



**ACADEMIC SENATE  
APPROVED MINUTES  
MARCH 17, 2011**

Senators Present: Mike Adams, Kevin Alavezos, Bruce Anders, Paul Cripe, Ellen Dambrosio, Bob Droual, Catherine Greene, Jennifer Hamilton, Jim Howen, Lee Kooler, Debbie Laffranchini, Allan McKissick, Eva Mo, Estella Nanez, Jeff Netto, Adrienne Peek, Belen Robinson, Burt Shook, Brian Sinclair, Jim Stevens, Rob Stevenson, Barbara Wells, Layla Yousif

Senators Absent: Dan Alcantra, Marlies Boyd, Sam Pierstorff, Lisa Riggs, Travis Silvers

Guests: Erik Armstrong (substituting for Theresa Stovall), Phyllis Jordan (Student), Narmelin Ovrachim (Student), Kevin Sabo (ASMJC Political Development), Mike Sharif (ASMJC-substituting for Adam Webber), Karen Walters Dunlap (Vice President of Instruction), Robin Zamini (ASMJC Secretary)

I. APPROVAL OF ORDER OF AGENDA ITEMS

The agenda was approved without objection.

II. APPROVAL OF MINUTES

The minutes of the March 8, 2011 senate meeting were approved without objection.

III. CONSENT AGENDA

- A. Fall 2011 Institute Day Theme—Accreditation
- B. Instruction Office Specialist Screening Committee faculty representative—Barbara Adams
- C. Math Position Screening Committee Faculty Representatives—James Johnson, Ross McKenzie, Hardev Dhillon, and Janelle Gray
- D. Curriculum Committee Action Items

It was requested that Item III.C. Math Position Screening Committee Faculty Representatives be removed from the Consent Agenda and added to the Action/Discussion Items portion of the agenda as Item IV.A.5.

The Consent Agenda was approved as amended without objection.

IV. ACTION/DISCUSSION ITEMS

A. New Business

Equivalency Process/Paperwork Adjustments—Key Changes

The senate discussed several key changes to the Equivalency Policy and Procedures document and the Determination of Faculty Equivalency forms. Approved amendments are highlighted in the Equivalency Policy and Procedures document as follows (*only parts of the document where amendments were made are included*):

### ***“Discipline Prescreening Committee Procedures***

At MJC, prescreening of applications shall be done in accordance with the district hiring policy as jointly developed and agreed upon by the academic senate and the governing board (See Education Code 87358). Prescreening minimum qualifications or pre-established equivalence will be done by the discipline prescreening committee; this committee shall consist of three full-time faculty members within the discipline where equivalency is being sought. If there are not at least three full-time members of the discipline in question, the Academic Senate President may call on part-time faculty or faculty members from a related discipline to help in this task. ~~If the~~ The discipline prescreening committee agrees that a candidate should be considered for equivalency, they will forward the *Determination of Faculty Equivalency* form—with their decision and signatures—and the accompanying documentation of evidence regarding the candidate’s equivalency to the Academic Senate President who will meet with the Senate Equivalency Committee. The immediate administrator’s signature is also required before this form can be forwarded to the Academic Senate President. The signature of the immediate administrator indicates notification and not approval or disapproval. The discipline prescreening committee shall also send to the equivalency committee a separate statement for each criterion of equivalency claimed by the applicant.

### **Academic Senate Equivalency Committee Procedures**

All requests for equivalency that have been denied will have the opportunity to re-apply provided that areas of concern have been addressed. ~~It is expected that this Equivalency Policy and Procedures document will be updated and revised to reflect a clearer discussion of any appeals process.~~ If an applicant believes the equivalency process was not followed, they may ask the Academic Senate President to call the Academic Senate Equivalency Committee together to perform a process review. ~~Regardless, any~~ Any equivalency candidate who does not have a completed *Determination of Faculty Equivalency* form—with all of the required signatures—shall not be hired by the board to teach at the Yosemite Community College District.”

M/S/U (Rob Stevenson/Jennifer Hamilton) to approve the key changes to the Equivalency Policy and Procedures document and parallel changes to the Determination of Faculty Equivalency forms for a first reading.

### **Equivalency Process/Paperwork Adjustments—Additional Changes**

The senate also discussed several additional changes to the Equivalency Policy and Procedures document and the Determination of Faculty Equivalency forms. These additional changes are highlighted in the Equivalency Policy and Procedures document as follows (*only parts of the document where amendments were made are included*):

**“For disciplines requiring a Master’s Degree:**

Possession of a bachelor’s degree from an accredited institution, or equivalent foreign degree, in a discipline reasonably related to the faculty member’s assignment, AND

- I. For establishing the equivalent of a required Master’s degree, possession of at least the equivalent in level of achievement and breadth, depth of understanding, and rigor for each of the following as separate and distinct criteria:
  - A. The General Education required for that degree; AND
  - B. Course work required for the degree major.

A candidate must provide conclusive evidence in regard to both A and B above to be considered to possess the equivalent of the degree in question.

**OR**

~~II. For the equivalent of required experience, possession of thorough and broad knowledge for each of the following as separate and distinct criteria:~~

~~C. Mastery of the skills of the vocation thorough enough for the proposed specific assignment and broad enough to serve as a basis for teaching the other courses in the discipline; AND~~

~~D. Extensive and diverse knowledge of the working environment of the vocation.~~

~~A candidate must present conclusive evidence in regard to both C and D above to be considered to possess the equivalent of the experience in question.~~

***Evidence***

Conclusive evidence shall at least include one of the following:

- 1. A transcript showing that the applicant successfully completed appropriate courses at a regionally accredited college or equivalent foreign institution whose accredited status is recognized by the US Department of Education;
- 2. Publications that show the applicant’s command of the major in question, his or her general education, or his or her writing skill;
- 3. Other work products that show the applicant’s command of the major or occupation in question;
- ~~4. Work experience verification.~~

**For disciplines in which the Master’s Degree is not generally expected or available:**

For faculty assigned to teach courses in disciplines where the master’s degree is not generally expected or available, which are, generally, disciplines in specialized technical, trade, or industrial fields, either of the following:

- A. Possession of a bachelor’s degree from an accredited institution, or equivalent foreign degree, in a discipline reasonably related to the faculty member’s assignment, plus two years of professional experience, plus appropriate certification to practice or licensure or its equivalent, if available **and normally expected in the vocation.**

B. Possession of an associate degree from an accredited institution in a discipline reasonably related to the faculty member's assignment, plus six years of professional experience, plus appropriate certification to practice or licensure or its equivalent, if available and normally expected in the vocation.

For the required professional experience, employment or participation in the vocation to the extent that clearly demonstrates EACH of the following as separate and distinct criteria is required:

C. Mastery of the skills of the vocation thorough enough for the proposed specific assignment and broad enough to serve as a basis for teaching the other courses in the discipline; AND

D. Extensive and diverse knowledge of the working environment of the vocation.

### *Evidence*

Conclusive evidence shall at least include one of the following:

1. A transcript showing that the applicant successfully completed appropriate courses at a regionally accredited college or equivalent foreign institution whose accredited status is recognized by the district;
2. Publications that show the applicant's command of the major in question, his or her general education, or his or her writing skill;
3. Other work products that show the applicant's command of the major or occupation in question;
- 4.2. Work experience verification.

Both the *Determination of Faculty Equivalency Form For Disciplines Requiring A Master's Degree* and the *Determination of Faculty Equivalency Form Where A Master's Degree Is Not Generally Expected Or Available* are also being amended in accordance with the approved key and additional changes reflected in the Equivalency Policy and Procedures document.

M/S/U (Jim Howen/Rob Stevenson) to approve the additional changes to the Equivalency Policy and Procedures document and parallel changes to the Determination of Faculty Equivalency forms for a first reading.

### Student Success Advisory Committee

The senate proposed several amendments to the Student Success Advisory Committee membership and approved the committee charge and amended membership for a first reading. The charge of the committee and amended membership read as follows:

“The purpose of the Student Success Advisory Committee is to address student success in a purposeful, coordinated manner, thus maximizing campus resources and identifying pathways for student success. The committee serves in an advisory capacity to the MJC President. It will generally convene monthly during the academic year.

The charge of the Student Success Advisory Committee is to:

1. Promote an environment that enhances students' academic success, attainment of educational goals, and satisfaction with their educational experience at MJC.
2. Develop and promote a concerted student success and retention program, utilizing collected data and drawing upon best practices.
3. Systematically review college-wide student placement and achievement data, e.g. ARCC and CCSSE data, establish benchmarks from these data and measure the college's progress toward achieving them with the goal of improving student success.
4. Ensure that student success efforts are aligned with the college mission and reinforce the college's strategic goals.

Duties of the committee include:

1. Prepare reports delineating the college's efforts to improve student success and achievement, such as the annual report on the ARCC data to the YCCD Board of Trustees, the 'Self Assessment' of the ARCC data submitted to the state, and the annual revisions to the Basic Skills Plan.
2. Facilitate information sharing and coordination among numerous student success projects and grants.
3. Ensure that students, faculty, and staff are informed of campus student success opportunities.
4. Identify interventions needed to improve student retention and success.

Committee membership:

Vice President of Instruction	DSPS Specialist/Counselor
Vice President of Student Services	Mathematics faculty member
College Resources & Planning representative Manager, Integrated Learning Centers (ILC)	English, ESL, or Reading faculty member
Dean overseeing Mathematics	At-Large faculty members (2)
Dean overseeing English, ESL, and Reading	Admissions and Records Specialist
Dean of Matriculation	ILC Instructional Support Assistant
Student Services Counselor"	Student representative

M/S/C (Rob Stevenson/Jennifer Hamilton) to approve the charge and amended membership of the Student Success Advisory Committee for a first reading.

Accreditation Report Revision Discussion

The senate discussed some options for a process and timeline for reviewing and proposing changes to MJC's accreditation self-study standards. It was also suggested that the college needs to ensure that students participate in the accreditation self-study review process.

MS/U (Rob Stevenson/Jeff Netto) to definitely postpone review of the accreditation self-study standards to a special senate meeting on March 31, 2011.

Senators will review Accreditation Standard IV.A.-Decision Making Roles and Processes which will be the first standard to be discussed at this special senate meeting.

Math Position Screening Committee (*from Consent Agenda*)

The position of the senate is that if the college/district declares fiscal exigency and eliminates tenured faculty positions, this should not and *does not* support the hiring of new faculty positions—especially tenured track faculty.

M/S/U (Jeff Netto /Rob Stevenson) to definitely postpone discussion of approving faculty representatives for the Math Position Screening Committee until the next regularly scheduled senate meeting on April 7, 2011.

## V. REPORTS

### ASMJC

Mike Sharif informed the senate that the ASMJC Council had approved proceeding with a vote of no confidence in the YCCD Board of Trustees and with beginning recall proceedings against all members of the Board. Mike thanked all of the faculty advisors who accompanied several hundred students from MJC to Sacramento on Monday, March 14 for the “March in March” event. Mike also announced that ASMJC will hold their annual election of officers March 20-31.

### College Council

Student Success Task Force: Karen Walters Dunlap distributed a draft of the Student Success Advisory Committee and asked that it be circulated among the constituency groups for feedback, and returned to College Council for possible approval. The purpose of the committee is “to address student success in a purposeful, coordinated manner, thus maximizing campus resources and identifying pathways for student success.” It is a body that will integrate student services and instruction, and the draft includes the charge, the duties of the committee, and the committee membership.

Accreditation and Institutional Effectiveness Committee: The data from the survey regarding the prioritization process for hiring has been reviewed and AIE will be providing recommendations regarding improving the process. The committee working on the accreditation site visit will soon begin the process of coordinating and scheduling the accreditation activities and the committee will help with the publication of the accreditation report. The President indicated that an email had been received from Barbara Beano indicating having received a request to move the site visit to a week earlier than scheduled, however, no such request had been made. The President also stated that the current budget situation will not affect accreditation, and that an accreditation team reviews if the standards are being responded to effectively and consistently, if the processes and procedures are being evaluated, and what is being done with the results of the analysis.

Student Services: Acting Vice President of Student Services Don Low discussed the current process of sending hard copies of disciplinary reports from the deans to his office, and how that process might be improved. Barbara Wells and Adrienne Peek discussed the need for the information from the deans to be shared and collected, so that students who are repeat offenders can be tracked across all disciplines and appropriately disciplined. Sam Pierstorff also indicated that this is particularly important in the case of plagiarism. It was agreed that a process using SharePoint could be set up to share information by all deans. Deans could then expel students who have two or three offenses, without the process having to go to the VPSS.

College Administrative Services/Facilities: The budget has been swept and we will hopefully make our \$900,000 savings projection. There was no change to the previous report on facilities other than Dean Kaiser withdrew a request for a press box due to budget constraints.

Legislative Analyst

At the State Level:

The Budget Situation: The Governor has proposed a budget that would cut \$400 million from California community colleges, and raise tuition by 38%. This budget is based on fee extensions, which at the time of writing this report did not have enough Republican supporters to be placed on the June ballot. Cuts would doubtlessly be deeper should the Governor fail to secure a June ballot measure.

Other options for cuts have been provided by the Legislative Analyst's Office, who suggested an additional \$598 million in cuts. The Department of Finance also suggested changing the census date to pay for students who complete classes. Chancellor Jack Scott and other CCC gave testimony in opposition to census date changes and held a press conference in February.

SB 114 - Community Colleges: Academic Salary Schedule: Proposes payment for adjunct instruction be roughly equivalent to the full-time salary schedule. This legislation would be a state-mandated requirement, and as written would require the state to reimburse districts for some or all of the additional costs. This bill was passed (7-3) by the Senate Education Committee on 3/16/11.

AB 661 - Public Postsecondary Education: San Diego Community College District Baccalaureate Degree Pilot Program: If enacted, this legislation would direct the San Diego Community College System to develop a pilot program for offering a baccalaureate degree in limited areas. This mandate would sunset eight years after it is first offered. It was referred to the Assembly Committee for Higher Education on 3/7/11 and scheduled for a vote on 3/29/11.

## Curriculum Committee

Adrienne Peek presented the following report to the senate:

A.A. and A.S. Degrees: The Curriculum Committee has been discussing A.A. and A.S. degrees over its last couple of meetings. In 2008, the Academic Senate for California Community Colleges recommended (Resolution 9.03 F08) and the Board of Governors subsequently approved in July 2009 a change in degree names as follows: Associate in Science is for degrees in the STEM (Science, Technology, Engineering, and Mathematics) disciplines and most career technical education (CTE) programs, and the Associate in Arts is for all others. (Certain CTE programs e.g., graphic arts might be in arts, and is locally determined.) While this recommendation was NOT put into Title 5, because the Department of Finance believed it would be an unfunded mandate, the Academic Senate for California Community Colleges is recommending that the new Transfer Model Curriculum degrees reflect this change, reasoning that “It will lead to more clarity and uniformity in communicating to students, universities, the workplace and the public.”

The Curriculum Committee is moving toward adopting a philosophy regarding MJC’s A.A. and A.S. degrees, and toward that end, discussed Resolution: SP11-CC2: A.A. Degree and A.S. Degree, developed by Barbara Adams, Curriculum Committee Co-Chair. The resolution is currently being reviewed/edited by members of the Committee and will be addressed at the March 29, 2011 Curriculum Committee meeting.

Local Requirements/Activities: The Curriculum Committee reviewed a spreadsheet showing the current requirements for MJC-GE, CSU-GE, and IGETC-GE. The purpose of the spreadsheet was to make inconsistencies visually evident. There were numerous inconsistencies, and the Committee is discussing ways to streamline the cleanup.

One serious problem involves the state legislature’s discussions around funding levels for “Activities” classes. Although it is impossible to know exactly what the legislature will actually do, at least three scenarios exist. The first involves defunding “Activities” classes across the board. Under this scenario, the state would no longer recognize FTES generated by such classes. A second scenario involves *reduced* funding for “Activities” classes, and, under this scenario, the state would fund FTES generated in such classes at a reduced rate. A third scenario involves defunding “repeats.” Currently, any course labeled as “Activities” is *automatically* repeatable three (3) times for four (4) total completions. Under this third scenario, the legislature would fund FTES generated by such classes *only once*.

Given this discussion at the state level, the Curriculum Committee agreed that it would be a good idea to look at *all* of MJC’s “Activities” courses to determine whether that designation is the best area for them. Many of our current “Activities” courses also reside in CSU-GE and IGETC-GE areas, and the Committee feels that they should probably reside in similar areas under MJC-GE instead of “Activities.”

Also, there is quite a bit of concern over what the end result will be in the legislature. If the legislature votes to defund activities courses (and it could do so at any time), then any

courses with that designation would be courses for which no state funding would be received. If, on the other hand, the college chooses (now) to place these courses outside of the “Activities” requirement, then these courses would receive future state funding. This issue will be added to the next Curriculum Committee agenda as “Unfinished Business” with a possible “Action Item” resulting from the discussion.

Ruth Cranley will email the Excel document to committee members for review and discussion within their divisions. If a course is listed under the “Activities” requirement, faculty should discuss the pros and cons of placing that course within a different GE area. If the decision is made to “un-designate” a course as “Activities” and designate it in the appropriate GE area, the course will need to be presented to the Curriculum Committee as a Consent Agenda item. The department will not have to use CurricUNET for these proposed changes; rather, an email to Barbara Adams or Sean Fornelli will be sufficient for the item to be added to the Consent Agenda. Changes made now would be effective in Summer 2012.

Resolution SP11-CC2: A.A. Degree and A.S. Degree reads as follows:

“Whereas: Per SB 1440 legislation, the transfer model curriculum (TMC) degrees are called “An associate (in arts or science) in \_x\_(major) for Transfer” and the short designations that will be used are “AA-T” and “AS-T”; and

Whereas: The CCC Chancellor’s Office does not allow the selection of both A.A. and A.S. degrees on program applications for transfer model curriculum (TMC) and other program applications; and

Whereas: In 2008, the Academic Senate recommended (resolution 9.03 F08) and the Board of Governors subsequently approved in July 2009 a change in degree names as follows: Associate in Science is for degrees in the STEM (Science, Technology, Engineering, and Mathematics) disciplines and most career technical education (CTE) programs and the Associate in Arts is for all others. (Certain CTE programs e.g., graphic arts might be in arts, and is locally determined.); and

Whereas: While this recommendation was NOT put into Title 5, because the Department of Finance believed it would be an unfunded mandate; and

Whereas: The Academic Senate of California Community Colleges (ASCCC) are recommending that these new degrees reflect this change because it will lead to more clarity and uniformity in communicating to students, universities, the workplace and the public.; and

Whereas: The MJC Curriculum Committee will review for approval program proposals that utilize transfer model curriculum (TMCs) and other program degree proposals; and

Whereas: Title 5 Section 55063(a) clearly indicates the minimum number of units required for a major or area of emphasis; and

Therefore: Be it resolved that determination of A.A. or A.S. designation for program proposals will no longer be based on minimum number of units required.

Therefore: Be it further resolved, the MJC Curriculum Committee recommends the degree names as follows: Associate in Science is for degrees in the STEM (Science, Technology, Engineering, and Mathematics) disciplines and most career technical education (CTE) programs and the Associate in Arts is for all others. Certain CTE programs, e.g., graphic arts, might be in arts and is locally determined. Certain programs, e.g., athletic training/sports medicine, which include numerous required science courses, might be in science and is locally determined.

Therefore: Be it further resolved, the MJC Curriculum Committee recommends the MJC Academic Senate approve the change in degree names for transfer model curriculum (TMC) and other program degree proposals.”

President Adams and President-Elect Peek urged senators to discuss this draft resolution with their constituents and to provide input to their Curriculum Committee representatives prior to the March 29, 2011 Curriculum Committee meeting where this resolution will continue to be discussed.

#### President’s Report

Senate President Mike Adams presented the following report:

Board Action: The Board of Trustees approved the budget reduction proposal from President Loewenstein. The March 15 deadline is the deadline to give faculty notice that they are being *considered* for a Reduction In Force. Affected faculty members now have time to respond. The actual layoff does not happen until May, so there is still time for the Board to retreat from their recent action.

SP11B and SP11C Advocacy – Senate President Adams created a document to frame and support the senate’s two budget-related resolutions, and presented the document to the YCCD Board of Trustees prior to their March 9 meeting. President Adams is now in the process of compiling a detailed analysis of the senate’s alternative proposal, complete with cost comparisons, for presentation to District Council and later to the Board itself.

Equivalency – The process in place right now has some flaws, but it is the process we have. The senate cannot enforce the process we *wish* we had, nor can we ignore the existing process and act without process at all. Senators are encouraged to read the current Equivalency Policy and Procedures document that is linked on the Senate website.

Co-Exec Meeting with Columbia's Academic Senate – On March 11 the MJC and Columbia College Academic Senate Executive Boards met together at Columbia, with the main topic of conversation being the budget proposal. Faculty at Columbia are very concerned about the lack of shared governance used by President Loewenstein in formulating the MJC budget reduction proposal, and support the MJC Academic Senate's alternative budget proposal. The Exec Boards are working on a joint resolution to express our solidarity at this time. Expect to see that resolution appear on the April 7 agenda.

VI. ADJOURNMENT

The meeting was adjourned at 5:30 p.m.