



Business Meeting

Minutes

11/09/10

Members Present: David Angelovich, Amanda Badgett, Steve Balassi, Lauralyn Bauer, Glen Bell, Stephanie Burns, Shawna Bynum, Dianna Chiabotti, Daniel Clemens, Emily Cosby, Sheryl Fernandez, Michael Gianvecchio, Stephanie Grohs, Ann Gross, Julie Hall, Fain Hancock, Michelle Hobbs, Betty Hopperstad, Barbara Kraig, Rob Miller, Lynda Monger, Bonnie Moore, Forest Quinlan, Denise Rosselli, Marci Sanchez, Debra Saunders, Mary Shea, Erik Shearer, Tom Smeltzer, Diane Van Deusen, Randy Villa, Maria Villagomez, Nadine Wade-Gravett, Eve-Anne Wilkes, Lisa Yanover.

1. Welcome: meeting called to order 12:31pm

2. Adoption of Agenda -msp (A. Gross)

3. Approval of Minutes from 10/12/10 -msp (A. Gross)

4. Public Comment

- Campus community should be aware of computer parts that are disappearing from classrooms. All need to be aware to prevent theft.
- Amanda Badgett was commended for her lecture. She lectured as part of the Foundation Series.

5. Action Items

5.1. 1st VP Elections

- Nominations are officially closed. msp (A. Gross)
- Voting will begin 11/10/10 at noon and will be open until 11/18/10 at 5 p.m. Jennifer King has been nominated to serve.

5.2. Resolution in Support of Art History as a Separate Discipline

- Art department is proposing that a resolution for action be submitted to the State Senate in support of a separate discipline for Art History. If passed, this would allow community colleges to require a Masters in Art History in order to teach Art History.
- Resolution is to be presented with supporting letter from the Executive Committee. Both will be brought forth to the State Academic Senate at the fall plenary session and a vote will determine its inclusion as a spring resolution.
- A unanimous vote in support of the resolution was recorded and the Senate recommends presentation to the State Academic Senate. -msp (A. Gross)

5.3. Flex Day Format 2011-2012

- PDC is recommending that the conference format be continued for the next academic year. Possible topics include; classroom management, stereotypes and how they impact us, CPR, grant writing, curriculum building, new technology and online opportunities, 10+1 responsibilities.
- - Format is intended to allow for discussion/department meetings. Divisions/departments can also use the workshop format to provide additional training opportunities for faculty. Ideas are to be submitted to Michelle Hobbs.
- Msp to continue conference style format. (M. Hobbs)



6. Discussion Items

6.1. Text Book Committee Report- Glen Bell and Michael Gianvecchio

-It was reported that the college will be working with Nebraska Book Company (NBC) to provide rental opportunities for student textbooks. Faculty will work with the bookstore staff to facilitate. Some disciplines may need to break up text/ software combinations. Word will be spread by faculty, ASNVC, and the bookstore so that students will be made aware of textbook options.

7. Information Items:

7.1. Upcoming Bylaws Revisions

-Two changes will be brought forward for voting in the spring. The language regarding elections for interim vacancies is to be clarified and the Basic Skills Committee bylaws will revise the membership language. Both changes will be brought forth for two readings.

8. Reports

8.1. Officer Reports

8.1.1. President: Shawna Bynum

-S. Bynum reminded faculty that the campus hour (Tuesday/Thursday, 12:30-1:30) is not to be scheduled for classes or office hours. A few exceptions exist and require prior approval. This hour is intended to allow faculty and campus meeting times.

-S. Bynum will be attending the statewide Academic Senate meeting. She has posted the resolutions. If faculty have any concerns, please contact her. Discussion followed on progress of 50% rule. Senate Committees are exploring options.

8.1.2. Vice President: Erik Shearer: no report.

8.1.3. 2nd Vice President: Mary Shea

-Faculty evaluations are on track. As of this week, all student evals have been typed up and returned to faculty to discuss with their respective coaches. Professional development plans should then be developed as an outcome of these evaluations, so the Professional Development Committee and the Teaching and Learning Center can address these needs and interests.

An informal faculty group is meeting to firm up faculty perspectives on the contract evaluation process and adapt the process to the new realities that always crop up. Representatives from this faculty group will then meet with the formal Ad-Hoc Evaluation group that also has administrative input.

8.1.4. Secretary: Nadine Wade-Gravett : no report.

8.1.5. Treasurer: Julie Hall

-The NVC Academic Senate Dues Fund currently has \$715.82 in the account. Another \$162.50 check is expected no later than December 20. If anyone is interested in making



additional donations for the holiday events, please make your check payable to NVC Academic Senate and place in a sealed envelope in my mailbox.
Thanks for your support!

8.2. Committee Reports:

8.2.1. Academic Standards & Practices- Stephanie Grohs

-The Committee is continuing to review and discuss Honors Programs.

8.2.2. Basic Skills Initiative- Sheryl Fernandez: no report.

8.2.3. Curriculum- Steve Balassi

-The regular review cycle is going very well. Almost everything will be approved this semester.

We are being proactive with SB 1440. At this moment, it looks like there may be up to six new programs for the CC to approve next semester (more will be coming but they are rolling out new degrees in phases). The DC/Dean's are working with their respective faculty to determine the following:

Do they want their respective SB 1440 transfer degree?

Do they need to archive their old transfer degree?

Do changes need to be made to existing transfer or non transfer degrees?

What new courses need to be created or archived?

-The plan is to convert WebCMS to CurriCUNET in the next few months (not finalized yet with the vendor). Do not use WebCMS unless you have current curriculum going through this year's cycle!

-The local GE cleanup project is on hold until the CC can review the impact of SB 1440. The CC feels that we should review our local GE pattern with a broad/high level perspective which includes SB 1440.

8.2.4. Faculty Standards & Practices- Ann Gross

The Faculty Standards and Practices Committee is continuing to work on revising the procedures for faculty hiring. We hope to complete the proposed revisions this semester, and bring them to the Senate in the spring. At our next meeting we'll also be discussing emeritus email, equivalencies, and the process for selecting faculty rep's for hiring committees.

8.2.5. Learning Outcomes Assessment- Erik Shearer: no report.

8.2.6. Professional Development Committee- Michelle Hobbs: see above Flex Day information.

8.2.7. Social Committee- Fain Hancock

Upcoming Social Committee Events:

Fall Fun at the Winery

Thursday, November 18, 5:30-7:30 PM.

Bring something to share that starts with the letter C < crackers, cheese, chocolate.... The Winery will supply the drinks.

This will cost little money. The winery is donating the wine.

Holiday Party



Friday, December 10, 5-10

Casa de Angelovich

3455 Westminister Court

Napa, CA 94558

Bring two drinks. Your Social Committee is providing all food.

8.2.8. Student Standards & Practices- Rob Miller

- We are currently discussing the campus smoking policy and whether or not to produce a related statement (for/against).

8.3. Shared Governance Reports

8.3.1. Budget Committee- Dave Angelovich

-Nothing to report at this time. The outside auditors are currently reviewing the financial statements of the college for the year ended June 30, 2010. Their report is expected to be finished by the end of November. The budget committee's next meeting is scheduled for Thursday December 9th.

8.3.2. Planning Committee- Stephanie Burns

-The planning committee will be revising the planning priorities for 2011-12 based on input from the faculty. The priority that will be revised is:

-Complete the assessment of student learning outcomes in all courses

We will be discussing re-writing the goal to be one that is realist.

-Before the college develops a new strategic plan we need to collect information on the community we serve. We will be discussing what data we should be collecting for our environmental scan. We will be looking at what data is already available in public databases. If you have any comments, please feel free to either email me or drop by our meetings. Our next meeting is this Friday at 1:30.

9. Next Meeting Items

9.1. Next Meeting:

Tuesday, December 7, 12:30-1:20

Room 860

10. Adjourned

1:20 PM -msp (E. Shearer)

Respectfully submitted by Nadine Wade-Gravett.



Academic Senate

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Resolution in Support of Art History BOG Disciplines List Revision

Unanimously Passed by the NVC Academic Senate on

November 9, 2010

Whereas, The Academic Senate of Napa Valley College previously voted to endorse the addition of Art History as a separate discipline in the BOG Disciplines List;

Whereas, The Academic Senate of NVC supports this addition as a means to ensure that qualified instructors holding advanced degrees in Art History teach students in the discipline with the same rigor as in other systems of higher education;

Whereas, The Academic Senate of NVC supports the right of individual colleges and curriculum committees to assign courses to disciplines based on local course content and other locally formulated criteria;

Resolved, That the Academic Senate for California Community Colleges recommends the addition of Art History as a separate discipline to the Board of Governors for inclusion in the "Minimum Qualifications for Faculty and Administrators in California Community Colleges" based on the rationale outlined in the attached proposal.

BOG Disciplines List Proposal

Amanda Badgett, MA Art History
Erik Shearer, MFA Studio Arts
Art Department
Napa Valley College

I. Proposed Revision Language

Discipline Title:

Art History

Minimum Qualifications:

MA in Art History, History of Art and Architecture, or Visual Culture/Visual Studies; **OR** BA in Art History and MA in History; **OR** MA in Art with a recorded emphasis or concentration in Art History **OR** the equivalent.

II. Overview

The following proposal outlines the primary rationale for adding Art History as a distinct, recognized discipline in the official Minimum Qualifications for Faculty and Administrators in California Community Colleges (MQFACCC), known colloquially as the BOG Disciplines List. The current conflation of Art History with Studio Arts is academically inaccurate, is at odds with other systems of higher education, and reflects pre-AB 1725 credentialing systems that are no longer relevant for hiring qualified instructors in our system. Likewise, it presents an inaccurate and confusing message to degree seeking and transfer students that Art History is a specialization within the Studio Arts.

Adding Art History as a separate discipline will clarify the above and allow local college districts to recruit and hire instructors with the proper academic and professional background to revise, develop, and deliver courses and degrees; mentor degree and transfer students; and provide appropriate discipline expertise to Arts and Humanities programs in the CCC system.

In 2006, a proposal to include Art History on the MQFACCC was forwarded to the ASCCC from Mt. San Antonio College. The proposal was voted down by a narrow margin in Spring 2007. The entirety of that proposal is included below to illustrate the major differences between this proposal and the one offered in 2007 by the Mt. SAC faculty:

“The discipline ‘Art History’ is not identified in the Minimum Qualifications Discipline (MQDL); thus, the MQDL fails to guide in the selection of professors with expertise in the discipline for the instruction of Art History. Art History is not a subset of ‘Art,’ but a related discipline demanding its own degree requirements and distinct preparation. The current listing reflects an antiquated K-12 ‘subject area’ grouping which is inappropriate for a college institution that offers curriculum that articulates with courses at the UC, CSU, and other university campuses nationwide. Full degrees in Art History have existed in universities for over 100 years, and the discipline has, in the last 10 years, changed to embrace Visual Cultural/Visual Studies. Finally, hiring practices in the UC and CSU campuses reflect the recognition of Fine/Studio Arts and Art History as separate disciplines and so—to protect the integrity of instruction—professors are hired with a degree in the disciplines in which they are teaching. This is the standard demanded by the national association of artists and art historians.”

While the current proposal is likewise requesting the addition of Art History as a separate discipline, it is substantially different from the 2007 proposal and offers new rationale on the following points:

- New resolution from the College Art Association—the professional association for college Art History, Studio Arts, and Arts Education faculty— in 2009 that, for the first time, included specific language about minimum qualifications for Art History instructors in two-year colleges.
- Inclusion of specific reasons why the MFA—currently allowable under min quals—is not sufficient academic preparation to teach Art History. The original proposal did not touch on this issue at all.
- Development of C-ID project with Art History listed as a separate discipline as recognized by our intersegmental partners and the resulting work in developing more Art History courses at the Lower Division level for Transfer.
- Passage of SB 1440 that, like the C-ID project, increases the need for parity of content rigor and faculty expertise between the CCC and CSU system for lower division major transfer prep courses. As Art History is currently in the draft stages of C-ID, it will be among the first transfer degrees developed under 1440.
- Creation of Art History discipline does not require local senates to assign existing courses to the new discipline.

In addition to being substantively different on the above points, the following proposal provides more detailed background, history, and information than the 2007 proposal, better fleshing out the differences between what may seem as close-knit or identical fields of study to those outside of the arts disciplines, and, further, why this proposal is being submitted to the state academic senate for review at this time.

As this is the second time Art History has been proposed for addition to the BOG Disciplines List, the ASCCC requires a more robust proposal that goes through a different approval process, specifically requiring that the proposal:

- Provide substantively different rationale.
- Be proposed and approved as a resolution through a local area senate, in addition to being approved by the proposing local senate.

-OR-

- Come as a resolution from the floor at plenary session.

This proposal meets all of the criteria listed above and is coming as a resolution from Area B for consideration by the full senate.

III. Disciplines Background

Art History, the systematic and rigorous analysis of visual culture, emerged as a specific academic discipline in nineteenth-century Europe. Since then, the field has maintained a related, but decidedly distinct academic role from the creation of visual material, or Studio Art. It follows, then, that faculty teaching the evaluation and interpretation of art within specific historic contexts, should hold an advanced degree in Art History; the expertise of Studio faculty is not necessarily sufficient in this regard.

In contrast to most systems of higher education, the California Community College system has failed to recognize the academically accepted distinctions between history, theory, and praxis in the arts as reflected in discipline definitions and minimum qualifications for hiring. These distinctions are not inconsequential: faculty teaching in the Studio Arts instruct students in the confluence of praxis and theory; faculty with advanced degrees in Art History, by specific academic training and in contrast to faculty in the studio arts, provide students with instruction in history and theory. And while the two disciplines have some overlap in the area of visual theory, their differences far outweigh their similarities.

The language contained in the current description of minimum qualifications for Studio Arts were derived from pre-AB 1725 subject area groupings that reflect the K-12 system, rather than accepted academic definitions on par with other systems of higher education.

IV. Rationale

The following are the primary, specific rationale for adding Art History as a separate discipline:

1. *Art History is a field of study that is separate from Studio Arts and is not a specialization within the Studio Arts discipline.* Beginning in the nineteenth century, Art Historians developed the method of visual analysis, which entailed vocabulary, taxonomies, and modes of interpretation that were separate and distinct from the discourse related to the creation of Art. The role of Art Historians who specifically did not make art, but rather interpreted art created in all historic eras, past and present, emerged during this period. Since this time, academic preparation for Art Historians has included training in social and cultural history, a breadth of studio arts practices, and in the history of architecture, design, photography and other areas that fall outside of the traditional plastic arts. By contrast, faculty in the Studio Arts receive academic training along narrowly defined curricular paths that develop expertise in one medium, e.g. painting, drawing, printmaking, etc., and less frequently, in multi-media.
2. *The College Art Association, the primary professional association for art history and studio arts, defines Art History as a unique discipline with a distinct educational track, different standards for hiring, promotion, and retention, and degree requirements distinct from the Studio Arts.* In 2009, the College Art Association, the professional organization of Artists and Art Historians, revised its “Standards of Retention and Tenure of Art Historians” to include standards for Art Historians at two-year colleges, specifically adding the following language:

“In the case of two-year colleges, the minimum qualification should be an MA in art history. In the absence of such a degree, specific recognized equivalent professional achievement and scholarship should be regarded as qualification for appointment to professional rank, promotion, or tenure. Neither the EdD nor the MFA are appropriate degrees for faculty hired to teach art history...”

This language was written by a committee that included faculty from California Community Colleges and adopted by a panel that represented faculty in both Studio Arts and Art History from across the country. For the purposes of consistent and professional

standards in all academic contexts, CAA specifically identifies the importance of discipline expertise in the teaching of Art History at the community college level.

3. *All major, accredited, baccalaureate degree-granting institutions, including California State Universities, recognize Art and the History of Art as separate fields of study.* Students pursuing an Art History major at these institutions follow a distinct and different course of study than that of Art Studio majors. Of the 43-48 credits required for an Art History major at the CSUs, six credits are Studio Art courses, the rest comprise a sequence of Art History surveys and seminars. Faculty in these same school systems hold qualifications in either field: Studio Art Professors hold MFAs, while Art History Professors hold Master's or Doctorate degrees in Art History.

4. *The MFA or MA in Studio Arts is not sufficient academic preparation to teach Art History courses beyond basic introductory or appreciation courses.* Faculty holding an MA or MFA in Studio arts will typically complete between 9 and 12 semester units in Art History during their tenure in a baccalaureate program, focused primarily on broad surveys of Art History, including Art History Surveys 1 and 2, Modern or Contemporary Art History, and one upper division elective course focusing on specific time periods in Art History. MFA programs for studio artists typically require anywhere from 0 to 9 semester units of art history or theory, often creating and delivering courses geared specifically towards MFA students to fulfill these requirements, rather than placing MFA students in graduate-level Art History courses. In California, training in Art History for MFA students runs from the highest number of potential units at UCLA, where MFA students are required to take a higher load of Art History and Theory units, to the lowest number of units at UC Davis, where MFA students are not required to take any units in Art History. Unless a Studio Arts faculty member with an MFA education also received a minor, additional major, or other relevant professional experience in Art History, there is no guarantee by degree alone that they possess the requisite academic depth for instruction in the Art History discipline, particularly for instruction beyond basic survey courses.

The MQFACCC list is predicated on the idea that attainment of specific degrees provides sufficient training to teach the content of various disciplines. As illustrated above, an MFA degree does not guarantee that a faculty member has had any training in Art History.

Further complicating this, MFA programs accept applicants primarily through review of a portfolio of art work, not on prior academic degrees or training. Many applicants and completers in MFA programs hold bachelor's degrees from other, non-art, disciplines, meaning that a person earning an MFA could actually have completed *no* coursework in Art History at either the baccalaureate or masters level. This variability is another reason that the MFA is insufficient academic preparation to teach Art History courses.

5. *Local Academic Senates have the authority to place a course in any and all relevant disciplines, indicating what they believe to be the appropriate academic qualifications or professional experience necessary to teach a particular course.* This authority is one of the 10+1 responsibilities of the academic senate as delineated in state regulations and is a key point in this discussion: the authority of local senates to assign courses to disciplines always balances the BOG list of minimum qualifications to teach in specific disciplines.

The inclusion of Art History on the BOG disciplines list does not mandate or require any local senate to assign basic Art History survey courses solely or jointly to the Art History discipline; local senates may, with appropriate content review, assign a survey course in Art History to both the Studio Art and Art History disciplines if they deem that either academic preparation provides adequate preparation to teach the content on the Course Outline of Record. Local faculty and senates retain control at every step of this process and always have the right to assign courses to disciplines based on locally formulated criteria. Inclusion of Art History on the Disciplines List will not interfere with this local control, but will allow those schools with larger or more developed programs in Art History the ability to recruit and retain instructors qualified to teach a full range of lower division courses in Art History, clearly separating their expertise from expertise in the Studio Arts.

6. *This proposal is in line with recent and developing emphases on transfer studies in the CCCs and brings our practices and courses in line with the level of instruction that students would be expected to receive as Art Studio and Art History majors in baccalaureate schools.* The C-ID project and the passage of SB 1440, have placed an increased emphasis on the development of a full range of lower division Art History courses to ensure that students in the CCC system are able to complete all lower division work prior to

transfer to the CSU or UC system. This includes the development or revision of Art History courses in:

- Non-western Art,
- Asian Art History,
- History of Graphic Design,
- History of Photography,
- History of Islamic Art
- American Art

The scope and content of these courses requires instructors with advanced training in art historical methodology, theory, and pedagogy as they go far beyond what one would learn in the survey-level courses that are required for earning a bachelor or masters degree in studio arts.

The C-ID project has identified Art History as a separate discipline of study and has recently published draft descriptors for several of the classes listed above. While not every CCC will develop these courses, those that do will require instructors with advanced degrees in Art History to deliver these courses at a level consonant with the CSU and UC faculty, rather than relying on Studio Arts instructors who lack the content and pedagogical expertise in this discipline. Designing and delivering these courses at level commensurate with our intersegmental partners requires a level of content and pedagogical expertise that is only found in an instructor with an advanced degree in Art History.

Many local colleges, even smaller school such as Napa Valley College, currently offer, or are preparing to develop, these courses and have established degrees and certificates in Art History. These colleges have successfully offered a broad swath and multiple sections of Art History courses every semester/quarter, including many courses beyond basic appreciation and surveys. At this point the Chancellor's Office recognizes degrees in Art History in 23 local colleges, according to the current degree inventory in the Chancellor's Office. As 1440 is implemented, local schools will have the opportunity to seek transfer designation for these degrees. Students interested in Art History as a major under the transfer system established by 1440 should be provided with instruction commensurate with instruction at the receiving CSU. Establishing this discipline will better serve transfer students by providing well-qualified instructors to teach courses in transfer-designated

degree programs who will likewise provide better mentoring and ensure that students receive the same rigor of education in their lower division courses, regardless of where they are enrolled. All of this will increase the credibility and standing of the CCCs in relationship to the lower division programs at the other schools in our state's system of higher education,

V. Conclusion

The tenure and retention of faculty teaching Art History is jeopardized without the protection and quality assurance offered by listing Art History as a discipline distinct from the Studio Arts. As districts always retain the right of assignment, under the current min quals, *any* faculty member meeting the minimum qualifications for Art could be assigned to teach courses in Art History, regardless of their academic training or ability to do so. While this may not be an urgent issue at schools only offering one or two basic appreciation or survey courses, it is a real issue for schools with a larger range of courses and certainly for schools with degree programs in Art History geared towards transfer to specific CSUs or UCs.

For the reasons listed above, the Academic Senate for California Community Colleges should endorse the creation of Art History as a specific discipline during the 2010/11 review cycle and recommend adoption to the Board of Governors. The current conflation of Art History with Studio Arts is a legacy of the older K-12 content areas system and is in no way consonant with contemporary academic standards or practices in the discipline. Adding Art History as a separate discipline is a step forward from the older credential model and is in line with the current state of instruction in Art History and the Studio Arts. It will allow local college districts to recruit and hire instructors with the proper academic and professional background to revise, develop, and deliver courses and degrees; mentor degree and transfer students; and provide appropriate discipline expertise to Arts and Humanities programs in the CCC system.

NBC Book Rental Program

No requirement for multiple semester adoption

If textbook is not in the 15,000 title list it can still be used, but not rented

By adopting a textbook for more than one semester it increases the likelihood that used books will be available for rental

The rental costs of a used textbook is approximately 35% of purchase price for a new textbook; and about 50% the rental costs for a new textbook.

Santa Rosa, DVC, Los Medanos, and Contra Costa have also adopted this rental program

All contracts are created at the point of sale

The rental program will be implemented for the Fall, 2011 semester; there are penalties for students who do not return the rentals within 14 days of the end of the semester, or who returned damaged materials