

Academic Senate Report to Board of Trustees
December 20, 2017

~~First~~, I will ^{open by reading} read to you from my November Board report:

"We are still concerned about the whereabouts of the archived Board Policy 2010 which clearly states the role of the Academic Senate. This policy reads:

'The Academic Senate shall represent the faculty in making recommendations to the administration and to the Governing Board with respect to academic and professional matters. The Governing Board shall rely primarily upon the recommendations of the Academic Senate regarding academic and professional matters.'

As I mentioned in October at the last Board meeting [and in November and now in December], this Board Policy, BP2010, is in the archives on the Trustee's webpage but the new BP2010 which is posted more prominently is a policy on Board membership. This means that you have two policies posted with the same number and it is also another suggestion that you are not recognizing the role of the Academic Senate as defined in law. The implications of your slow response to resolve this issue are simply disappointing.

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Secondly, the Academic Senate has forwarded a recommendation on a board policy to your Superintendent/President- BP4250, on Probation, Dismissal and Readmission of students. It includes revisions of the pronouns in the language to gender neutral pronouns as we had recommended in my November Board Report. It also includes revision of the language pertaining to the involvement of the Academic Senate.

Last year, we presented to you our concerns with the lack of acknowledgment of the Academic Senate with regard to academic and professional matters. Board Policies regarding these 10+1 issues were being adopted which read simply:

"The Superintendent/President shall develop processes and procedures to ..."

We made a recommendation to you that some of these policies be edited to read:

" The Superintendent/President in collaboration with the Academic Senate shall develop processes and procedures to..."

You chose not to adopt this recommendation but added the clause:

"These procedures will provide for appropriate involvement of the Academic Senate"

Following this, the Superintendent/President emailed me requesting that the Senate write various procedures. We feel that this is neither collaborative nor appropriate. We again submitted a recommendation to include "in collaboration with the Academic Senate" in some 10+1 related policies and again you chose not to adopt this recommendation. But you changed the phrasing to:

"These procedures will rely primarily upon the appropriate involvement and recommendations of the Academic Senate"

The Academic Senate, however, is still concerned that their role in governance is not fully understood and, in this most recent policy, we are recommending the adoption of a phrase exactly as stated in law:

"The development of these procedures shall rely primarily upon the advice and judgment of the Academic Senate."

We hope that this wording will more accurately reflect and better clarify our role as a governance group.

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Beyond Board Policies, the Senate has begun to discuss the Guided Pathways Framework put forth by our Chancellor and at our last meeting we passed a resolution about the implementation of this project on our campus. Here I have hard copies of this resolution for your viewing. *

We also saw the results of some terrific collaboration on campus between faculty and student services in the form of a robust administrative procedure on the new waitlist which our campus is implementing. We wish to acknowledge Nicole Dunne, Larry Walker, Adria Gerard, Elias Cary, Kelly Stack and Kevin Raskoff for collaborating to answering to concerns and developing this waitlist procedure which will be linked to the registration website.

Finally, just for your information, I had hoped that the campus would purchase a kiosk or design a location where the Board, the CAC and the Senate could post their agendas. A location which could be accessed around the clock as I am told that this is a requirement for a Brown Act committee. This year, with the permission of the library staff, I have been posting our Academic Senate agenda on the glass door of the Sam Karas room. And, when it is not torn down, it is accessible to all all the time. I invite you to join me.

→ This resolution is a response to concerns, both statewide & local, that instructional faculty will not be included in the design of this process & the incredible opportunity that these funds might provide us.

Board Policy
Chapter 4 – Academic Affairs

BP 4250 PROBATION, DISMISSAL, AND READMISSION

Probation

A student shall be placed on academic probation if they have attempted a minimum of 12 semester units of work and have a grade point average of less than a "C" (2.0).

A student shall be placed on progress probation if they have enrolled in a total of at least 12 semester units and the percentage of all units in which the student has enrolled, for which entries of "W," "I," "NC," and "NP" were recorded reaches or exceeds 50 percent.

A student who is placed on probation may submit an appeal in accordance with procedures to be established by the Superintendent/President.

A student on academic probation shall be removed from probation when the student's accumulated grade point average is 2.0 or higher. A student on progress probation shall be removed from probation when the percentage of units in the categories of "W," "I," "NC," and "NP" drops below 50 percent.

Dismissal

A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 2.0 in all units attempted in each of two consecutive semesters.

A student who is on progress probation shall be subject to dismissal if the cumulative percentage of units in which the student has been enrolled for which entries of "W," "I," "NC," and "NP" are recorded in at least two consecutive semesters reaches or exceeds 50 percent.

A student who is subject to dismissal may submit a written appeal in compliance with administrative procedures.

Readmission

A student who has been dismissed may submit a written request to be considered for reinstatement. Readmission may be granted, denied, or postponed according to criteria contained in administrative procedures.

The Superintendent/President shall develop procedures for the implementation of this policy that comply with the Title 5 requirements. The development of these procedures shall rely primarily upon the advice and judgment of the Academic Senate.

References:

Education Code Section 70902(b)(3);
Title 5 Sections 55030-55034

Adopted:

Local Academic Senate Role in Guided Pathways Frameworks
MPC Academic Senate Resolution
Fall 2017

Whereas, The development, design, and implementation of guided pathways frameworks include review and redesign of curriculum, educational programs, instruction, and students services which are 10+1 academic and professional matters; and

Whereas, Title 5 §53203 requires that a local college governing board shall adopt policies through collegial consultation with the academic senate and the MPC governing Board has elected to "rely primarily upon the advice and judgment of the Academic Senate"; and

Whereas, the California Community College Guided Pathways Grant Program, in California Education Code §8892231 states that: (g) Participating community colleges may use the grant funds to implement guided pathways programs for various limited-term purposes, including, but not necessarily limited to any, or any combination, including all of the following: (1) Faculty and staff release time to review and redesign guided pathways programs, instruction, and student services;

Resolved, That Monterey Peninsula College's Academic Senate call on its administrative colleagues to support MPC's senate by providing the time and funding required to engage in genuine dialogue and deliberation to determine the best course of action in investigating, designing, and implementing a guided pathways framework; and

Resolved, That Monterey Peninsula College's Academic Senate affirm its right to play a central role in the development of all elements of a Guided Pathways Grant application and eventual guided pathways framework that are relevant to academic and professional matters; and

Resolved, That Monterey Peninsula College's academic senate assert its purview to appoint faculty to serve on groups that design and implement a college's guided pathways grant application and eventual guided pathways framework.

Submitted to Academic Senate: November 16, 2017
Approved by Academic Senate: *pending*

Waitlist Policy-Draft 11.30.17

Guiding Principles

1. To expand the student learning opportunities for a particular course.
2. To inform enrollment management regarding student demand for courses. For example, another section of the class may be open to accommodate the student demand.

Waitlists before Classes Begin

1. Students will be able to place themselves on a waitlist for closed (full) classes through the duration of the registration period. Waitlists will freeze at midnight before the class meets.
2. Waitlisted sections will have a maximum waitlist capacity of 99 students. Sections will not have a waitlist unless the course is full.
3. Students will be allowed to waitlist for one section of a course. Example: The student can be waitlisted for only one section of English 1A during the same semester, although they may be on a waitlist for more than one course (English 1A and Psychology 1).
4. If a space becomes available in a class, the system will grant permission to register to the first student on the waitlist. The student will have 72 hours to enroll in the class. An email will be sent to the student's email address on file with Admissions & Records to notify them if permission is granted to register for the class.
5. Other students on the waitlist will move up as space becomes available.

Waitlists Once Classes Have Begun

1. On the first day of class, call the student's name on the waitlist, according to the listed order. If the student is in attendance, and you are adding students, that student would then be offered an add code. If the waitlisted student is NOT in attendance, you may call the next student on the waitlist, and so on. Once you have called all the names on the waitlist, you can then add walk-in students as you wish.
2. If on the first day of class you do not have a waitlist roster (because your class was not full/closed), and you have students who would like to add, you may add them.
3. It is recommended that faculty use the formal waitlist process outlined in this document. If you choose to use other factors in addition to the waitlist in deciding to whom to issue an add code, such process must be disseminated to waitlisted students prior to the first day of class.
4. If your class meets only online, please notify the students on the waitlist of the process you intend to use if you will be adding students. Such as, students must email you the first day, complete a pre-class assignment, etc. Remember that students will not be able to access course materials online until their course registration is complete.

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