

March 11, 2014

Good evening.

As VVC gets ready to submit the required ACCJC reports (Midterm, FU#4, and financial statement) to further reinforce our institution's commitment to sustained, dynamic educational excellence, the Academic Senate would like to thank the faculty, staff, administration, and the BoTs themselves for their contributions to the success of this document. At over 100 pages, these reports are some of the most important documents ever created at our college, and besides the faculty, would not have been possible without the support of classified and administration. The AS would particularly like to commend Jan Espinoza and Patty Golder for their tireless work coordinating and editing. It was our pleasure to meet with Trustees Wood and Pinkerton to walk them through recommendation 8 standards, and we appreciate the e-mail responses from Trustees Henderson, Denson and Brady. It is the AS sincere goal that your contributions demonstrate to ACCJC via the narrative report we generated for rec 8 that the BoT understands their policy-making roles and how vital their supportive leadership is to the college. I hope the BoT recognizes the specific contributions of the Accreditation Steering Committee writing teams who have spent countless hours from November through this week writing and/or contributing to the 9 recommendations. And, I hope the BoT recognizes that all this is being done ultimately for our students...

The ACCJC reports are one part of the picture demonstrating our commitment to our students. The AS would also like to recognize

Tim Adell and the Honors Program; as reported in previous BoT meetings, our Honors Program has enjoyed tremendous success at the annual Honors transfer conference at UCI. This year, nine VVC students – the highest number so far – will be presenting.

Another student success story for our college is a National Science Foundation (NSF) grant called NSF-CREST. The grant is a collaboration between the lead institution CSUSB and the two participatory schools VVC and College of the Desert.

The grant will allow 10 students from VVC to conduct research as paid interns during the winter break under the supervision of faculty from both the physics and chemistry department. In addition the physics faculty will be supervising student research activities from VVC and COD during the summer at the NASA - Dryden facility in Edwards Air Force Base.

The AS would also like to recognize Eartha Johnson for once again coordinating the Women's History Month activities on our campus. As many of our faculty do everyday, Eartha goes above and beyond, spending countless hours on this event.

The Honors Program, the NSF grant, or the Women's History Month events all reinforce faculty's commitment to our students. As our Mission Statement, Vision and Goals illustrate, "learning" is the primary purpose of this institution.

The proposed BPs on the agenda this evening are therefore problematic. Not only have these documents not been presented to the academic senate and the college council, as per our recognized

Shared Governance process, they will negatively impact student success by reducing instructional funding.

As the ASP, I am not talking about salaries and benefits...that is not my role here tonight. Academically and professionally, BPs 2515, 2520 and 2525 all have the potential to reduce course offerings, thereby lengthening the time it takes for students to reach their educational goals; reduce the number of faculty available to teach needed courses; and does not specify how the substantial reserves, from taxpayer money, will actually be spent...in other words, how do these proposed BPs support **learning**?

[handouts for BoTs from Wordle – explain the significance: VVC Mission, Vision and Goals; Student Survey from 2013; BPs; and Ed Code 84362.9]

So...if we look at the proposed BPs...do they fit into the Mission, Vision and Goals of this institution? Do they accurately reflect the educational code noted? How do these BPs support the #1 word in our M, V, Gs....**learning**?

Thank you.

1. Curriculum, including establishing prerequisites.2. Degree and certificate requirements.3. Grading policies.4. Educational program development.5. Standards or policies regarding student preparation and success.6. College governance structures, as related to faculty roles.7. Faculty roles and involvement in accreditation processes.8. Policies for faculty professional development activities.9. Processes

for program review.10. Processes for institutional planning and budget development.11. Other academic and professional matters as mutually agreed upon.