ACADEMIC SENATE MEETING
APPROVED MINUTES
April 25, 2013

Members Present: Kevin Alavezos, Chris Briggs, David Boley, Paul Cripe, Ellen Dambrosio, Deborah Gilbert, Jennifer Hamilton, Jim Howen, Barbara Jensen, Deborah Laffranchini, Allan McKissick, Eva Mo, Estella Nanez, Chad Redwing, Bruce Anders (Replacement for Dorothy Scully), Burt Shook, Travis Silvers, Jim Stevens, Rob Stevenson, James Todd, Nancy Wonder, Layla Yousif

Members Absent: Bill Anelli, Mike Morales, John Zamora

Guests Present: Heather Townsend (Administrative Secretary for the Academic Senate), Paul Muncy (BBSS)

I. APPROVAL OF ORDER OF AGENDA ITEMS

The order of the agenda was approved without objection.

M/S/C (J. Hamilton, B. Anders) to approve the order of the agenda.

II. APPROVAL OF MINUTES

The minutes of April 11, 2013 were amended. B. Shook noted an inaccurate date on page two of the document. P. Cripe reported that his statement was not accurate in the minutes. P. Cripe asked that the minutes be edited to reflect the correct information.

M/S/C (J. Hamilton, J. Howen) to approve the minutes as amended.

III. **COLLEGE BUDGET PRESENTATION (J. STEARNS, K. KINCADE, M. GUERRA):**

J. Todd announced that due to a scheduling conflict the presentation will be rescheduled for a future   meeting.

IV. ACTION/DISCUSSION ITEMS

NEW BUSINESS:

1. **Hiring Committee Appointments:**

J. Todd announced the hiring committee appointments. They are outlined in the table below:

Discipline	Hiring Committee Appointees	
Administration of Justice	Greg Hausmann Dale Hoagland	Kevin Alavezos Alternate: Nancy Sill
Economics	Curtis Martin John Zamora	Debi Bolter Alternate: Eva Mo
Geography	James Todd Bill Anelli	Nancy Sill Alternate: Richard Higginbotham

Business Administration	Nancy Sill Linda Kropp	Kevin Alavezos Nancy Backlund (possible alternate or on committee)
Photography	Robert Stevenson Tom Duchscher	Brian Sinclair
Speech	Todd Guy Jim Sahlman	Leslie Collins
Lit/Lang	Christopher Briggs Janelle Gray	Charles Mullins Shelley Circle
ESL	Ruth Luman Michael Akard	Sara Berger Jennifer Hamilton
Math	Jaymes Michelena Dan Alcantra	Paul Cripe Leticia Cavazos
Director of Workforce Training and Development	Nancy Backlund	
Agriculture	Dale Pollard Gail Brumley Marlies Boyd Bill Hobby Steve Amador	Todd Conrado Amanda Schnoor Mike Morales John Mendes

Discussion ensued regarding the amount of faculty members that can be appointed to a Hiring Committee. The YFA contract language was discussed regarding the total number of faculty members who can sit on a Hiring Committee. The YFA contract language says the following, "The selection committees shall consist of at least two full-time faculty members selected by the division/subject areas, and an appropriate administrator."

J. Howen moved to approve the Hiring Committee appointees.

M/S/C (J. Howen, A. McKissick) to approve the list of appointees.

J. Todd mentioned that the Library position is not part of this list currently. He said that there is currently a question regarding where the funding is coming from for this position. A. McKissick asked if there was any jeopardy for the Library position. J. Todd said that a question about where the funding will be coming from and the exact job description. A. McKissick said that he is hearing concern.

Allan McKissick moved:

The Academic Senate President is directed to work with the librarians and all other appropriate parties to deal with any concerns that our library staff has about the hiring of the Library position.

M/S/C (A. McKissick, B. Shook) to approve the motion

It was announced that P. Mendez, Dean of Technical Education & Workforce Development, called one of the Executive Board members during the meeting to add faculty to the list of Hiring Committee appointees.

J. Hamilton moved to reopen the Hiring Committee appointments.

M/S/C (J. Hamilton, P. Cripe) to approve the motion to reopen the Hiring Committee appointments

J. Todd reported that the following people would like to be added to the Hiring Committee list. They are as follows:

Discipline	Hiring Committee Appointees	
Fire Science	Jeff Beebe Sean Slamon	Dave Cummings

A motion to amend the Hiring Committee list with the added Fire Science faculty appointees was made.

M/S/C (J. Howen, B. Shook) to amend the approved Hiring Committee list.
Ayes 18
Nays 0
Abstentions 0

2. **Spring Senate Plenary 2013:**

J. Todd and J. Hamilton recently attended the Academic Senate for California Community Colleges Spring Plenary Session. J. Hamilton said that she attended a Legislative Analyst Report session about adult education which is being tranferred from the high schools to community colleges. She reported that there is flexibility in the funding for adult education. J. Hamilton reported that all community colleges figure out what to do with the funds locally. She said that in 2009 these funds became flexible funds. J. Hamilton said that one example is that if you need more funding for busing, then you could move some of the adult funds over to pay for school buses and not necessarily dedicate all of the funds to adult education. J. Hamilton gave some statistics from DataMart to the group. She announced the following proposed reductions to non-credit instruction areas:

- Courses for older adults
- Health and safety courses
- Home economics

J. Hamilton announced proposed changes to basic skills:

- For English and ESL: Restrict credit instruction to transfer level and course work
- All course work below transfer level will be offered on a non-credit basis
- For Math: Restrict credit instruction to one level below transfer or higher
- All course work two levels below transfer or lower will be offered on a non-credit basis

J. Hamilton reported that the Academic Senate is currently addressing these proposed changes.

J. Todd reported that he attended a MOOCs (Massive Open Online Course) luncheon. On the surface these are great courses and may be better than something a community college could come up with given their low level of funding. J. Todd learned about the political issue of MOOCs. First there are issues with assessment, completion and the social nature of online classes. Second if UC, CSU and CCC use the MOOCs the more we may validate their courses, their system of credit and their revenue stream. He said that they could easily ask people to enroll in their quick certification of completion courses. This would take away from a degree received at a community college.

J. Todd reported that a few new disciplines at Senate Plenary were added to the list. They are the following:

1. Kinesiology
2. Chicano Studies
3. Health Education
4. Peace Studies
5. Pharmacy Technology

CONTINUING BUSINESS:

1. **HIRING PRIORITIZATION:**

J. Todd reported that the Literature and Language Arts department have agreed through their shared governance process that they would like Reading and ESL added to the one-year temporary replacement list.

B. Shook asked about the retiree positions that have never been filled and are still lingering. He said that this is a quick financial fix to restore FTES. He said that two possible things may happen. They will maneuver these positions into full-time tenure-track positions or they will shoot to the top of any hiring prioritization list that is developed.

J. Todd reported that the Senate will come up with a hiring procedure by fall 2013. He also said that we may need a workgroup to look at bringing programs back or moving programs forward.

P. Cripe called the question.
M/S/C (P. Cripe, K. Alavezos) to call the question on discussion
Ayes 18
Nays 0
Abstentions 0

M/S/C (B. Jensen, C. Briggs) to add Reading and ESL to the one-year temporary replacement list.
Ayes 18
Nays 1
Abstentions 0

2. **YCCD BOARD POLICY 7-8049:**

J. Todd reported that J. Leamy, Columbia College Academic Senate President, said that this policy is a slam dunk. He said that we have until August to vote on this.

3. **PROGRAM REVIEW STUDY SESSION:**

NO REPORT

4. **FACILITIES COUNCIL:**

NO REPORT

5. **STUDENT SERVICES COUNCIL:**

1. The discussion of merit/scholarship-based priority was tabled. It was decided that too many stakeholders were missing from the meeting to have a productive discussion.

2. We reviewed our charge, role, and function.

3. We discussed the process by which a student could petition for a change in their registration priority status (i.e. petitioning to have their priority reinstated after losing it).

It was agreed that the petitions committee would handle these requests (possibly making a new form with which to do so). There was some concern re: the composition of the petitions committee, as at the moment it's primarily staffed by volunteers (as opposed to having a more representative structure).

The timeline for filing and responding to these petitions was also discussed. It was noted that it would probably take a semester for lost priority to be reinstated – by the time the petitions committee could meet the priority registration period might have ended.

4. We discussed the possibility of combining summer and fall registration into one session in April, rather than having fall registration in July. No decisions were made. A number of reasons, pro and con, were discussed (e.g. better planning to meet FTE targets, students needing to pay all their fees at once, losing students over the summer months, etc.).

5. We discussed the time waitlisted students have to add a course once they receive notification that a spot in the class has opened. It was suggested that we tighten the time frame from five calendar days to two business days. It was noted that long turnaround times slowed the auto-add process, but that shorter times would require waitlisted students to constantly monitor their e-mail.

6. **INSTRUCTION COUNCIL:**

Introduction to Guiding Principles – 2nd Reading

Mike Adams led our Guiding Principles discussion. M/S/P

Instruction Council Charge
A discussion involving Distance Education's relationship to this council included perceptions that Distance Education is a different modality of instruction so may not need special consideration in adding to the charge of this council, and an education unit belongs with Instruction. The Engaging All Voices document provides a relationship diagram of councils. Standing Committees should include who they report to in their charge. College Council is going to be taking up Engaging All Voices and make sure we are all on the same page.

A discussion about the inclusion of Budget Development as our responsibility revealed that there may be confusion why this council is dealing with budgets. It was recommended that we change "Budget Development" to "Instructional Budget Development".   Another change recommended was change "Enrollment management" (under the Council charge) to "Oversee enrollment management". There will be overlap with Student Services. The overlap with other councils may cause confusion. Where are the lines we draw between them? There might be a recommendation to address this in a narrative of the critique of Engaging All Voices.

Educational Master Plan – Discussion/Report
James Todd was concerned that this will be of interest to the Accreditation Team in the fall. Because we are not meeting again until fall, James will find volunteers from Academic Senate to make them part of a workgroup or task force over the summer. Individuals from this council can participate as well. The task force would look at other models. How does Strategic Plan differ from Educational Master Plan? What is the driving force? What is short-range goal? Long-range goal? Colleges are required to have Educational Master Plan but not Strategic Master Plan. The question to be answered is "What is the purpose of the document?"

Distance Education: Course Review Flowchart – First Reading
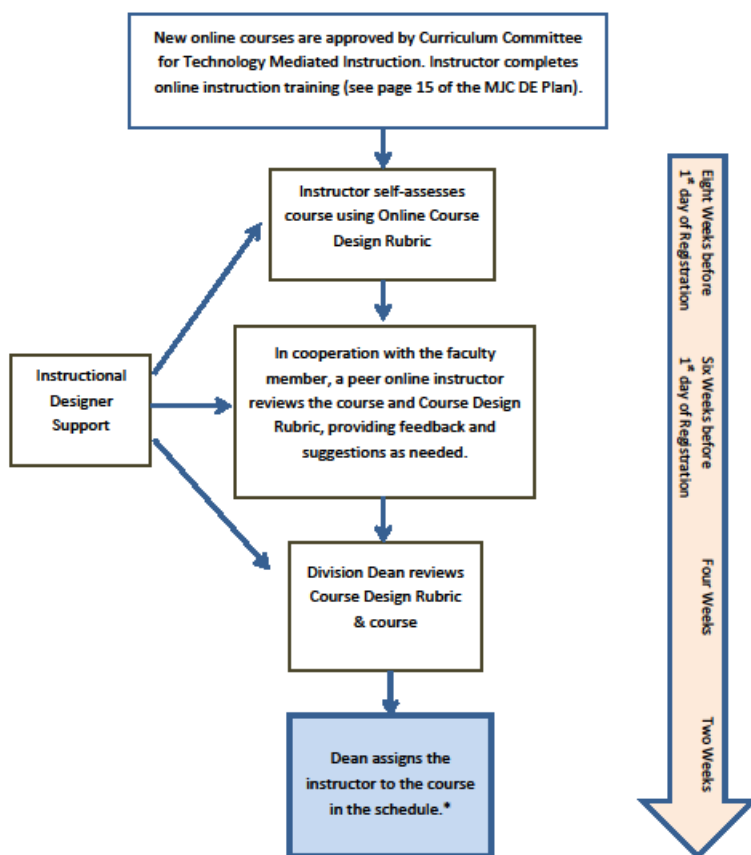**Distance Education Online Corse Design Rubric – First Reading**
The rubric is not evaluative but is connected to course assignment because you look at this before the course even begins. This Rubric is intended to guide you through your first online course.   This is voluntary for online instructors. This is strongly suggested that the completion of the Rubric be considered as Right of Assignment by Deans. Course assignment is complex.

ADA is a huge responsibility: Web pages need HTML tags to aid the visually impaired. We are recommending that our constituencies see this document and get feedback. We will ask Mike Smedshammer to respond to any questions for our second reading before making recommendations to College Council.

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MJC Online Course Review Process DRAFT

Online courses have on average 10% lower student success across all disciplines. To enhance the teaching and learning experience and help promote student success, MJC uses this process to assign online and hybrid courses to instructors who have not previously taught online.

New online courses are approved by Curriculum Committee for Technology Mediated Instruction. Instructor completes online instruction training (see page 15 of the MJC DE Plan).

Instructor self-assesses course using Online Course Design Rubric

Instructional Designer Support

In cooperation with the faculty member, a peer online instructor reviews the course and Course Design Rubric, providing feedback and suggestions as needed.

Division Dean reviews Course Design Rubric & course

Dean assigns the instructor to the course in the schedule.*

Eight Weeks before 1st day of Registration

Six Weeks before 1st day of Registration

Four Weeks

Two Weeks

In the event that a course needs further revision before being assigned to the class schedule, the Dean and Instructional Designer will work in cooperation with the faculty member to create an action plan.

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AREA II: FACULTY SUPPORT

> **Goal #2:** Establish minimum standards and provide initial and ongoing faculty training and support to effectively teach online and hybrid courses.

"The passage of the Federal Higher Education Opportunity Act of 2008 places new responsibilities on regional accrediting commissions to assure that colleges are providing quality distance education instructional services for students."
(CCC Distance Education Report, 2011, p. 7)

OBJECTIVES:

2.1 <u>Application Process for Online Teaching</u>: Develop an application process to manage the training and eligibility of faculty interested in teaching online that assures all faculty teaching online are properly prepared prior to being assigned an online or hybrid course.

    a. Develop a comprehensive diagnostic tool to determine the training needs of faculty who are interested in teaching online or who are currently teaching online.

2.2 <u>Levels of training certification</u>: Develop a tiered approach to faculty training to better match training with faculty needs. Certification can be completed by using the MJC-approved process (described below) or via an equivalent process. Equivalent training must take place through a recognized online instruction program such as the MJC Online Instruction Certification Program and the @ONE Online Instruction Certification Program. The MJC Online Instruction Certification will include the following:

    a. **Introduction to Online Instruction** – (pedagogical understanding and theory)
    This course will be four weeks in length, requiring approximately 40 hours of time in order to complete all elements of the course. The course will be offered at least once every semester and once during the summer.
    <u>Prerequisite</u>: None

    b. **Introduction to LMS** – (How to use the Learning Management System)
    This course will follow the preceding course and will also be four weeks in length. The course will be offered at least once every semester and once during the summer.
    <u>Prerequisite</u>: Introduction to Online Instruction

    c. **Advanced LMS** – (Advanced tools and techniques for using the Learning Management System)
    This course will be for experienced LMS users and will be four weeks in length. The course will be offered at least once every semester and once during the summer.
    <u>Prerequisite</u>: Introduction to LMS or previous online teaching experience using the LMS. This prerequisite may also be met by faculty who complete the Introduction to Online Teaching and Learning and the Introduction to LMS courses in the @One Online Instruction Certification Program.

2.21 <u>Recognition</u>: Faculty who complete Introduction to Online Instruction and Introduction to LMS will become Certified MJC Online Instructors. Faculty who complete Advanced LMS will become Certified MJC Master Online Instructors.

7. **ACCREDITATION COUNCIL:**

C. Redwing reported that the Accreditation Council has not had quorum to conduct business in over a month. He noted that the Follow-Up Report is due in October. He said that this council in particular is not meeting their charge.

C. Redwing made a recommendation:

Send out an anonymous survey to everyone that sits on these councils to get some kind of informal evaluation of the councils.

8. **RESOURCE ALLOCATION COUNCIL:**

The RAC made changes to their charter and sent the changes to the College Council for a first reading. They evaluated their performance this year as a council and discussed how best to meet next year's challenges.

9. **COLLEGE COUNCIL:**

NO REPORT

V. REPORTS

STUDENT SENATE

NO REPORT

FACULTY REPRESENTATIVE TO THE BOARD (position currently in process to fill)

NO REPORT

FACULTY LIASION FOR PROGRAM REVIEW

NO REPORT

LEGISLATIVE ANALYST

I. AB 806 and the "Fifty Percent Law"
Current state law requires that community college districts spend at least 50 percent of their general operational budget on salaries and benefits of faculty and instructional aides engaged in "direct classroom instruction." The so-called "Fifty Percent Law" dates to 1961 and was enacted to promote class size reduction for K-12 and community colleges by allocating more funding to hire instructors.
AB 806 would redefine the "50 Percent Law" so that additional expenditures could be counted as part of the required 50 percent of the general operational budget spent on instruction. Among the categories that would become allowable as part of the "50 Percent Law" calculations under AB 806 include:
• Counselors (full-time and adjunct)
• Librarians (full-time and adjunct)
• Faculty serving as program directors (e.g. EOPS, DSPS, Transfer Center, Internships)
• Department Chairs
• Tenure Committee Chairs
• Curriculum Committee Chairs

The Association of California Community College Administrators supports the bill and states that this bill would: "make some small but needed adjustments to keep the 50% rule in place but to modernize the definition of true costs directly associated to instruction and include them in the right side of the equation." College of the Canyons, which also supports the bill, states that "many services that enhance student success fall outside the allowable 50% law expenditures, particularly counselors, and while the Legislature recognized the importance of counseling activities by passing SB 1456, it will be very difficult to implement under the funding constraints created by the 50% law."

The California Teachers Association argues against the bill, saying it "will dilute the funding spent on classroom instruction, thereby providing a net gain to the amount of monies spent outside the classroom on administration and other purposes." The Faculty Association of California Community Colleges (FACCC) also opposes the bill and states that "passage of this measure could actually limit the hiring of this corps and/or decrease the percentage of full-time faculty in a district. This is because unless a counselor or librarian is teaching a class, they do not produce Full-Time Equivalent Students, a calculation used by the state to determine funding levels per student."

Read More at: http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB806 2

II. Lessons from California Reported by Dr. Harris at the AACC Meeting

During the annual meeting of the American Association of Community Colleges, Brice W. Harris, chancellor of the California Community Colleges, reported on how California Community Colleges have worked to improve the system's completion rates at a time of enrollment pressures and budget cuts. Chancellor Harris mentioned some results of the recent "scorecards" published as part of the "student-success agenda." Chancellor Harris suggested that the results are often "sobering" as 71% of students who were prepared for college completed a degree or certificate in six years, compared with just 41% of those who needed remediation.

"These are issues that people often don't want to talk about in the light of day," said Chancellor Harris. He also reported, according to a recent *Chronicle of Higher Education* article, that "among the recommendations the system came up with are mandatory early counseling in which students outline both education and career goals, dropping reliance on a single test to place students in remedial courses, and changing the registration-priority system to make room for new students and push slackers to the end of the line."

Read More at: http://chronicle.com/article/Groups-Describe-Efforts-to/138731/

III. Amended SB 520 in Hearing this Week

California **Senate Bill 520** would allow students to take online courses offered by private, post-secondary institutions and receive transfer credit within the public higher education system. Senate Bill 520, sponsored by State Sen. Darrell Steinberg, a Democrat who is president pro tem of the Senate, "calls for establishing a statewide platform through which students who have trouble getting into certain low-level, high-demand classes could take approved online courses offered by providers outside the state's higher-education system." According to a recent *Inside Higher Education* article, the bill has been amended in the face of pressure: "Academic senate leaders from California's three higher education systems uniformly opposed the measure…In particular, faculty representatives said they worry the plan would pass off untold thousands of students to for-profit companies -- companies that may not have proven their courses can pass muster. Faculty leaders expressed particular concern that oversight of the process would be left up to a nine-member faculty panel without the expertise to make important judgment calls."

Last week, Democratic State Senate President Pro Tem Darrell Steinberg amended his bill to give oversight to administrators and academic senates in the three California systems, but there are still concerns that the amendments may not fully address faculty concerns.

Read More at: http://www.insidehighered.com/news/2013/04/22/amendments-california-outsourcing-bill-give-professors-more-say-faculty-remain-wary

OUTCOMES ASSESSMENT WORK GROUP

J. Todd reported that the Modesto Junior College Institutional Learning Outcomes (ILOs) have been developed recently over a three month process by several College students, staff and faculty. The ILOs, which are not finalized, will be announced in the Senate newsletter to the campus on Monday. They will be distributed for the College campus to read and provide input.

CURRICULUM COMMITTEE

Final meeting of the year was April 16, 2013.

Updates:

- ✓ There were no new additions to TMCs.
- ✓ Attached document indicated the number of courses reviewed in the last 5-year curriculum review cycle.
- o Note what has yet to be done for Summer '13
- ✓ C-ID Fast Track about to expire. Make sure that your courses have C-ID attached (see curriculum website for instructions)

FACULTY PROFESSIONAL DEVELOPMENT COORDINATING COMMITTEE

E. Mo reported that the State Chancellor is working on new criteria for FLEX. Because of this, the Faculty Professional Development Committee has decided to hold off on any major changes. She said a FLEX rubric is in the works.

ADMINISTRATION REPORT

NO REPORT

SENATE PRESIDENT'S REPORT

J. Todd announced that this Senate meeting is the last meeting for R. Stevenson and E. Mo. J. Todd reported that things have shifted for faculty. He said that the Board members are recognizing that the faculty members are getting a lot of things done. J. Todd reported that we may meet over the summer but it will be minimal. He said that he will be working on a Senate handbook over the summer.

VI.   ITEMS FOR FUTURE AGENDAS

VII.   OPEN COMMENTS FROM THE PUBLIC

VIII.   ADJOURNMENT

       The meeting adjourned at 5:35 p.m.