

**MPC Academic Senate  
Meeting Minutes  
6 February 2014**

**I. Opening Business**

**A. Call to order and roll call**

- Senate President Fred Hochstaedter (FH) called the meeting to order at 2:30.

**Present:**

- Nancy Bingaman
- Kathleen Clark, Vice President
- Merry Dennehy
- Paola Gilbert, ASCCC Delegate
- Lauren Handley
- Alfred Hochstaedter, President
- Eric Ogata
- Robynn Smith
- Catherine Webb, Secretary

**Guests:**

- Earl Davis, Interim Vice President of Administrative Services
- Sunshine Giesler, Curriculum Advisory Committee Chair
- Marty Johnson, Interim Vice President of Student Services
- Michael Midkiff, Director of Information Services
- Dr. Céline Pinet, Vice President of Academic Affairs
- Dr. Rosaleen Ryan, Office of Institutional Research
- Dr. Walt Tribley, Superintendent/President

**Absent:**

- Brian Brady
- Mark Clements
- Alexis Copeland
- Amanda Lee, ASMPC Rep
- Kevin Raskoff
- Mike Torres
- Sandra Washington

**B. Public Comment**

**C. Approval of Draft Minutes from 12/5/13 Meeting**

- Nancy Bingaman (NB) moved to approve the minutes. Robynn Smith (RS) seconded. Motion carried, with 3 abstentions: Eric Ogata (EO), Kathleen Clark (KC), and Merry Dennehy (MD).

## II. Reports

### A. President/SLO Committee Report, Fred Hochstaedter (FH)

- Academic Senate Elections
  - Per bylaws of the Academic Senate, Divisions elect their Academic Senate representatives (according to whatever process works best for them) during the month of February. There are no term limits for Academic Senate representatives.
  - FH has notified division chairs from the following areas to let them know that they should hold elections:
    - Physical Sciences (current representative: Fred Hochstaedter)
    - Student Services (current representative: Mike Torres)
    - Supportive Services (current representative: Alexis Copeland)
    - College Readiness/TRIO (current representative: Sandra Washington)
  - Per bylaws, the Academic Senate organizes campus-wide elections for at-large seats during the last week of February. Please send anyone interested in an at-large seat to FH so their names can be added to the ballot.
    - At-large seat currently held by MD expires at the end of spring 2014. MD has agreed to be on the ballot, and serve another term if elected.
    - Elias Kary has elected to step down from the Academic Senate, so we will need someone to fill the rest of his term.
  - Per bylaws, elections for Executive Committee/Officers takes place at the second meeting in March. Officer positions are President, Vice-President, Secretary, ASCCC Delegate, and Committee on Committees Chair.
- Meeting Schedule for Spring 2014
  - We will continue our regular meeting schedule (1<sup>st</sup> & 3<sup>rd</sup> Thursdays) this semester.
  - It was agreed by consensus that the Academic Senate would meet on the 2<sup>nd</sup> & 4<sup>th</sup> Thursdays in April to accommodate Spring Break. This will allow us to remain on our regular every-other-week schedule for the remainder of the semester.

### B. COC (Possible ACTION item)

- FH presented the following hiring committee for approval by the Academic Senate approval (the Academic Senate approves the composition of the committee, not the specific position):
  - Women's/Gender Studies Instructor
    - This is a non-tenure track position, funded by the Baskins Foundation for 3 years.
    - Proposed committee members: Tom Logan (Chair), Lauren Handley, Elizabeth Mullins, Fred Hochstaedter, Deborah Ruiz

- EO moved to approve the committee as presented. MD seconded. Motion carried unanimously.

### **C. Curriculum Advisory Committee Report (Sunshine Giesler)**

- There are several very important CAC deadlines to be aware of:
  - February 26: deadline for Course/Program changes for fall 2014.
  - March 19: deadline for 2014/2015 catalog changes.
- MPC no longer has “stand-alone” approval rights for courses. This means that new courses must be attached to a program in order to be reviewed and approved by the CAC.
  - The Chancellor’s Office used to allow individual campuses to approve stand-alone courses (i.e., courses that are not part of a program), but those rights sunset in December 2013. The Chancellor’s Office does not currently have a mechanism for us to submit stand-alone courses, and there is no timeline in place for developing such a mechanism.
  - Until we hear further instructions from the Chancellor’s Office, all new courses that are proposed must be part of a program.
    - Courses that have already been approved as a stand-alone course are fine, since we already have approval for those.
    - Note that a new course can be attached to a program as an elective. It does not have to be a core course.
- The catalog is a mess, with many programs there that have not been updated in a long time. Please note that changes to a program are not automatically updated in the catalog.
  - This is not a problem for every division, but there are some that have courses that have not been offered for years that still appear in our catalog as part of a program.
  - There are ways to make these changes in CurricUnet; please contact Laura Mock for assistance.
  - Michael Gilmartin’s office may implement a rule that CAC will not look at a course unless the program it is part of has been revised to encourage more timely updates to programs.

### **D. Technology Report (Michael Midkiff)**

- The IT department and the Library are collaborating to provide the campus with a subscription to Lynda.com for faculty and staff to use for professional development and technology training.
  - The campus has purchased four transferrable licenses to Lynda.com. A password for access can be checked out from the Library for two weeks (you can renew this time if necessary). Contact Amy Chirman at [achirman@mpc.edu](mailto:achirman@mpc.edu) for more information.
    - Catherine Webb (CW) encouraged all to take a look at the topics covered by Lynda’s training videos. Topics range from basic productivity software to coding. There is even some Moodle training.

- The new IT Help Desk will be launched on Feb. 11. As of that date, please report any tech issues to IT using the Icon that will appear on your desktop. MM also asked for patience as processes are being ironed out.
  - RS asked how to contact IT if the desktop computer is broken. If we cannot use the icon to report a problem via the help desk website, can we call IT directly?
    - MM promised to look into this and provide instructions about what to do in this situation via email.
  - MD asked why the campus went with a 3<sup>rd</sup>-party help desk solution, rather than something in-house.
    - MM indicated that current staffing resources were not sufficient to develop an in-house help desk system. Facilities uses a tracking system from the same company (SchoolDude) to track maintenance requests, and it has worked very well.
  
- The deployment and testing of the new VDI computer lab in BMC 206 is going very well. Currently, that lab is being tested with a single class, but it is almost ready to be opened up for wider use.
  - IT staff has been fully trained on how to maintain the VDI technology, so ongoing maintenance should be easier going forward.
  - The current lab includes 33 VDI units. IT will be able to deploy another 100 units very easily.
  
  - FH asked whether “Thin Client” has been rebranded as VDI.
    - MM: Thin Client is the hardware for virtual desktops. There are several ways to do the backend configuration, and VDI is one of them.
    - FH asked if this meant that we had the right pieces for our previous attempt at Thin Client deployment, but just didn’t have everything put together correctly.
    - MM clarified that there were several issues that contributed to the previous deployment attempt, including misconfiguration, miscommunication around the implementation, and not having enough space for the amount of machines being deployed. Those issues are being addressed and corrected in the VDI implementation.
  
  - EO: Is BMC 206 an open lab?
    - MM: Right now it’s supporting a single class while we’re testing and working out the bugs.
  
  - EO: What’s the student login process? Will it be the same as other student logins?
    - MM: We’re taking this as an opportunity to redefine those processes. We are basing the login on the student account, so yes, that will be their login. This is a step towards a standardized login for all campus systems.
  
- We have completed studies concerning campus WiFi capacity, and there is good

- news and bad news. We were able to uncover the problems, but it will not be an easy fix.
- Our equipment is old, and not able to handle the amount of interference coming from mobile devices around campus. This limits the amount of simultaneous connections.
  - Our wireless consultants recommended three potential ways to address the problem: (1) Spot fixes, (2) Forklift upgrade to the network, or (3) migrating to new equipment over time.
  - Another potential option could be to work out a hosted wireless solution with AT&T. This would allow us to do spot fixes to address instructional needs.
- A new campus website is being planned!
    - The institution has signed a contract with a web development firm.
    - We have hired a short-term (6-month) project management employee for the website project. She will be seated in IT, but will be circulating around campus to work with each area on transitioning content.
    - The plan is for the new website to go live in July or August.
  - MM reported that the IT department has been working hard to improve communication and shift to a more student-focused service approach.
    - VDI implementation in BMC 206 is one example of the shift to more student-centered service.
  - The Technology Committee has been discussing the feasibility of moving to a hosted solution for campus email, via either Google Apps for Education or Microsoft Office 365.
    - This change would greatly reduce the amount of IT staff-time spent on server maintenance. It would also allow for more storage, better support, and less blacklisting due to malware.
    - MM asked for advice on the best way to get input from instructional faculty on whether there is an institutional preference for one of the two options (Google or Microsoft).
    - NB: You have mentioned several points in favor of hosted email. Are there cons?
      - MM: Not really. We would need to make sure that we work out retention policies with the vendor, but that's it.
    - Paola Gilbert (PG): Are there costs?
      - MM: Google Apps for Education is free.
    - EO: So our email would work much like Outlook, except it would have a Google format.
      - MM: Yes, and it would work with Outlook. The real added benefit would be the collaboration tools.

- KC: What would the transition be like from one system to the next?
  - MM: Existing email would be migrated into the new system. Timelines would likely be 4-6 months, including training on the new system.
- EO: What would our addresses be? Would they be gmail.com?
  - MM: We would retain our mpc.edu domain.
- Lauren Handley (LH) asked about the difference in interface between the two options. Which would be easier for students preparing for transfer? Would they have to re-learn another system?
  - MM commented that the majority of students in the class that he teaches use Gmail, which suggests that there would not be much of a learning curve for that system. The web version of Office 365 is very similar.
- CW: If the email systems are similar, it might be more helpful for instructional faculty to know more about the collaborative aspects of each system. Are there things we could do in Google that we can't do in Microsoft 365, or vice versa? That information would certainly help me express a preference.
- KC: My students complete forms that are submitted online, and then get emailed to me automatically. If we switched systems, would there be a hiccup?
  - Jon Knolle (JK): We would have to examine that. The email part of this is the easy part – but the instructional and collaborative pieces are more complex. There could be impacts from either product.

#### **E. Accreditation Report (Catherine Webb)**

- The ACCJC has released the first draft of the revised Accreditation Standards. CW encouraged everyone to take a look, as there are some significant changes. The ACCJC is also gathering comments on the proposed changes. A copy of the draft can be downloaded from the ACCJC website. Go to <http://www.accjc.org>, and scroll down to the “Comment Invited” section for a draft of the standards and a comment form.
- MPC will be evaluated under the new standards, whatever they look like when they are adopted in June 2014. We will be hosting campus education activities around the standards as part of our self-evaluation processes.

### **III. Old Business**

#### **A. Distance Education Quality Report – 2<sup>nd</sup> Reading (ACTION ITEM) (Sue Hanna)**

- Sue Hanna (SH) introduced the Distance Education Quality document for a second reading, noting that the document has been retitled “Effective Strategies for Online Teaching and Learning.”
  - The title change is a result of very productive conversations both in the Academic Senate and with members of the Academic Freedom Committee.
- The purpose of the document is to speak to our institutional commitment to quality online instruction.

- It represents the idea that we are establishing, in a community forum, what “quality” means in this context.
- It is not meant to be prescriptive, but rather to provide effective strategies that lead to quality.
- MPC has a new certification program for MPC Online that will begin later in February. The activities in this program will be closely tied to this this document.
- KC made a motion that the Academic Senate approve the Effective Strategies for Online Instruction document. LH seconded. Motion carried unanimously.

#### IV. New Business

##### A. Conversation about The Mission and The Cuts (Walt Tribley)

- FH set the context for the conversation, indicating that that he invited Dr. Tribley (WT) to address the Academic Senate about how the decisions being made on campus relate to our mission. There are no action items associated with the conversation; this is just an opportunity for all to hear some of the philosophy behind the institutional decisions and engage WT in dialogue.
- WT began by briefly presenting information on slides 11-16 from the [Budget Balancing Strategies presentation](#) given to the Board of Trustees at the 1/22/14 meeting.
- WT: In recent years, the college did its best to make cuts in areas that did not involve our human resources. However, we are now at the place where we must look at those areas, as well.
- The philosophy as we make decisions about cuts is to preserve funding that is closest to the students. Funding that is further from the classroom is something that should be looked at for potential cuts first.
  - In the context of this financial crisis, we are trying to make decisions that have the least negative impact on the school, or that might impact the school in a positive way.
    - An example of the latter type of decision is the hiring of additional math instructors, as this was projected to have a more immediate positive effect on enrollment.
  - Sequester-type cuts that would go across the board (e.g., 3% reduction in funding to all programs) will not provide a positive impact, and in fact may harm some divisions more.
    - Cutting 3% from Social Sciences, Fire Academy, and Theater would have an unequal effect. Which of those divisions are meeting the core mission most directly?
  - WT stated that it is absolutely untrue that Theater has nothing to do with education. It is also untrue that everything in the theater goes directly towards support of student learning.
    - We are trying to get back to a student-focused, faculty-driven theater.

- We do not want to shut down the theater or the program. We do want to use the theater building internally, for non-theater specific events. We also want to bring in other groups from the community.
- WT shared Education Code Section 66010.4(a), which describes the mission and functions of California Community Colleges, commenting that we should strive to make sure that our mission is consistent with Ed Code language.
  - WT drew attention to paragraph (a)(2)(C) in particular, which states that colleges should offer community services courses and programs only if they are compatible with the institution's ability to meet its obligations in its primary missions.
    - This means we must be looking at what our core missions are, and making sure that any community services are aligned with core missions first. For example: we want to keep our Child Development Center open, but we must look at that Center as part of our core mission. Which is the core mission, day care, or our ECE programs?
  - We need to be mission-driven, but we also need to examine the financial costs and benefits as part of the equation as we make decisions.
    - For example: what are our expensive FTES, vs. inexpensive FTES? If a position in one area goes away, how does that impact other areas?
  - WT commented that the Education Code language is consistent with his views about primary mission, but that these questions are not mechanical or black and white. These are human decisions with many layers, and there is no neat rubric for how to proceed.
- EO suggested that we have to take a 30,000-foot view for MPC, looking at our size and responding accordingly if it has shrunk (EO noted that this is what he does with EOPS, and suggested that the college is in a similar situation). Even as we look at outcomes and goals, size has to be part of the conversation. Does the college have an accurate idea of what our size should be?
  - WT defined "size" as the capacity of our college to teach credit/non-credit courses to sustain our base population, and agreed that our size is smaller than where we are operating now.
  - EO commented that we have to recognize that the decline in enrollment is in part coming from a decline in non-credit courses and dependence on ISAs.
    - WT: As an institution, we need to be able to pay for our employees, and for their professional growth. And we want to do this organically – we don't want to rely on purchasing ISAs to pay for these programs.
    - WT: The loss of enrollment is coming from the loss of non-credit classes, especially in dance and Physical Education. Repeatability is also hurting us, especially in ensemble classes. However, we are gaining enrollment in distance education courses.

- RS asked if the discussion could be continued at the next meeting, so that there would be more time for all to participate.
  - WT indicated that he would attend the Academic Senate meeting on 2/20/14 to continue the conversation.

*Meeting was adjourned at 4:00pm.*

**Future Agenda Items:**

- Technology Plan
- MAST Program Discontinuance