to achieve success. Proposed goals are the following: Senate defines clearly its purview with respect to Title 5 10+1 responsibilities and undertakes specific tasks to assert Senate 10+1, e.g., faculty leadership in areas Enrollment Management, Distance Education, BSI/SSSP/Equity Integrated Planning, Career Technical Education (now called Career Education) ; Senate asserts more leadership in supporting the strengthening of a "Culture of Assessment on Campus;" Developing engagement and leadership in addressing college needs in the areas of college policies and procedures. Rivas
- 6.4 Senate faculty space committee. The Senate will discuss re-establishing the Senate faculty space committee, as well as having the space committee develop specific criteria for making decisions about office and space assignments, e.g., seniority; proximity of discipline faculty, etc. Rivas/Park

## 7.0 Adjournment

The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.

Title 5 53200 defines the Senate's role as an organization whose primary function is to make recommendations with respect to the following policy development and implementation matters:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.

Meetings in R-29 1<sup>st</sup> & 3<sup>rd</sup> Thursday of the Month

DE

OT  
DACA

MCAAS Meeting 9/7/2017

Sign-up

Mario Rivas  
Amy Ciddio

Jennifer Britta (guest)  
Heather Casale

Jason Seals

Dan Lawson  
Tom Renbarger

Ma Kell  
Inge O'Meara/Donny

Nghiem Thai (guest)

Jeff Lamb

III Zolka

Fereshteh Mafid

Tae-Soon Park

**Academic Senate President's Report #1, Fall Semester, 2017****September 7, 2017**

The following is a summary of the progress of work related to the Senate that has been undertaken and /or facilitated by the Senate President during the summer of 2017 as well as the beginning of fall semester, 2017.

**MCAS Related****1. Integrated BSI/SSSP/Equity Plan for 2017-18**

President Rivas has worked with researcher Kessler and President Burns over a series of 6 meetings to develop a framework for completing the Integrated BSI/Equity/SSSP Plan due to the state Chancellor's office in December, 2017. Researcher Kessler has been appointed the primary contact for the Integrated Plan and Dr. Rivas has served as the initial faculty coordinator for developing the plan. Researcher Kessler has collected SSSP/Equity and BSI goals and reports for 2016-17 and has developed a chart that shows how these programs' goals and initiatives overlap. The Initial Integrated Plan Report asks for progress to be reported in one goal area of overlap between BSI/SSSP/Equity where there has been success and to give a general update of success in all other goals of these programs. The other part of the report asks for the college to identify 5 goal areas where plans, goals, and budgets will be coordinated between these programs. A formal planning committee made up of faculty and staff from BSI/SSSP/Equity programs is being identified to develop the final Integrated Plan Report for 2017-18. The first meeting for this committee is scheduled for September 12, at which time a permanent faculty coordinator will be chosen.

**2. Joint Senate/Administration Enrollment Management Committee**

President Rivas obtained support from the District to have a small group of faculty and staff (Lawson, Moy, Idowu, Kessler, Pharr, Holloway, VPI Lamb) to work for two days over the summer to review and continue development of the Strategic Enrollment Management Plan for Merritt college. Dr. Rivas has continued to work with Dean Holloway on the draft plan, including developing target areas for focus with respect to enrollment management. The Merritt SEM committee will have its formal meeting on September 15, during which a faculty coordinator will be chosen to replace Jason Holloway, who is currently serving as interim Dean for Math and Sciences. The goal is to finish the Merritt SEM plan in fall semester, 2017.

**3. Joint Senate/Administration Distance Education Committee**

Dr. Rivas has attempted to work with VPI Lamb and DE Coordinator over the summer with little success in establishing a DE committee on campus that will advise the college with respect to transition to CANVAS and implementing district policies and procedures related to Distance Education at Merritt College, including addressing achievement gap, training and mentoring of faculty teaching DE, developing orientation programs and Student Services for students taking

DE courses. An initial meeting has been scheduled with DE Coordinator Alexander for September 7 to identify possible DE Committee members and to develop a charge for the Merritt DE Committee for presentation to the Merritt Academic Senate. The area of DE needs a lot of organization work at Merritt College so the work of the DE Committee is critical for the success of the DE at the college. This is especially important because there is a strong possibility that DE Coordinator Alexander will be retiring in spring 2018, so it is necessary to identify and develop competent faculty to assume leadership in this area.

#### **4. Joint Senate/Administration CTE Committee**

CTE programming at Merritt College presents specific challenges related to developing and implementing CTE programs. President Rivas attended the initial meeting of the CTE committee at Merritt college, and presented a proposal for developing a joint Senate/Administration Committee at Merritt. Since then Dr. Rivas has met since met with faculty liaisons Giorgi and Briffa to look at developing a charge for the committee that would ensure strengthening support of CTE programs on campus, including ensuring appropriate funding and resource support for CTE planning. Dr. Rivas and the liaisons attended the initial District CTE meeting and were instrumental in supporting the CTE Committee's challenge to proposed use of CTE funds by the District. A major challenge is brewing at the college with respect to administrative oversight of CTE at the college, especially with respect to which Dean will primarily be responsible for overseeing CTE program planning and development and monitoring. The CTE liaisons have proposed moving forward with identifying a project manager for CTE, for which funding has already been identified.

#### **5. Open Educational Resources (OER) Reduced Zero Cost On-Line Textbook Grant**

The grant, Coordinated by Steve Pantell, moves forward very slowly, with only 4 courses (Counseling) having been initiated that use low-cost textbooks. Five Psychology courses are slated to use low-cost textbooks in Spring 2018. That leaves 11 other courses that must be identified for spring 2018 that will use low-cost textbooks. The OER committee has identified and is in contact with 26 other faculty who are at different stages of identifying and deciding whether or not to use low-cost, on-line textbooks in one of their classes.

#### **6. On-going responsibilities**

- a. The Senate President has continued to seek faculty to participate in hiring committees, TRCs, and college committees.
- b. The Senate President will continue to work with Nghiem Thai to finalize the Merritt Participatory Governance Manual. Other Senators are being asked to join this effort, that is especially important since Stephanie Harding will be stepping away from this endeavor.
- c. President Rivas has continued to hold weekly meetings with President Burns, VPI Lamb and occasionally with interim VPSS Mc Lean (one area of import is seeking a faculty co-chair for SSSP/Equity committee, as well as considering to make SSSP/Equity a joint Senate/Administration Committee).

### District Academic Senate

1. Dr. Rivas has worked over the summer on the development of the PBIM Manual.
2. Dr. Rivas will be a member of two PBIM committees, including the new Participatory Governance Committee and the District Academic Affairs and Student Services Committee. Dr. Rivas will be aiming to serve as a faculty co-chair for one of these committees.
3. Dr. Rivas has volunteered to work on developing a DAS Procedures Manual to codify the goals and processes of the DAS so as to support the development of faculty knowledge and expertise related to participating in the work of the District Academic Senate.
4. Dr. Rivas will be attending the different District Participatory Governance Committees to ensure that Merritt College has consistent representation on these committees. Merritt faculty are being recruited to serve on district committees, e.g., Tim Hackett for Technology; Dan Lawson for Planning and Budget.
5. A major concern for the DAS is to work to ensure that faculty are given appropriate re-assigned time support to serve on campus and district committees so as to ensure sufficient time to complete assigned work.

Goals	SSSP SUPPORT SERVICES STUDENT SUPPORT SERVICES	Equity	BSI/B&T	Metrics
<p><b>Increase enrollment of under-represented populations within the college service area.</b></p>	<p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>• Outreach and recruitment activities</li> </ul>	<p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>• Outreach and recruitment activities</li> <li>• Informational booths at community events</li> <li>• Informational sharing sessions</li> <li>• Community breakfast meetings</li> </ul>		<p>Enrollment - Disaggregated by Gender, Race/Ethnicity, Special Populations</p>
	<p><u>What was funded?:</u></p> <ul style="list-style-type: none"> <li>• Counselors</li> <li>• Orientation staff</li> <li>• Supplies</li> </ul>	<p><u>What was funded?:</u></p> <ul style="list-style-type: none"> <li>• Events</li> <li>• Information sessions</li> <li>• Breakfasts</li> </ul> <p><u>Populations of Focus:</u> African Americans, Hispanic/Latinos, males, foster youth</p>		<p>Access - Disproportionate impact analysis by Gender, Race/Ethnicity, Special Populations</p>
<p><b>Increase course completion rate.</b></p> <p><b>ISS/IE GOAL: COURSE COMPLETION</b></p>	<p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>• Enhance counseling services (e-counseling and group counseling)</li> <li>• Early Alert</li> <li>• Other Interventions (Increased/Improved SEP)</li> </ul>	<p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>• Inclusive counseling</li> <li>• Develop faculty initiatives to enhance retention in class</li> <li>• Embedded tutors</li> <li>• Early Alert</li> </ul>	<p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>• (BSI): Focus on Math and English completion and Student Equity Goals</li> </ul>	<p>Course Completion Rate - disaggregated by Gender, Race/Ethnicity, Special Populations AND Math, English and gateway courses.</p>
	<p><u>What was funded?:</u></p> <ul style="list-style-type: none"> <li>• Program-specific counselors (Veterans, Fuente, Sankofa, DSPS)</li> </ul>	<p><u>What was funded?:</u></p>	<p><u>What was funded?:</u></p>	<p>Disproportionate Impact analysis by Gender,</p>

Goals	SSSP <small>*Orientation, Assessment, SEP, Counseling/Advising, At-Risk and Follow-up Services</small>	Equity	BSI/BST	Impact
	<ul style="list-style-type: none"> <li>Supplies</li> <li>Events and programs</li> </ul>	<p><u>Populations of Focus:</u> African American, Hispanic/Latino, Pacific Islander, foster youth</p>		<p>Race/Ethnicity, Special Populations.</p>
<p><b>Increase <u>ESL AND BS (Math and English) completion rates.</u></b></p> <ul style="list-style-type: none"> <li>Close gap between ESL/BS completion (and college level courses).</li> </ul>	<p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Monitor course placement and completion</li> <li>BS counselor</li> <li>Early Alert?</li> <li>Tutoring/Embedded tutors</li> <li>Mental health counselor</li> </ul> <p><u>What was Funded?:</u></p> <ul style="list-style-type: none"> <li>Assessment services</li> <li>Assessment Coordinator (partial)</li> <li>Student employee assistant</li> <li>Clerical and support staff</li> <li>Office supplies</li> <li>Assessment license</li> </ul>	<p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Monitor course placement and completion</li> <li>Embedded tutoring in BS, ESL, courses and first transfer-level ENGL and MATH.</li> <li>Tutor training and coordination</li> <li>Research – ESL and BS outcomes data</li> </ul> <p><u>What was Funded?:</u></p> <p><u>Populations of Focus:</u> African American, Hispanic/Latino, Pacific Islander, foster youth</p>	<p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>(BSI) Pre assessment activities in Math/English (JAMS)</li> </ul> <p><u>What was Funded:</u></p> <ul style="list-style-type: none"> <li>BS counselor</li> <li>Embedded tutors</li> <li>Math lab tech and IA for English</li> <li>Coordination</li> <li>Professional Development</li> <li>Develop modules for math anxiety</li> </ul>	<p>Course Completion Rate – disaggregated by Gender, Race/Ethnicity, Special Populations AND Basic skills vs transfer level.</p> <p>Disproportionate impact analysis by Gender, Race/Ethnicity, Special Populations AND Basic Skills vs transfer level.</p>
<p><b>Increase <u>persistence of Basic Skills and ESL students.</u></b></p>			<p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>BS counselor and embedded tutors</li> <li>Development of contextualized CTE Math courses</li> </ul>	<p>Term and AY Persistence – disaggregated and by CTE program.</p>

Goals	IBLW	BSI/BST	Metrics
<ul style="list-style-type: none"> <li>(BSSOT) – Accelerate student progression through CTE pathways by contextualizing remedial instruction in foundational skills.</li> </ul> <p><b>ISS: PERSISTENCE</b></p>		<p><u>What was Funded?:</u></p> <ul style="list-style-type: none"> <li>Math lab tech and IA for English</li> <li>Coordination</li> <li>Professional development</li> </ul>	<p>Underprepared student persistence (Scorecard)</p>
<p><u>Increase progress rate of Basic skills Math and English to transfer level sequence (success rate and decreased time).</u></p> <ul style="list-style-type: none"> <li>Increase placement of students directly into transfer level Math and English.</li> </ul>		<p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Accelerated English and Math sequences with new courses.</li> <li>SLAM Path for non-STEM students (Math)</li> <li>STEM Path for STEM related fields of study (MATH)</li> <li>Improve placement tests and assessment indicators (MMAP)</li> <li>Community of Practice - Common Assessment Initiative (CAI)</li> <li>Conduct pre-assessments at feeder HS</li> <li>Math and English Joints</li> </ul>	<p>Underprepared student persistence and SPAR (Scorecard).</p> <p>Evaluation of new sequence.</p>



Goals	SSSP	Equity	ISS/IE	
	Intervention, Assessment, SEP, Counseling/Advising, At-Risk and Follow-up Services			
<b>ISS: PERSISTENCE</b>  <b>IE GOAL: MATH AND ENGL REMEDIAL RATE</b>			<ul style="list-style-type: none"> <li>• Summer Bridge (Adelante)</li> <li>• Evaluation of Assessment practices.</li> </ul>	
<b>Increase degree and certificate completion.</b>  <b>ISS: DEGREES AND CERTIFICATES</b>	<u>Activities:</u> <ul style="list-style-type: none"> <li>• Support for at risk activities</li> </ul>	<u>Activities:</u> <ul style="list-style-type: none"> <li>• Program, classroom and counseling activities</li> </ul> Are these the proposals?	<u>What was Funded?:</u> <ul style="list-style-type: none"> <li>• Counselor</li> <li>• Coordination</li> <li>• Professional development</li> <li>• Research</li> </ul>	Degree and Certificates – disaggregated by Gender, Race/Ethnicity and special populations.  SPAR rate – disproportionate impact analysis.
	<u>What was Funded?:</u> <ul style="list-style-type: none"> <li>• Counselors</li> <li>• A&amp;R specialist and tech</li> <li>• Clerical hourly staff</li> <li>• Supplies</li> </ul>	<u>What was Funded?:</u> <ul style="list-style-type: none"> <li>• Sankofa</li> <li>• Speaker series</li> <li>• Research</li> </ul>		

Goals	SSSP * UPRM/UCM, Assessment/SEP Outreach/Advising, At-Risk and Follow-up Services	Equity	BSI/BST	Metrics
		<u>Populations of Focus:</u> African American, Hispanic/Latino, American Indian, foster youth		
<b>Increase transfer rates to CSU/UC for under-represented populations.</b>  <b>ISS: TRANSFERS</b>	<u>Activities:</u> <ul style="list-style-type: none"> <li>• Increase support services for transfer</li> </ul> <u>What was Funded?:</u> <ul style="list-style-type: none"> <li>• Travel for counselors to CSU/UC transfer trainings</li> </ul>	<u>Activities:</u> <ul style="list-style-type: none"> <li>• Develop transfer outreach plan</li> <li>• Coordinate transfer activities and special programs like transfer day college fair</li> <li>• Concurrent enrollment</li> <li>• TAG program</li> <li>• Campus tours</li> </ul> <u>What was Funded?:</u> <ul style="list-style-type: none"> <li>• FYE</li> <li>• Puente</li> <li>• Sankofa</li> </ul> <u>Populations of Focus:</u> African American, Hispanic/Latino, American Indian, low income		Degree and Certificates – disaggregated by Gender, Race/Ethnicity and special populations  SPAR rate – disproportionate impact analysis
*Based on plans submitted not actual budget expenditures				

Merritt College CTE Committee Report to Merritt College Academic Senate: 9/7/2017

1. CTE Committee works to become a standing committee of the Merritt Academic Senate
2. Merritt has two confirmed CTE Liaisons, Gisele Giorgi and Jennifer Briffa. The expectations for what their charge will be is still being reviewed and will be based on the attached document produced by members of the district CTE committee. The plan is to divide the work between the two liaisons.
3. VPI Lamb has informed the CTE committee that Anita Black will be the Interim CTE Dean and will chair the CTE committee in coordination with the two liaisons.
4. News:
  - a. Marie Amboy, new Director of Strong Workforce and CTE at the district.
  - b. Rebranding of CTE to CE.
  - c. District CTE committee is reviewing their charge and bylaws.
  - d. Attendance at CTE Regional Meeting and Fall Plenary and 2018 CTE Leadership Institute.
  - e. Reconvening the college CTE committee
  - f. Jason Cole gave some encouraging updates which will positively affect CTE at Merritt.
5. Priority of concerns and tasks for Merritt CTE committee
  - a. Allocation model for new round of SWF is under review and has strong implications for Merritt College.
  - b. CTE at Merritt College needs a structure of administration that works in a transparent and effective manner.
  - c. CTE Committee needs to have a clear interim plan from the office of the VPI for how CTE at Merritt will function until a permanent structure is determined.
  - d. CTE at Merritt urgently needs a project manager and staff assistant to manage SWF and Perkins funds and the deadlines those funding sources have in place.
  - e. CTE committee needs to review and approve the process for spending the allocations from funding sources such as SWF and Perkins.
  - f. CTE committee needs an actual and timely accounting of how Perkins and SWF budgets were spent and reported. Concern of deadline to spend \$50,000 for Data Unlock by December is of particular concern.
6. Questions?

## CTE Liaison Description

There are, however, two most basic expectations for the CTE Faculty Liaison: 1) sign up for the ASCCC CTE listserv—[CTEFaculty@listserv.cccnet.net](mailto:CTEFaculty@listserv.cccnet.net); and 2) communicate with their local senate, local campus CTE faculty, and noncredit faculty regarding statewide CTE conversations relevant to his/her college.

### CTE Liaison Expectations

- Attend local senate meetings and report as needed about statewide issues of concern in CTE
- Facilitating local and regional CTE discussions
- Identify CTE issues of concern locally or regionally
- Communicate opportunities for CTE faculty to participate in CTE related statewide initiatives, workgroups, committees and taskforces to ensure that CTE interests are represented
- Create access to training that improves CTE faculty's understanding and implementation of the state and regional tools used to define Strong Workforce Program Initiatives and funding
- Communicate the Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy recommendations and participate in conversations to implement system-wide policies and practices that may significantly affect career technical education programs
- Create a mechanism to communicate with CTE faculty on your campus around issues of common concern
- Serve as a conduit between the local CTE faculty and the CTE Leadership Committee representatives in your area
- Identify CTE faculty at your college and in your region to serve locally and statewide on committees and taskforces
- As funding permits, attend state-level events (CCCCAOE, ASCCC) and regional consortia meetings

Passed 9/7/17 MCAS

## DRAFT

### MCAS Officer Responsibilities

#### President (.8 assigned time)

1. Meet weekly with college president, VPI, and VPSS (as appropriate)
2. Preside over MCAS Executive Committee bi-monthly meetings
3. Preside over MCAS Executive Committee monthly meeting with administration
4. Attend ASCCC Plenary Meetings and submit report to MCAS
5. Be point person for appointing faculty to college/district committees, TRCs, hiring committees
6. Be an executive officer of District Academic Senate
7. Participate in District Participatory Governance Committee and District Academic Affairs and Student Services Committee, and assume leadership in one of these committees
8. Attend ASCCC Plenary Meetings and submit report to MCAS
9. Attend ASCCC Area B Regional Meetings
10. Serve on Merritt College Participatory Governance Committees
11. Be the glue that asserts 10+1 at Merritt College by ensuring that key areas of college work related to 10+1 have appropriate faculty leadership, including adequate assigned time to participate in a leadership capacity. This responsibility requires President to attend college and district committees not assigned to the President in order to support faculty participation and remain current on 10+1 issues related to Merritt College
12. Write and submit monthly President update reports to MCAS and Merritt faculty.
13. Recruit new faculty members to serve as leaders at Merritt College

#### Vice President (.2 assigned time)

1. Participate in MCAS Executive Committee bi-monthly meetings
2. Participate in monthly MCAS Executive Committee meeting with administration
3. Co-chair Merritt College participatory governance committee (e.g. CEMPC)
4. Be primary responsible Senator to monitor MCAS Constitution and need for development
5. Be Senate liaison to ASCCC resolutions committee and keep Merritt faculty informed about statewide resolutions, including soliciting ideas for Merritt resolutions
6. Attend ASCCC Plenary Meetings and submit report to MCAS
7. Recruit new faculty members to serve as leaders at Merritt College

#### Treasurer (.1 assigned time)

1. Participate in MCAS Executive Committee bi-monthly meetings
2. Participate in monthly meeting with administration
3. Maintain MCAS Financial Records
4. Do monthly report on MCAS Finances
5. Organize recruitment of new faculty membership, including dues, and develop programs to increase Senate members
6. Attend ASCCC Plenary Meetings and submit report to MCAS
7. Recruit new faculty members to serve as leaders at Merritt College

#### Secretary (.1 assigned time)

1. Participate in MCAS Executive Committee bi-monthly meetings
2. Participate in monthly Executive Committee meeting with administration
3. Take minutes of all MCAS meetings
4. Work with MCAS Executive Committee to develop meeting agendas
5. Maintain MCAS website, including updating of agendas, minutes, communication of resolutions and motions to faculty
6. Participate in college and/or district participatory governance committee
7. Recruit new faculty members to serve as leaders at Merritt College