



**REDWOODS COMMUNITY COLLEGE DISTRICT**  
**Meeting of the Academic Senate Executive Committee**

**College of the Redwoods**

- **Eureka: 7351 Tompkins Hill Road, Forum Building Meeting Room (FM107)**  
**March 29, 2019 – 11:00 a.m.**

**AGENDA**

Members: Peter Blakemore, Gary Sokolow, Hillary Reed, Kristy Carlsen, Michael Richards, and Wendy Riggs

1. Call to Order
2. Introductions and Public Comments
3. Approve March 8, 2019 Senate Executive Committee Minutes (Attachment)
4. Discussion
  - 4.1 Review Senate Agenda for April 5, 2019 (Attachment)
  - 4.2 Faculty Qualifications Procedures: Michelle Haggerty (Attachment)
  - 4.3 Structure Change Idea - Legislative Liaison position (Attachment)
  - 4.4 OEI Resolution from Senate
5. Announcements and Open Forum
6. Adjournment

**Public Notice—Nondiscrimination**

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***Next Meeting:***  
**April 12, 2019**

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**REDWOODS COMMUNITY COLLEGE DISTRICT**  
**Meeting of the Academic Senate Executive Committee**

**College of the Redwoods**

- **Eureka: 7351 Tompkins Hill Road, Forum Building Meeting Room (FM107)**

**March 8, 2019 – 11:00 a.m.**

**MINUTES DRAFT**

**Members Present:** Peter Blakemore, Gary Sokolow, Hillary Reed, Kristy Carlsen, Michael Richards, Wendy Riggs, and Jessica Frint (support)

**Members Absent:** None

**Others Present:** None

1. **Call to Order:** Peter Blakemore called the meeting to order at 11:04.
2. **Introductions and Public Comments:** There were no public comments.
3. **Approve February 22, 2019 Senate Executive Committee Minutes:** The committee unanimously approved the minutes of February 22, 2019.
4. **Discussion:**
  - 4.1 Review Senate Agenda for March 15, 2019
    - **Senate Agenda Action Item 3.0: Approve March 1, 2019 Academic Senate Minutes** – regular agenda item, no comments.
    - **Senate Agenda Action Item 4.1: Approve March 8, 2019 Curriculum Committee Recommendations** – regular agenda item, no comments.
    - **Senate Agenda Action Item 4.2: Senate Co-President Election** – will be done by roll-call vote.
    - **Senate Agenda Action Item 4.3: Faculty Development Funding Recommendations** – regular agenda item, no comments.
    - **Senate Agenda Discussion Item 5.1 - Curriculum Committee Recommendations for Local Policy Changes:** the committee agreed to remove from agenda. The policy and catalog changes will go to ASPC and the Senate for approval later in the semester.
    - **Senate Agenda Discussion Item 5.2 - Senate Leadership Taskforce Update: Chris Gaines** – The committee agreed to remove from agenda until Mark Winters can attend.
    - **Senate Agenda Discussion Item 5.3 - California Virtual Campus & OEI.** Discussion about what the next course of action is, Senate concerns, and college-wide issues. Item is now discussion agenda item 5.2.

- **Senate Agenda Discussion Item 5.4** - AP 4105 Distance Education Draft Revision. Karen Reiss anticipates this being ready for the Senate meeting. Item is now discussion agenda item 5.1.
- **Senate Agenda Discussion Item 5.5** - Senate Division Elections: move to announcement.
- **Senate Agenda Discussion Item 5.6** – Book of the Year. Senate discussion around what role the Senate should have with the Book of the Year, the viability of the committee, and to see if Senate would like Co-Presidents to discuss at the Expanded Cabinet. Item is now discussion agenda item 5.3.
- **Senate Agenda Discussion Item 5.7** – Professional Responsibility. The committee agreed to remove from the agenda until the faculty meeting has been held where feedback about this can be given. Contract with relevant language in the CBA, Article 3.5.1.4.
- **Senate Agenda Report Item 6.1:** Dual Enrollment, requested by Angelina Hill.
- **Senate Agenda Report Item 6.2:** Program Viability Committee, update from Peter Blakemore.
- **Senate Agenda Report Item 6.3:** College Update – Regular agenda item, no comments.
- **Senate Agenda Report Item 6.4:** Associate Students of College of the Redwoods – Regular agenda item, no comments.

4.2 Course Substitution Form – The committee agreed to have ASPC work on revision of the form for Senate review and approval.

4.3 Faculty Meeting – Possible OEI discussion, revisions to Senate Leadership in progress and discussion, contract changes, and professional responsibility. To be held in HU 110 or 112 on March 29<sup>th</sup> around noon.

4.4 MDC as a Senate Committee – MDC to come to the Senate meeting in April with a proposal of what they see for the committee. Peter Blakemore to look into what ACCJC requirements are.

5. **Announcements and Open Forum:** None

6. **Adjournment:** Meeting adjourned at 12:00 pm on a motion by Michael Richards, seconded by Wendy Riggs.

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**REDWOODS COMMUNITY COLLEGE DISTRICT  
REGULAR MEETING OF THE ACADEMIC SENATE**

**College of the Redwoods**

- **Eureka: 7351 Tompkins Hill Road– Board Room – SS 202**
- **Crescent City: 883 W Washington Blvd, Rooms E-2 and E-3**

**April 5, 2019 – 1:00 pm**

**AGENDA**

1. **Call to Order**
2. **Introductions and Public Comments:** Members of the audience are invited to make comments regarding any subject appropriate to the Academic Senate
3. **Approve Academic Senate Minutes**
  - 3.1 **March 15, 2019 Academic Senate Minutes** (Attachment)
4. **Action Items:**
  - 4.1 **Approve March 22, 2019 Curriculum Committee Recommendations:** Sean Thomas (Attachment) – **if they met over break?**
  - 4.2 **Senate Co-President Election:** Peter Blakemore
5. **Discussion**
  - 5.1 **OEI Resolution from Senate:** Lisa Sayles and Mark Winter (**Attachment?**)
6. **Reports**
  - 6.1 **Dual Enrollment:** Angelina Hill (Attachment) – **may be removed**
  - 6.2 **Program Viability Committee:** Peter Blakemore
  - 6.3 **College Update:** Angelina Hill
  - 6.4 **Associated Students of College of the Redwoods (ASCR) Update:** Joshua Mata ASCR Representative
7. **Future Agenda Items:** Senators are encouraged to request to place an item on a future agenda
8. **Announcements and Open Forum**
  - 8.1 Academic Senate Website <http://internal.redwoods.edu/Senate/>
  - 8.2 District Meeting Calendar/Website - <http://internal.redwoods.edu/>
9. **Adjourn**

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## **Faculty Qualifications Committee Petition to Change Qualifications for Discipline**

**Discipline:**

**Current guidelines in Chancellor's Office manual:**

**link to handbook:**

<https://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2017-Minimum-Qualifications-Handbook-r1-ADA.pdf>

**Page 6 of the handbook states:**

"Districts may establish local qualifications beyond the minimum standards defined in the disciplines lists, and they have flexibility in how they organize courses within disciplines, how to apply equivalency, and how to develop criteria and employ processes to select administrators and instructors. Development of local processes for applying the minimum qualifications requires mutual agreement between the board of trustees and the academic senate."

**Proposed qualifications for discipline (qualifications cannot be below the minimum):**

**Reason for proposed change.**

**How does this change impact the student learning experience?**

**List names faculty consulted with.** (All faculty members of the discipline throughout the district should be consulted with. Change should be a result of a majority vote of all Full-time Faculty in the discipline.)



**Are there any faculty members in the discipline that are not in favor of the change? What are the arguments against the change?**

\_\_\_\_\_  
**Faculty signature**

\_\_\_\_\_  
**Dean signature**

\_\_\_\_\_  
**Date**

**This form must be forwarded from the discipline faculty to the Dean/Director. The Dean will then send this form to the Faculty Qualifications Committee. The FQC will forward the form to the Academic Senate.**

\_\_\_\_\_  
**Date approved by FQC**

\_\_\_\_\_  
**Date approved by Senate**

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# Why Legislative Advocacy Matters

by **Wendy Brill-Wynkoop**, FACCC Legislative and Advocacy Committee Chair

**Dolores Davison**, ASCCC Vice President and ASCCC Legislative and Advocacy Committee Chair

**T**hroughout the half-century since the founding of the Academic Senate for California Community Colleges (ASCCC), the ASCCC has become an invaluable source of guidance and leadership in academic and professional matters, but for a range of reasons the ASCCC hesitated in many cases to become involved in statewide advocacy efforts. However, for much of the past decade, various parties with a desire to effect transformative change in higher education have been applying pressure to the California community colleges through legislative efforts that clearly involve the purview of the ASCCC, such as SB 1440 (Padilla, 2010), the Student Transfer Achievement Reform Act that created Associate Degrees for Transfer. In response, the role of the ASCCC in the legislative process has taken on a new turn.

For many years, the ASCCC's status as a 501(c)(6) nonprofit organization seemed to preclude it from active advocacy; this situation continues to be true today around certain types of issues. In addition, even after the passage of SB 669 in 1967, which separated the California community colleges from the K-12 system, some legislators continued to see the colleges and K-12 as a somewhat joined entity. Thus, while legislation did come about that had specific impacts on the colleges, it was only infrequently in areas that could be considered academic and professional matters and therefore did not typically touch on the purview of the ASCCC. More recently, and in response to the growing number of legislative actions that impacted curricular and academic issues, the ASCCC Executive Committee began to prepare to become a more resolute voice for advocacy on the state level. In 2014, then-President David Morse suggested the re-creation of the Legislative and Advocacy Committee, which would spearhead statewide efforts in legislative advocacy. As a 501(c)(6),

the ASCCC may engage in advocacy activities germane to the common business interests of its members and may encourage members to participate in the process in a non-biased, neutral manner so long as it does not constitute the organization's primary activity.

The Legislative and Advocacy Committee helps to follow legislation that has implications for academic and professional matters and provides structure and suggestions for the annual ASCCC Legislative Advocacy Day at the capitol. For the past four years, teams of committee members and Executive Committee participants have visited legislators and staff around the capitol to discuss the core concerns of the ASCCC. In 2018, for example, participants spoke to legislators and their staffers about the implementation of AB 705 (Irwin, 2017), the need for consistent funding for the Course Identification Numbering System (C-ID), and the Open Education Resource Initiative (OERI). While this year's agenda has not yet been fully developed, it is likely to follow the priorities adopted by the Executive Committee, including funding for faculty diversification, improvements in financial aid for students, and apportionment and other support for tutoring for students.

The need is now greater than ever for faculty to be informed about and involved in statewide projects, programs, and initiatives. With so much happening, local senates have often struggled to keep faculty informed of and engaged with statewide issues. In response to a need to strengthen communication between the ASCCC and local senates, the ASCCC suggested that local senates create a local legislative liaison position. The legislative liaison attends local senate meetings, reports regularly about legislative issues, acts as a resource for local discussions of legislation, identifies legislation issues of particular local concern, and conveys those issues to the ASCCC Legislative and Advocacy Committee.

As the cliché suggests, all politics are local, and therefore advocacy must be done on the local level. The ASCCC encourages all local senates to appoint a legislative liaison to be the conduit between the local senate and the ASCCC. Legislative liaisons should be informed and prepared to engage in the state legislative process. The legislative and budget process in California is complicated, and in order to be effective advocates, faculty should educate themselves regarding California's legislative and budget development process. The state legislative site (<http://leginfo.legislature.ca.gov/>) provides a good primer. Although not all proposed bills apply to the community colleges, each legislative cycle includes thousands of new bills, and determining which bills demand attention and tracking takes concerted effort. The ASCCC maintains a legislative positions site (<https://www.asccc.org/legislative-positions>) that is particularly helpful, and several system partners also maintain legislative websites and listservs, such as the Faculty Association of the California Community Colleges (<http://www.faccc.org>), the Community College League of California (<https://www.ccleague.org>), or the California Community Chancellor's office ([listserv@listserv.cccnext.net](mailto:listserv@listserv.cccnext.net)).

Faculty should begin their advocacy efforts by visiting their assembly member's or local senator's office. Those who are unsure of the names of their representatives or the location of their offices can find them at <http://findyourrep.legislature.ca.gov/>. Although meeting with a legislator can seem intimidating at first, legislative representatives need to hear from their constituents, and faculty members are firsthand experts in conveying the needs and struggles of students. Advocacy training is offered at systemwide conferences by the ASCCC, FACCC, or others, but practice does make the process less intimidating over time.

The most effective faculty advocates are those that build personal relationships with their local legislators as well as the representatives' staff members. One can prepare for a meeting by reviewing current community college legislation. Generally, the objective is to inform the legislator of the faculty position, not to completely win him or her over. Meetings with representatives should always be polite and respectful, no matter the political views of the legislator. If the meeting is to discuss specific legislation, one should refer to the bill number and author. At the end of the meeting, the faculty member can leave a business card including

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As voices outside the  
system continue to lobby  
for change to the California  
community colleges,  
faculty who have an  
expertise of both academic  
and professional matters,  
as well as students' needs,  
must assert their voice  
in order to influence the  
legislative process in ways  
that are positive for their  
institutions and students.

a cell phone number and a one-page document with information summarizing relevant viewpoints. Within a week of the meeting, one should send a note thanking staff members or legislators for the meeting and reiterating in writing positions or concerns that were discussed.

Faculty should also stay connected between visits by email or telephone or may even connect with representatives on social media. Once a faculty member has established himself or herself as a trusted expert in academic and professional matters, the legislator may reach out as community college legislation comes across his or her desk. While districts, including local senates, are forbidden from using district funds to advocate for or against ballot measures, the law does allow for districts to provide non-biased education on ballot measures as well as take a position for or against a bill.

As voices outside the system continue to lobby for change to the California community colleges, faculty who have an expertise of both academic and professional matters, as well as students' needs, must assert their voice in order to influence the legislative process in ways that are positive for their institutions and students. 🐦