



**ACADEMIC SENATE MEETING  
APPROVED MINUTES  
February 21, 2013**

**Members Present:** Kevin Alavezos, Chris Briggs, David Boley, Paul Cripe, Ellen Dambrosio, Deborah Gilbert, Jennifer Hamilton, Jim Howen, Deborah Laffranchini, Allan McKissick, Eva Mo, Mike Morales, Estella Nanez, Chad Redwing, Nancy Wonder (For Lisa Riggs), Dorothy Scully, Burt Shook, Jim Stevens, Rob Stevenson, James Todd, Layla Yousif, John Zamora

**Members Absent:** Bill Anelli, Travis Silvers

**Guests Present:** Brian Sinclair (BBSS), Jillian Daly (YFA), Susan Kincade (Vice President of Instruction), Heather Townsend (Administrative Secretary for the Academic Senate)

**I. APPROVAL OF ORDER OF AGENDA ITEMS**

Jim Howen moved to place the action and discussion items before reports. The amended order of the agenda was approved without objection.

***M/S/C (Jim Howen, Burt Shook) to approve the amended order of the agenda.***

**II. APPROVAL OF MINUTES**

The February 7, 2013 meeting minutes will be reviewed at the next Senate meeting on March 7, 2013.

**III. CONSENT AGENDA**

Approve Debra Bolter to serve on Accreditation Council as “Faculty Accreditation Chair,” maintaining the same job duties and reassign time as AIE “Faculty Accreditation Co-Chair.” The appointment will coincide with the addition of the Academic Senate President as Co-Chair of the Accreditation Council with the ALO.

***M/S/C (Jennifer Hamilton, John Zamora) to approve Debra Bolter to serve on Accreditation Council as “Faculty Accreditation Chair”***

**IV. ACTION/DISCUSSION ITEMS**

**1. Distance Education, Michael Smedshammer:**

Michael Smedshammer, Distance Education Coordinator, gave a presentation on Distance Education at Modesto Junior College. He distributed two documents. The first document, titled, “MJC Online Course Approval Process Draft,” explains the MJC process to assign online and hybrid courses to instructors who have not previously taught online. The second document was titled, “Online Course Design Rubric Draft.” The rubric guides new online faculty while developing their online courses. Mike



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mentioned that deans use the rubric as well before assigning the new online instructor to the course in the schedule.

Mr. Smedshammer reported that he is very excited about online instruction but is also a little frightened. This is because California is not at the point of being on the same level as some of the powerhouse schools on the East Coast. Paul Cripe asked where a person could find examples of quality online instruction from some of these “powerhouse schools.” Mike said that the Blackboard Exemplary Award page is a good place to start. He also said that one of his training classes gives examples for faculty to view. The page can be found here:

<http://kb.blackboard.com/display/EXEMPLARY/Exemplary+Course+Program>

**2. Election for Parliamentarian for the Academic Senate Executive Board:**

Debbie Laffranchini was elected as Parliamentarian to the Academic Senate Executive Board.

***M/S/C (Jim Howen, Allan McKissick) to elect Debbie Laffranchini as Parliamentarian to the Academic Senate Executive Board.***

**3. FSA Process and Discipline Representatives:**

James Todd explained that with the FSA process, the Senate will need to appoint representatives for each discipline in which an application has been submitted. The appointed faculty will review the applications within their discipline and then will approve or deny based on the minimum qualifications.

Jennifer Hamilton made the following motion:

*The Senate directs its president to contact disciplines for FSA discipline specialists will be brought to the senate for approval on the consent agenda, and area specialists will serve a temporary appointment for that academic year.*

A discussion ensued regarding the exact amount of faculty needed for each discipline area. Jillian Daly, YFA President, reported that at least 1 and up to 3 FSA discipline specialists are needed. Ellen Dambrosio asked to amend the above motion to say:

*The Senate directs its president to contact disciplines for at least 1 and up to 3 FSA discipline specialists who will be brought to the senate for approval on the consent agenda, and area specialists will serve a temporary appointment for that academic year.*



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***M/S/C (Ellen Dambrosio, John Zamora) to accept the amended motion***

**4. Program Review:**

James reported that there have been circulating discussions about taking a second look at Program Review and its effectiveness. Rob Stevenson stated that Program Review was the main topic discussed at the Instruction Council (IC) last week. Rob said that a fairly robust conversation came about regarding what was discussed at the Accreditation Institute recently. He said that one of the main things that came out of the Accreditation Institute was that Program Review should cover how well individual degree programs actually allow students to flow through. He added that the discussion at IC involved what we have here at MJC in regards to Program Review and how we might go about heading forward. Rob wanted to let the Senate know that if we are going to go beyond a discipline Program Review and start focusing on individual academic programs where students actually end in completion that this body is going to have a discussion about the type of data faculty may be asked to produce.

Rob added that we currently do not have a Program Review Faculty Liaison. He said that we may want to consider a study session to generate the conversation about the Program Review process and how well students are moving through our programs at Modesto Junior College.

James added that there are a number of disciplines not doing course level assessments this semester. Instead, he said, they are part of a pilot group that is looking at their program learning outcomes.

It was discussed that the following persons will soon meet to for a Program Review study session:

- John Zamora
- Robert Stevenson
- James Todd
- Jennifer Hamilton
- Brian Sinclair
- Ellen Dambrosio

**5. Accreditation and ASCCC Institute Report:**

James Todd reported that he, Jennifer Hamilton and Ellen Dambrosio recently visited the Accreditation Institute. The institute was an interesting and informative event. Ellen stated that she learned the schools that tend to do well with accreditation are integrating assessment throughout everything they do. Jennifer added that every session reiterated that when institutions integrate the principles of accreditation in everything they do, they really improve the institution by using these



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principles as part of the school’s everyday processes. James also added that we need to make sure that assessment is a part of everything we do. He said it is no longer just a conversation but about completion and how students are doing.

John Zamora asked what our next steps would be regarding the recent report from ACCJC. James went over the recommendations made by ACCJC in the recent report. The Follow-Up Report is due to the Commission by October 15, 2013.

Allan McKissick provided and addressed the Senate with two documents “Timeline for the Development of an MJC Government Handbook” and “Summary of Changes to Governance Document Engaging All Voices Recommended by the Academic Senate.” (See appendix A and B).

Allan McKissick made the following motion:

*The Academic Senate President is directed to form a taskforce to draft a statement that explains the Senate’s role and position relating to governance at MJC and the MJC Governance Handbook.*

*Discussion regarding the motion ensued. James said that he errs on the side of cautious optimism. Paul Cripe said that a positive aspect of this is that it’s possible that this group can observe and gather information. James said that it will lead to more clarification and expectation. Jim Howen said it is a good idea to talk about it, and he can’t see any harm.*

**M/S/C (Jim Howen, Kevin Alavezos) to call the question**  
**20 ayes**  
**0 nays**

**M/S/C (Allan McKissick, John Zamora) to approve the motion.**

**6. District Board Policy 7-8049 Task Force:**

This item will be tabled until a future meeting.

**IV. REPORTS**

**M/S/F (Burt Shook, Layla Yousif) to approve a motion to adjourn**  
**3 ayes**  
**17 nays**

**STUDENT SENATE**

NO REPORT



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

NO REPORT

**FACULTY LIASION FOR PROGRAM REVIEW** (position currently in process to fill)

NO REPORT

**ACCREDITATION INSTITUTIONAL EFFECTIVENESS COMMITTEE**

NO REPORT

**ASSESSMENT WORK GROUP**

NO REPORT

**LEGISLATIVE ANALYST**

1) The Need for STEM Students to be Served at Community Colleges

"Work-Force Demand for STEM Students Spurs Efforts at Community Colleges," a February 11, 2013 article in *The Chronicle of Higher Education* addresses how community colleges might be able to help solve impending work-force shortages in STEM—science, technology, engineering, and math. The article cites Georgetown University's Center on Education and the Workforce, which "predicts that 92 percent of STEM workers will need postsecondary education by 2018, and about 65 percent of STEM job openings will require at least a bachelor's degree. Colleges haven't focused enough on the other 35 percent, the center has warned—the growing share whose jobs will require a certificate or associate degree."

The article suggests, moreover, that "shortages exist for technicians and skilled workers in advanced manufacturing, welding, and other technology-driven industries as well." Santa Barbara City College has a STEM Transfer Program that is highlighted in the article: "It helps predominantly students who are Hispanic and low-income—150 of them this year—devise academic plans that take them from basic-skills classes through transfer to four-year colleges. Students work in cohorts; get intensive counseling and tutoring; and must commit to staying enrolled full time, arriving for class on time and prepared, and taking a prescribed set of courses in the order their advisers recommend." The full article can be read at: <http://chronicle.com/article/Community-Colleges-Respond-to/137231/>

2) The Potential and Peril of Private Capital at Community Colleges



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A February 15, 2013 article “Private Capital, Community Colleges” in *Inside Higher Education* explores projects at community colleges involving private money. The article cites the \$1 Trillion U.S. Student Loan Debt and then explores new ways community colleges can craft high quality, cheaper education opportunities. “A new investor-backed company, Quad Learning, is teaming up with community colleges to build a national network of honors programs with a collaborative curriculum that they envision giving students an affordable, high-quality associate degree and helping them transfer to topnotch colleges and universities.”

The network, American Honors, “seeks to tap into national concern about the affordability of higher education and interest in lower-priced, high-quality educational alternatives. The venture joins several others announced in recent years -- including Altius Education's Ivy Bridge College and Fidelis Education -- that use private capital to team with existing institutions to create new institutions or new programs focused on the first two years of college.”

The full article can be read at:

<http://www.insidehighered.com/news/2013/02/15/new-firm-helps-2-year-colleges-create-honors-programs>



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**CURRICULUM COMMITTEE**

## Curriculum Committee Report

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21 February 2013

J. Hamilton

- TMCs – The state has approved two more TMCs in Spanish and Philosophy
  - C-IDs are critical – State won't even accept a TMC proposal without approved C-IDs
  - MJC – Studio Arts and ADJU will be approved after minor technical fixes
  - See last meeting's report for list of TMCs approved for MJC
- TMC Workshop February 27th 2:30 – 5:30
  - FLEX offered
  - Reserve spot through Joan Van Kuren at Title 5 office
  - All materials will be gathered for you, and you could potentially leave with a completed application
- Pre-reqs and Co-reqs
  - Ed Code has changed so that now Pre and Co-reqs can be established without a validity study. Content review can affirm the need for a Pre or Co-req by connecting the skills and objectives between classes.
  - Procedures are being established here at MJC to determine how these will be enacted (most possibly through the curriculum review cycle)

**FACULTY PROFESSIONAL DEVELOPMENT COORDINATIONG COMMITTEE**

NO REPORT



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**COLLEGE COUNCIL**

*COLLEGE COUNCIL REPORT*

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**Council Updates**

**Instruction Council**

First meeting set groundrules for doing business

**Student Services Council**

Examined charge, established procedures for running meetings, overview do SSTF

**Resource Allocation Council**

Communicated concerns about how resources are allocated

PTOL 6.75 mil this year, 7.5 mil next year (estimate)

**Facilities Council**

Didn't meet

**Accreditation Council**

Meeting for the first time this week

**ACCREDITATION COUNCIL**

NO REPORT

**INSTRUCTION COUNCIL**



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RESOURCE ALLOCATION  
COUNCIL

## Resource Allocation Council Guiding Principles Modesto Junior College

The Resource Allocation Council is committed to clearly communicating our processes and recommendations. As part of the resource allocation process, we will ask the questions:

- Does it help students reach their educational goals?
- Is it reasonable?
- Is it allowable?
- Is it essential?
- Is it sustainable?

The direction of the Resource Allocation Council is based on the following established guiding principles:

- **We value stewardship and integrity in recognizing our fiduciary responsibilities to ensure financial stability.**
- **We take an institutional approach to decision-making. Resource allocation recommendations are based on the following:**
  - a. Alignment to the college mission and goals
  - b. Scholarship of teaching and learning
  - c. Value to the community
  - d. Budget assumptions, projections, and scenarios
- **We strategically allocate resources to strengthen learning and support services that improve student success.**
- **We are responsive to articulated college needs through defined and documented processes.**
- **We use relevant, well-defined, agreed-upon data in a consistent manner for decision-making.**
- **We are proactive in leveraging current resources in all fiscal climates.**
- **We operate under the established timelines.**
- **We regularly assess, refine, and communicate resource allocation processes.**



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**Resource Allocation Council (RAC) Report**

**Progress:**

- Created and adopted Guiding Principles for RAC
- Enrollment updates and budget timeline information is shared

**Concerns:**

- Low membership attendance
- Role of the council is not clearly defined
- Lack of progress in budget development
- Council membership:
  - MJC President is no longer a member
  - Many members feel that MJC Grants & Resource Development should have a seat on this council
- Resource request discussions and institutional funding priority discussions are taking place somewhere else
- Process for prioritizing hiring requests (faculty and classified) has not been discussed at the RAC since August 2012, despite the fact that hiring has occurred

**SENATE PRESIDENT’S REPORT**

NO REPORT

**ADMINISTRATION REPORT**

Susan Kincade, Vice President of Instruction, gave an Administration Report. Susan discussed that she had contacted Susan Clifford, the contact for us at ACCJC. Susan Kincade discussed with Susan Clifford the recommendations made in the ACCJC report. Some of what Susan Kincade discussed regarding accreditation issues with Susan Clifford was:

- Recommendation 2 (Not enough of a response)
- Recommendation 7 (Inaccuracy regarding MJC not offering online counseling)

**V. ITEMS FOR FUTURE AGENDAS**

**VI. OPEN COMMENTS FROM THE PUBLIC**

**VII. ADJOURNMENT**

The meeting was adjourned at 5:37 p.m.



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**APPENDIX A. Timeline for the Development of an MJC Governance Handbook**

June, 2011: As part of the accreditation process, MJC published an Institutional Self Study Report that addressed Accreditation Standard IV.A.2.a. (“Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.”) The Planning Agenda stated that MJC would publish a governance handbook, “using a process that incorporates thorough discussion and ratification by campus stakeholders.” (p. 389)

Fall, 2011: Initial discussions took place on completing a governance handbook for MJC under President Larry Calderon in the College Council and in a small College Council Task Force headed by the President. In addition, VPI Karen Walters Dunlap lead joint meetings of the Planning and Budget Committee, the Academic and Institutional Effectiveness Committee, and representatives of all constituencies at MJC in several meetings that discussed restructuring proposals for governance at MJC.

January 26, 2012: VPI Karen Walters-Dunlap led a second College Council task force, representing all college constituencies, in discussing a plan for limited restructuring of governance at MJC. The task force unanimously approved a “draft document” that included the provision that a narrative clearly describing the role of the Academic Senate would be included in the governance handbook.

January 30, 2012: A joint meeting of the College Council, the Planning and Budget Committee, the Academic and Institutional Effectiveness Committee and others (Division Deans, etc.), unanimously approved the plan for a limited restructuring of governance at the College and appointed a new task force to complete a governance handbook based on that agreement. (Later affirmed in Senate Resolution SP12-B, passed March 1, 2012)

February, 2012: The Evaluation Report from the ACCJC evaluation team that visited MJC in October, 2011 recommended that “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.” (p. 65)

Spring Semester 2012 – Summer 2012: The Shared Governance Handbook Work Group met frequently to complete the governance handbook within the agreed-upon framework. The work group, including the Academic Senate delegation, reached final consensus on the draft handbook on August 16.

August 20, 2012: The draft handbook, *Participatory Decision-Making at Modesto Junior College*, was presented to the College Council.



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September 6, 2012: First presentation of President Stearns' plan for re-organizing MJC governance (later named *Engaging all Voices*) occurred during her formal introduction to the Academic Senate, but because that topic was not agendized, Brown Act considerations prevented discussion during that meeting. The plan was sent out the rest of the campus during that meeting. There was no prior discussion of the plan in the task force, College Council, etc. Initially, the Senate's position was that discussion should focus on appropriate changes to the governance handbook created by the Shared Governance Handbook Work Group, and numerous concerns about the President's proposal were raised. Due to the pressing accreditation report deadline, the Senate agreed to accept the President's proposal, provided it was amended to clarify the Senate's role and retain specified aspects of the existing governance structure.

October 1, 2012: The eight amendments proposed by the Senate were almost completely rejected in a meeting of the College Council. (Exception: part of one amendment was accepted, resulting in a Senate co-chair for the proposed Instruction Council.)

October 4, 2012: A motion made in Academic Senate to approve *Engaging All Voices* was voted down.

October 8, 2012: President Stearns sent a memo to the "MJC Community" announcing that she was implementing the restructuring plan and governance handbook *Engaging All Voices* (32 days after it was first proposed).



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APPENDIX B. Summary of Changes to Governance Document Engaging All Voices Recommended by the Academic Senate.

1. (p.10) Additional member on Instruction Council – Faculty Co-chair.
2. (p.14) Second to last sentence of **Role of Faculty** paragraph would read, Further information on the roles and rights of the Academic Senate is found in the section entitled Decision-Making on Academic and Professional Issues at Modesto Junior College, and in the California Code of Regulations Title 5, §53200–53206, which is included in an appendix of this document.
3. (p.16) Last sentence would read, The President will consult collegially with the Academic Senate on any budget recommendation with significant implications for Academic and Professional issues.
4. (p. 17) Decision Making on Academic and Professional Issues at Modesto Junior College document moves from appendix to replace paragraph on same topic.
5. (p. 19-20) On College Council rules, maintaining two current rules: Decision-making is by consensus, defined as a decision that all Council members either agree with or can live with. [as opposed to simple majority vote.] and On college academic and professional matters subject to mutual agreement between the President and the Academic Senate, the Council may serve as a venue for developing proposals that would then be submitted to the Academic Senate for concurrence is retained.
6. (p. 21, 23, 25) On Accreditation Council's role: When such recommendations have significant implications for Academic and Professional issues, the Accreditation Council's recommendations will also be forwarded to the Academic Senate. Similar additional language for Instruction Council, Student Services Council.
7. (p. 28) Technology Committee – maintain current structure.
8. (p. 29) DEAC Areas of Responsibility, added to last bullet point: All decisions with significant implications for Academic and Professional issues will be communicated to the Academic Senate.

Note: All recommendations were rejected except for part of the first: it was agreed that the Instruction Council would have a Faculty Co-Chair, but not as an additional member.