



**ACADEMIC SENATE
APPROVED MINUTES
FEBRUARY 16, 2012**

Senators Present: Ellen Dambrosio, Catherine Greene, Jennifer Hamilton, Jim Howen, Allan McKissick, Mike Morales, Adrienne Peek, Chad Redwing, Burt Shook, Brian Sinclair, Jim Stevens, Rob Stevenson, Layla Yousif, John Zamora, Estella Nanez, Lee Kooler, Bob Droual, Kevin Alavezos, Bruce Anders, Lisa Riggs, Dorothy Scully, Mark Smith, David Boley

Senators Absent: Debbie Laffranchini, Paul Cripe, Eva Mo, Theresa Stovall

Guests Present: Dr. Karen Walters Dunlap (Vice President of Instruction), Brenda Thames (Vice President of Student Services)

I. APPROVAL OF ORDER OF AGENDA ITEMS

The order of the agenda items was approved without objection.

II. APPROVAL OF MINUTES

The minutes of the February 02, 2012 Academic Senate meeting were approved without objection.

III. CONSENT AGENDA

- A. Appoint Nancy Backlund to serve on Executive Secretary Search Committee
- B. Appoint Cheryl Mulder, Nancy Sill, Kevin Alavezos, Jeff Beebe, James Todd, Jim Sahlman, Marcos Garcia, Tina Giron, Alida Garcia, Layla Yousif, Derek Madden, Chris Briggs, and Adrienne Peek to serve on a Scheduling Task Force
- C. Planning & Budget Committee Actions

It was requested by Chad Redwing that Item III.C. Planning & Budget Committee Actions be pulled from the Consent Agenda for discussion.

The Consent Agenda items A. and B. were approved without objection.

IV. GUESTS/PRESENTATIONS

- A. Brenda Thames, Vice President of Student Services introduced herself to the Academic Senate. Brenda started working for Modesto junior College in October 2011. Brenda Thames is a native of Modesto and graduated from Modesto High School. Ms. Thames holds an M.A. in Public Administration and an M.S.W. in Social Work from the University of Southern California, and a bachelor's degree in both Sociology and Social Welfare from the University of California, Berkeley. Brenda is happy to be working at Modesto Junior College. Ms. Thames stated that Modesto Junior College is a great place for students to attend and for this reason, she is happy to be working here.
- B. The Academic Senate members were given a second presentation on priority based planning. Jennifer Hamilton notified the committee that this presentation will be continued at future meetings. The purpose of this presentation is to continue what was started at the last meeting. At the last Academic Senate meeting a chart showing the Napa Valley College "Tiers" Model was distributed to members. The Academic Senate revisited the chart and discussed its meaning and purpose. Jennifer Hamilton asked the group to look at the chart to see if some of the language can be used to help facilitate a discussion within departments. Jennifer reiterated from the last meeting that we need to not cut courses in our division that would possibly submarine another program. Adrienne Peek suggested that if at the bare minimum, faculty could identify the "keeps" and preserve them. Adrienne state, "If we could at least identify these, we will have a really good start." Jennifer distributed several documents displaying important demographics that departments need to look at during the decision making process. Some of the demographics that were discussed are as follows:
- Median Household Income
 - Languages spoken other than English
 - Unit Distribution

This very important data can assist when decisions such as keeps/cuts are to be made. Demographics can be found in the Institutional Effectiveness Report 2011 and at the Modesto Junior College Research and Planning Web page:

<http://www.mjc.edu/facultyinformation/research/inst-effectiveness.html>

<http://www.mjc.edu/facultyinformation/research/trends.html>

Robert Stevenson mentioned that Eva Mo had asked at the last meeting, if there was a standard that can be handed out to various departments. Mr. Stevenson stated that if there is any body that can come up with recommendations, it would be the Academic Senate. Robert distributed a document titled as, "Potential Decision Making Questions." Mr. Stevenson said that the document is not a guide but some advisory information that a department can get started with. Robert asked the group to look over the document and advise of any other questions that may need to be added. Robert Stevenson will

prepare a narrative and will hand the finalized presentation out as a PDF document for Senators to view.

V. ACTION/DISCUSSION ITEMS

A. New Business

The senate discussed Resolution SP12-B: Draft Organizational Flowchart for Shared Governance, Institutional Planning, and Resource Allocation which was proposed by the Senate Executive Board. The resolution reads as follows:

Whereas: Recommendation 6 of the Action Letter of February 2012 from the Accreditation Commission for Community and Junior Colleges (ACCJC) states, "...the college must assess the current governance structure, review and implement changes to strengthen its infrastructure, and evaluate it on a regular basis. The team recommends the college develop a comprehensive participatory governance handbook that clearly identifies roles and responsibilities of participatory governance committees and constituent roles in the participatory process;" and

Whereas: Recommendation 5 of the Action Letter of February 2012 from the Accreditation Commission for Community and Junior Colleges (ACCJC) states, "...the [visiting] team recommends the college strengthen and clarify the linkages and complete the cycle within the planning and budget process to ensure institutional effectiveness; engage in consistent systematic evaluation of the process; and codify, publish and adhere to the process. In addition, the college must integrate student learning outcome assessment results into the planning and budget process and strengthen the integration of technology planning with integrated planning and resource allocations;" and

Whereas: Recommendations 5 and 6 of the October 2011 ACCJC Action Letter to MJC must be addressed in a Follow-Up Report due to the Commission on October 15, 2012; and

Whereas: YCCD District Policy 4103 cites "Institutional planning and budget development" and District and college governance structures" as mutually agree items between the Board of Trustees and the Academic Senate; and

Whereas: It is the responsibility of the MJC Academic Senate, the elected body representing the faculty in such matters, to negotiate and ratify such mutual agreements; and

- Whereas:** The MJC Academic Senate unanimously voted to “. . .direct the Senate Executive Board to lend all possible support to dialogue with the college president and other stakeholders to facilitate progress toward any appropriate modification of the Planning and Budget Committee and process. The ultimate goal is to facilitate effective strategic planning and budget processes,” during the special meeting of December 8, 2011; and
- Whereas:** An initial step has been taken with creation of a draft of an organizational flowchart demonstrating communication and potential responsibilities for shared governance, institutional planning, and budget development at MJC through joint meetings of constituent groups including College Council, Planning and Budget Committee, Accreditation/ Institutional Effectiveness Committee, Associate Students of MJC, Academic Senate Executive Board, YFA Executive Board, CSEA, CSAC, and College Administrators; and
- Whereas:** The dialogue in the aforementioned joint meetings indicated that MJC needs good strategic planning to inform and direct budget allocation and to ensure institutional effectiveness; and
- Whereas:** The draft organization flowchart places the College Council as the central shared governance group regarding college issues and the planning and budget cycle. Strategic planning becomes part of the College Council’s charge, and the Planning and Budget Committee becomes primarily an operational committee called the Resource Allocation Committee and is to be designated a college committee; and
- Whereas:** The draft organizational flowchart is the first step in the development of a participatory governance handbook, and the Academic Senate’s 10 + 1 responsibilities need to be fully realized in the narrative of such a handbook, as well as in the charters of newly formed or reconstituted committees; and
- Whereas:** Any changes to institutional planning, budget development processes, and District and college governance structures that are reflected in the bylaws or rules of the Academic Senate, or reflected in mutual agreements between the Board of Trustees and Academic Senate, require ratification by the Academic Senate.
- Therefore:** Be it resolved that the MJC Academic Senate agrees that the draft organizational flowchart for shared governance, institutional planning, and budget development is a good first step for addressing the needs of MJC for clearly defined processes in shared governance, strategic planning, and resource allocation and for addressing Recommendations 5

and 6 of the February 2012 ACCJC Action Letter that placed MJC on Accreditation Probation; and

Therefore: Be it further resolved that the MJC Academic Senate directs its Senate Executive Board and appointed representatives to collegially engage in further discussions to reach agreement on new or revised Committee charters that clearly state the Academic Senate's role in "Academic and Professional" matters related to 10 + 1 items, as well as any language in the participatory governance handbook that deals with 10 + 1 items; and

Therefore: Be it further resolved that, in keeping with the Academic Senate's legal responsibilities under YCCD Board Policy 4103, new or revised committee charters and language in the participatory governance handbook dealing with 10 + 1 items be ratified by the Academic Senate prior to final adoption by the college; and

Therefore: Be it finally resolved that MJC Academic Senate ratification of the draft organizational flowchart is conditioned upon the new or revised committee charters including, clarifying, and supporting the Academic Senate's official role in participatory governance at MJC and upon the aforementioned agreement to and ratification of the language of the participatory governance handbook.

M/S/C (Brian Sinclair, Lee Cooler) to approve Resolution SP12-B: Draft Organizational Flowchart for Shared Governance, Institutional Planning, and Resource Allocation for a first reading.

VI. REPORTS

ASMJC

NO REPORT

College Council

NO REPORT

Professional Development

The Professional Development Committee agreed to fund five faculty members from Modesto Junior College to attend the California Great Teachers Seminar to be held on July 27 through August 3, 2012 in Santa Barbara. The committee will create an application form and faculty will be notified of the opportunity.

The committee agreed to propose a change in the committee charge, as follows, **in bold**:

The Professional Development Committee, a standing committee of the Academic Senate and college, makes recommendations to the College President regarding the direction and evaluation of professional development activities for full-time and adjunct faculty, including:

- Develop the theme and activities of the faculty portion of Institute Day, linked to one or more of the college's strategic goals
- Develop processes for sabbatical report activities and for disseminating this information to the college community
- Plan and implement pedagogical Flex activities. The committee will determine the process for authorizing Flex activities. (**When a proposal for authorization for an independent Flex activity is refused at the division level, that determination may be appealed to the Professional Development Committee. When the committee refuses any proposal for authorization of Flex activities, that determination may be appealed to the full Senate.**)
- Administer, allocate, and evaluate results of annual professional development mini-grant program
- New full-time and adjunct faculty orientation
- *The committee does not address activities related to salary or column advancement (i.e., professional improvement.)*

Faculty Consultant to the Board/District Council

NO REPORT

Legislative Analyst

Jennifer Hamilton presented the Legislative Analyst report as follows:

Student Success Act of 2012:

Summary of Key Elements in Proposed Bill Language
February 1, 2012

EC 78210 Renames Matriculation Act the Seymour-Campbell Student Success Act of 2012

EC 78211 Refocuses and updates Matriculation language to align with the recommendations from the Student Success Task Force regarding the program of study and the use of effective, evidenced-based student services.

EC 78211.5 Provides strong framing of purpose, in line with SSTF agenda:

- Importance of orientation, assessment and placement, and education planning in promoting students' successful completion of educational goals.
- Focus on completion of degrees, certificates, and transfer.
- Reinforces need to harness new technologies to assist in delivering these support services.

EC 78212

1) Delineates the student's and the institution's responsibility for the purpose of achieving the student's educational goals and completing the student's program of study.

2) Targets funding on core matriculation services and prioritizes the use of Student Success Act funds for the following:

- Orientation services
- Common assessment and educational planning services upon enrollment
- Development of education plans leading to a program of study and guidance on course selection.

3) Specifies that once the BOG adopts a system of common assessment, districts and colleges may use supplemental assessments or other measures for placement.

EC 78214 Makes minor and clarifying changes to more effectively align institutional research to evaluate the effectiveness of the Student Success and Support Program.

EC 78215 Defines role of BOG in developing policies for: exempting students; requiring student participation in activities; and appeals processes.

EC 78216 Clarifies the use of existing matriculation funds for Student Success and Support Program services.

EC 78216(b)(3) As a condition of receipt of funds, requires districts to implement common assessment and student success scorecard, once these are established by the BOG.

EC 78216(c)(6) Links college Student Success and Support Program plans to college student equity plans—reinforces SSTF equity agenda.

BOG Fee Waiver:

EC 85757(g)(1) Places conditions on eligibility for BOG Fee Waiver. Students must:

- Identify a degree, certificate, transfer or career advancement goal;
- Meet academic and progress standards, including a maximum unit cap, as defined by the BOG;
- These conditions will be phased in over a reasonable period of time as determined by the BOG.

Curriculum Committee

NO REPORT

IAC/AIE

NO REPORT

Planning and Budget Committee

NO REPORT

President's Report

NO REPORT

VII. ADJOURNMENT

The meeting was adjourned at 5:49 p.m.