FOOTHILL COLLEGE
CLASSIFIED SENATE MEETING MINUTES
Monday March 7, 2016
2:00–3:30pm
Location: Altos Room 2019
http://www.foothill.edu/classified/

Future Classified Senate Meetings 2015-16; 2:00 – 3:30 pm; Altos Room 2019:
Winter 2016 – Jan 11, Jan 25, Feb 8, Feb 22, March 7, March 21
Spring 2016 – April 11, April 25, May 9, May 23, June 6

PRESENT: Karen Smith x7027 (President); Erin Ortiz x7060 (President-Elect); Anthony Cervantes x7503 (Treasurer); Al Guzman x6958 (Secretary); Roberto Sias x7307 (Past President); Susan Traynor x7057 (Segment Rep Academic Building); Maureen McCarthy x7250 (Tri-Chair Basic Skills Workgroup); John Dubois x 7241 (Tri-Chair Transfer Workgroup); Christine Mangiameli x7349 (Tri-Chair OPC); Justin Schultz x7200 (Temp Tri-Chair Program Review Committee); Roland Amit x7112 (Chair – Classified Staff of Quarter Committee); Liz Leiserson x6204 (SSSP); Pauline Brown

1. Welcome (Smith)
   • Karen Smith, President Classified Senate, welcomed all in attendance

2. Treasurer’s Report (Cervantes)
   • Anthony Cervantes, Treasurer, reported no change from last Senate meeting for the fund balance in both accounts. Balance for Travel and Conference account #150008 remains at $31,765.32 and the fund balance for the unrestricted Food account #150021 unchanged at $5762.35.

3. Senate Code of Ethics (first read) (All)
   • Maureen McCarthy – Chair Code of Ethics Committee - presented the following for first read:

     Preface

     Classified employees of Foothill College shall adhere to the highest ethical standards. They shall exercise judgements that are fair, consistent and equitable. They shall do everything they can to strive for excellence in education and to achieve the stated Mission of the College.

     While no Code of Ethics alone can guarantee ethical behavior, the values set forth in the Code are intended to guide Foothill Classified Employees in carrying out their duties and responsibilities.

     As Classified Employees of Foothill College, each person has the following responsibility and commitment:

     1) To accept and uphold the decisions of the Classified Senate, its Constitution, ByLaws and policy objectives as determined by the majority vote of its members.
     2) To propose change through constructive channels with due consideration for the opinions of others and their fundamental right to dissent.
     3) To maintain productive associations that enable the Classified Senate to pursue its objectives by means consistent with the interests of the students, classified staff, faculty and administrators of Foothill College.
     4) To welcome collaboration and to encourage participation of all members of the campus community
5) To maintain objectivity in representing the interests of the college community.
6) To maintain integrity, to disclose conflicts of interest, personal relationships or other affiliations that my influence my Senate decisions and, if necessary, to abstain from the discussion and vote of the Senate.
7) To uphold fair and equitable treatment of all employees and apportionment of institutional resources.
8) To demonstrate respect for the diverse cultures comprising the Foothill College community.
9) To recognize that my Senate appointment is a position of trust and not a special entitlement, privilege, or benefit for myself.
10) To encourage systematic communication and to uphold freedom of expression by and between the Senate, all employees and students of Foothill College.

February 29, 2016

Senate members discussed ways to fine tune the proposed Code of Ethics (presented above). One suggestion was to modify everywhere it says "classified staff" it should read "senate members". Also suggestions to modify #5 and #6 were made. For #5, it was pointed out that although objectivity may be ideal, when representing the interests of a group, it is not necessarily practical. For #6 one Senate member asked "...if there is too much undo influence, that you are going to abstain no matter what?" Due to time constraints, suggested solutions and questions, such as these, were left unresolved at this meeting. All members were asked to email Maureen with suggestions or corrections for a second read when our next Senate meets in two weeks.

4. Accreditation Self Study (tabled until next meeting)

5. Comprehensive Program Review and AU/SLO update * (attached at end of minutes)
   • Justin Schultz – from Foothill's Institutional Research Departement, was on hand to point out that there was no need to revise the document based on comments from the President. Any areas that she notes and any area the PRC (Program Review Committee) notes, will be the prime focus for this coming year. Justin noted that ".. the reflections for 2014-15" were missing, and that this should be immediately addressed. "The document is fine" Justin confirmed, but the PRC "...will flag that the AUO's have not been reflected on for 14-15."

   • The Senate also discussed the comments made by the Interim President. One member advised to immediately addressing areas of concern "...before the year is out" and be "..proactive and not reactive'. Karen said that work would immediately begin, as Justin suggested, once Program Review decides what course of action we should take.

   • Another discussion concerned the request of reassigned time for the Classified Senate President. One approach is to make this a bargaining issue, but, doing so would require that the approval of the majority of all Classified Staff. Classified Staff would have to decide if having reassigned time for the Classified Senate President is more important than an increased COLA or a better, less expensive, medical plan. ACE has to pick and choose their battles and ultimately, has to have the support of all members. It is unlikely that this issue will win top billing to be addressed in negotiations in the near future.

   • The Comprehensive Review response from the Interim President seems to indicate that until Classified Senate can convince current management of the importance of receiving reassigned time for its President, any Senate officer, or any of its Senate members, this will not be a budget priority.

6. Holiday Observance Resolution ** (attached at end of minutes) sent to ACE in February

7. Core Group and Committee Reports
• **John Dubois – Tri-Chair Transfer Committee Workgroup** – he reported that the Transfer committee is "doing well for the end-of-the-year celebration." However, he also added that "...it is not going to happen this year, as far as getting celebrations together, there are too many logistics, but that is going to be a conversation moving forward." On a positive note, John added that there are a record number of ADT's (Associate Degree for Transfer) at Foothill this year.

• **John Dubois – Commencement Committee** –
  o reported that there is a recommendation that the traditional role of faculty speaker be extended to any employee of the college. The committee is also looking at ways to boost attendance of faculty, students and staff. Additional logistical concerns were also discussed, including an alternative location if the event became too large for the quad. For example, if the events were held on a field, that would involve bringing in bleachers, risers and screening options, all of which are unresolved at this time.
  o John also announced "...get your regalia ready..." because the Commencement Committee is going to start "...a hundred day countdown to graduation". This event is due to begin on March 18th and is to focused on student participation. Right now there are discussions around the college of possibly helping some students with the cost of the regalia. Karen Smith said "...whatever happens, the Senate could cover the rentals for any (Foothill Classified Staff) who wants to march."

• One Senate member mentioned that there were a lot of new faces on the Commencement Committee, and "representing Classified, if they are still adhering to participatory governance on that committee?"
  Another Senate attendee responded: "I am one of the new faces on that committee, I was not involved with that process, I was just told that I was going to it." Karen responded that this was the "best answer I heard all day" and pointed out that in PaRC that the Commencement Committee is a presidential ad hoc committee and not part of shared governance. Although many questions remained, due to time constraints, this topic was left for further discussion at a later date.

• **Christine Mangiameli – Tri-Chair Operations and Planning Committee** – reported the committee is diligently working on studying how money is allocated to Foothill, so they could set up parameters of reviewing requests for funding and prioritize them based on different criteria. On the horizon is what to do when Prop 30 funding expires. The resulting expiration of Prop 30 could mean a funding loss as much as 22 million dollars a year for Foothill. She encouraged all to sign the ballot for a new proposition to help address the funding loss. Christine also urged Senate members to come forward with any ideas to help improve productivity and enrollment, including non-residents, which has been falling at Foothill College over the last several years.

• **Roberto Sias – Tri-Chair Student Equity Workgroup** – reported that the committee will be working on a new rubric. He also mentioned he will have more information at our next Senate meeting.

• **Maureen McCarthy – Tri-Chair Basic Skills Workgroup** – reported that Basic Skills committee attended a IEPI (Institutional Effectiveness Partnership Initiative) workshop in Oakland.
  https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwio-vm8-NDLAhVOwGMKHRC-C78QFgghMAA&url=http%3A%2F%2Fextranet.cccco.edu%2FPortals%2F1%2FInstitutionalEffectiveness%2FBasic%2520Skills%2520Wksp%2520flyer.pdf&usg=AFQjCNHSQ9a00NIBdPyNY4ReTw2ZksNOCcw&sig2=IEbKpN5lbTnd7qMv82GQ9g  The main purpose of the workshop is to help community colleges apply for one-time funds to "... to adopt or expand evidence-based practices that boost student success." The impact to Foothill could mean as much as 1.5 million dollars over three years if we were successful in obtaining the grant. Victor Tam is leading the effort to receive approval by the Presidents Cabinet to finish a proposal by March 25. If successful, funding would be enough to hire a Basic Skills Coordinator and two Basic Skills Counselors.
• Marueen also pre-submitted her report via email for the minutes in case she was not able to cover all points during the meeting:

**Basic Skills and Student Outcomes Transformation Grant**

The Basic Skills Workgroup would like to apply for the CCCCO sponsored $1.5 million over 3 years ($500K annually) Basic Skills and Student Outcomes Transformation Program grant to assist community colleges with getting students from basic skills courses into college level pathways. However, before moving forward, the BSW would like to solicit feedback (both positive and negative) to determine if this aligns with current College equity efforts. The grant is due March 25th so time is limited in terms of completing the application.

The proposal contains two primary components:

1. **Basic Skills Coordinator ($100K):** Foothill College has multiple programs and pathways that assist basic skills students including First Year Experience (FYE), Puente, a new Umoja Program, Early Alert, Statway, the Math Foundations Lab, Embedded Tutoring, etc. With the number of disparate programs, the BSW believes a Basic Skills Coordinator would be able to better support the students, faculty, and staff that heavily utilize these resources. Along with facilitating communication and logistics, the goal is for all these programs to be connected into a larger Pathways Program to attract new students to the College.

2. **Basic Skills Counselors ($100K x 2):** Initially, two cohort of students are planned: one in basic skills math and another in basic skills English or ESL. These cohorts will progress together through a three-course sequence each with a counselor. For example, in Math, students will move from Math 230 to Math 220 to Math 105 together with the same instructor and counselor. The counselor will provide any necessary services, high-touch intervention, and support to address non-academic barriers. Although initial plans are to embed these two counselors in one section of Math and English, the hope is to scale this plan to multiple sections as the program develops.

The approximate remaining $200K is reserved for College overhead (not to exceed 4%) and other related or unexpected expenses.

8. Presidents Reports (Smith/Ortiz)

• **Professional Development Day for Spring – Erin Ortiz – President Elect** – reported that preparations for the Classified Staff Flex Day May 13, 2016 are underway and that De Anza, Foothill and Central Services Classified Senates are all participating. She asked for feedback to having the same keynote speaker – Justin Thibault – from the University of Ottawa. There was one Senate member who wanted another speaker for this year. Erin also mentioned that the plan is to have the raffles scaled back and have a few quality items raffled, instead of just many items raffled. No one objected to this concept. Finally, she asked if it was okay to ask that VP’s, Chancellor and De Anza President serve breakfast. Although there was not unanimous agreement to all items, no vote was taken, proposals made for the Classified Staff Flex Day were accepted by consensus.

• **PaRC Meeting & Educational Master Plan** – Karen reported that the Board of Trustees approved Foothill's Educational Master Plan on February 8, 2016. On February 17, 2016, it was approved by PaRC. Also under discussion was the District Educational Master Plan. The Executive Director of Institutional Research and Planning, David Ulate, is spearheading an effort to "...accommodate the 4 year degree that we have and there is some language (from the State) that requires us to do that". Karen will provide an update to this topic at a later meeting.

9. Good of the Order

• Karen reported that she appointed Roland Amit as Chair of the Classified Quarter, Classified Staff of the Year, and Administrator of the year. She thanked Roland for stepping up to this role and volunteering his time and expertise. She informed Roland that she will be forwarding to him the solicitation forms for update.
Karen also announced that Classified Appreciation Week this year is May 16 to May 23. She noted that last year Judy Miner stepped up and, with her staff and Karen's support, "...helped create the whole week of celebration for Classified Staff". This year, no one has stepped forward to do the celebration and she is unable to do it this year. One staff member suggested that ACE might be willing to assist.

Meeting adjourned 3:10

ATTACHMENT 1 – Classified Senate Comprehensive Program Review

BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about college resource allocations. With that in mind, please answer the following questions.

Administrative Unit Name: Foothill College Classified Senate

Administrative Unit Mission:

It shall be the mission of the Classified Senate to work in partnership with faculty and administrators to provide students with the support needed to achieve excellent educational experiences and learning opportunities by promoting excellence in all aspects of support provided to the college community, and especially to staff. The Foothill-DeAnza District Board Policy (2224) outlines the rights, responsibilities, and the duties of the Classified Senates, as required by Title 5 regulations.

Please list all team members who participated in this Program Review:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Smith</td>
<td>Learning Resource Center</td>
<td>Classified Senate President</td>
</tr>
<tr>
<td>Anthony Cervantes</td>
<td>Admissions &amp; Records</td>
<td>Classified Senate Treasurer</td>
</tr>
<tr>
<td>Al Guzman</td>
<td>Middlefield Campus</td>
<td>Classified Senate Secretary</td>
</tr>
<tr>
<td>Erin Ortiz</td>
<td>Student Activities</td>
<td>Classified Senate President Elect</td>
</tr>
<tr>
<td>Roberto Sias</td>
<td>Foothill College Bookstore</td>
<td>Classified Senate Past President</td>
</tr>
<tr>
<td>John</td>
<td>Student</td>
<td>Administrativ</td>
</tr>
</tbody>
</table>

Please list all members of your Administrative Unit along with position title.

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Smith</td>
<td>Learning Resource Center</td>
<td>Senior Library Technician</td>
</tr>
<tr>
<td>Anthony Cervantes</td>
<td>Admissions &amp; Records</td>
<td>Enrollment Services Specialist</td>
</tr>
<tr>
<td>Al Guzman</td>
<td>Middlefield Campus</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Erin Ortiz</td>
<td>Student Activities</td>
<td>Student Activities Specialist</td>
</tr>
<tr>
<td>Roberto Sias</td>
<td>Foothill College Bookstore</td>
<td>Book Courseware Coordinator</td>
</tr>
<tr>
<td>John</td>
<td>Student</td>
<td>Administrativ</td>
</tr>
</tbody>
</table>
Please list all departments covered in this program review.

Classified staffs are a part of all departments, full-time and part-time depending on position.

SECTION 1.1: ADMINISTRATIVE UNIT DATA

1.1A. Administrative Unit Data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Served</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Number of Faculty Served</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Staff Served</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Full-Time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.1B. Staffing: If the staffing structure of your administrative unit does not meet the program needs, please discuss your program objectives aimed at addressing this.

Classified Senate is the only governance group that has not been provided budgeted re-assign time for their President/President Elect, and other executive officers. In order to fully participate in all three core missions of the college and other participatory groups, re-assign time is essential to better support our goals and objectives in the spirit and value of achieving a shared governance structure and process.

1.1C. Service Type: Describe the faculty, staff and/or students you primarily serve.

Classified Senate President or designee appoints staff to serve as part of the Tri-Chair structure for the 3 core mission groups (Transfer, Workforce, basic skills), along with Student Equity, Professional Development and 3SP. Tri-Chairs are appointed as early as possible each Academic Year.

1.1D. Location/Time: Indicate the locations/times of services provided. (Check all that apply)

Daytime Evening Off-Campus Online Other: Classified Senate meets 1st and 3rd Monday of each month during the
academic year. Meetings are generally 1.5 hours long and coincide with the Academic Senate meetings.

1.1E. Service Tracking: How was quantity/level of service tracked?

The next senate meeting announced at senate meeting verbally and in agenda. Also sent meeting announcement via Outlook Calendar invitation. Senate President also sends email reminders to the entire staff population. Meeting schedule for academic year posted on senate webpage.

1.1F. Service Trend:

Individuals Served (Over Past 3 Years): Increase Steady/No Change Decrease Senate meetings are attended regularly by a core group of staff. We Outreach to bring new members to become more involved in committee work and senate participation as the responsibilities of the Classified Staff Senate is increasing due to at least 3 state initiatives that require participatory governance input. The participation of Classified Senate ensures transparency.

1.1G. Unit Impact: Describe changes in technology/regulations/processes that impact your administrative unit, and the impact of those changes on your unit.

Three recent state initiatives add to time requirements needed for CS to be part of the governance process. Senate participation contributes to the plan development required by the state to operate for the Academic * Leadership Opportunity: Since Professional Development is now inclusive of classified staff in participation equal to faculty and administrators, to include Classified

1.1H. Admin Unit: What finding or themes can be gathered from the AU-SLOs or departmental program-level SLO assessments?

N/A

1.1I. SLO Assessment: If your AU-SLOs or program-level SLOs are not being met, please indicate your program objectives aimed at addressing this.

We are still having issues meeting quorum at classified staff meetings. In the 13-14 fy, 12 of 13 meetings met quorum. For the 15-16 fy, 11 of 13 meeting met quorum.

1.1J. Professional Development: Are the training and professional development opportunities available to your administrative unit sufficient? Yes No If No, please explain:

Staff are not applying for professional growth opportunities, and that can be demonstrate by the lack of conference application received.

SECTION 1.2 ADMINISTRATIVE UNIT – INSTRUCTIONAL REFLECTION

If your unit supervises instructional programs, complete Section 1.2; otherwise, please skip.
1.2A. Curriculum: Does your division curriculum committee meet regularly?  
Yes  No  
If Yes, how often do you meet?  
1x/Quarter  2x/Quarter  1x/Month  
Other: _______  

How does your division curriculum committee meet? (Check all that apply)  
Face-to-Face  Email/Online  Other:  
__________________  

Do you post the agenda and minutes for your division committee meetings?  Yes  No  
If yes, where? (Check all that apply)  
Division Website  Google Docs  Other  
File Sharing  

1.2B. Training: Do your division curriculum committee members receive training on curriculum regulations, processes, etc.?  Yes  No  

1.2D. Summary: What is functioning well with the division curriculum committee?  

How do you ensure that faculty are teaching to the C.O.R.? (Check all that apply)  
Refer faculty to website  Provide a copy of COR  Review with faculty  Other:  

1.2E. Curriculum Objectives: Please discuss any program objectives aimed at making the division curriculum committee more effective?  

As part of an accreditation requirement, the college has established institutional standards across specific indicators that are annual targets to be met and exceeded.  

2A. Unit-Level: Please comment on how your unit is contributing to the institutional standards.  

Classified staff supports the college mission by providing staff members to participate in college governance opportunities.  

2B. Instructional-Level: If you directly supervise instructional programs, please include your analysis of the programs and how they contribute to the institutional standards.  

N/A  

2C. Service-Level: If you directly supervise services, please include your analysis of the services and how they contribute to the institutional standards.  

Classified staff do not supervise each other due to contractual language with the various bargaining units of the District.  

SECTION 3: STUDENT EQUITY & CORE MISSIONS  

3A. Basic Skills: (English, ESLL and Math): Please discuss current outcomes/initiatives related to this mission. How is your administrative unit supporting basic skills students or programs?  

The Basic Skills Workgroup is currently soliciting proposals to assist students, staff, and faculty associated with pre-college level courses.
Funding is available for a wide-range of projects, activities and resources. Last year’s proposals receiving funding included faculty professional development, loaner calculators for students, embedded tutoring in a variety of disciplines and both Math and English Summer Bridge Programs. This year, the goal of the Basic Skills Workgroup is to expand existing programs as well as fund new ones. Classified staff members are encouraged to submit proposals for consideration.

3B. **Transfer**: Please discuss current outcomes/initiatives related to this mission. How is your administrative unit supporting students’ transfer goals?

The transfer workgroup (TWG) meets throughout the year to update colleagues on transfer opportunities, rates of attrition at receiving institutions and what institutions are trending with current transfer ready students. We review changes from the state chancellors office that impact transfer opportunities and at ways of creating a culture of transfer for our students and the entire campus community. As the classified tri-chair, I share findings with the Classified Senate and promote the role of classified staff in our meetings with the belief that it has a positive impact on transferring students and serves as an example of shared governance.

3C. **Workforce**: Please discuss current outcomes/initiatives related to this mission. How is your administrative unit supporting students’ workforce goals?

Classified staff who work in Career Technical Education (CTE) programs are welcome to attend all Workforce Workgroup Meetings. Minutes and agendas are posted on the workforce website. Some key positions of classified staff within Workforce Development and Institutional Advancement work to coordinate various CTE programs including but not limited to Allied Health (Claudia Flores), Apprenticeship (David Ellis), Apprenticeship & Internship (Phuong Tran), Community Ed and Paramedic Program (Charlie McKellar), Contract Education & Sales Coordination (Skip Barnes-retired as of July 2016), Krause Center for Innovation (Melia Arken), Occupational Training Institute (Sofia Abad), and Workforce Development (Donna Wolf). In addition, Donna Wolf assists Administration in the coordination of the application process, reporting process and monitors expenditures for Perkins and CTE Enhancement grants. She coordinates Workforce Workgroup monthly meetings as well as serving as Classified Tri-Chair. David Ellis coordinates Prop 39 Clean Energy grant, offers liaison support in Career Pathways Trust grant with East Side Union High School District and coordinates ten trade organizations for Apprenticeship program. All classified staff assist Administration and faculty in the day to day program operations needed to process direct pay request forms, invoices, invoices for services rendered, independent contractor agreements, trip vouchers, travel request forms, direct pay request forms, Taleo processing and Banner monitoring. Some assist faculty in professional development leave application process, supervise student
hires, and assist in student timesheet processing.

3D. Student Equity: Please discuss current outcomes/initiatives related to this mission. How is your administrative unit supporting student equity and success?

Classified professionals in collaboration with faculty and administrators have led the development the colleges Student Equity efforts: the previous and current Student Equity Plan, provide leadership in position Tri-Chair of the Student Equity Work Group (SEW) along with fellow classified professionals who participate with faculty and administrators to set the agenda for various aspects of the Student Equity Plan from professional development planning to develop goals in the colleges Educational Master Planning that embodies the creation of a campus culture of equity that promotes success for our disproportionate impacted student population. Classified professionals have led efforts not only on campus, But have participated in various conferences though out the state and nationally and have led workshops on equity related issues.

SECTION 4: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

4A. Past Program Objectives/Outcomes: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

1. Staff participation___Year
   Proposed: 14-15  Completed
   Ongoing  No Longer a Goal

2. Development opportunities Year
   Proposed: 13-14  Completed
   Ongoing  No Longer a Goal

3. Release time for President/President elect Year
   Proposed: 13-14  Completed
   Ongoing  No Longer a Goal

4. _________________ Year
   Proposed: ____  Completed
   Ongoing  No Longer a Goal

5. _________________ Year
   Proposed: ____  Completed
   Ongoing  No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

The administration of the college does not support classified staff efforts to participate fully as other senates that are receiving reassign time. The response from administration, despite being given a high priority, is unsustainable and future participation in shared governance is not guaranteed as even minimum standards can not be met according to BP 2224.

Please provide rationale behind any objectives that are no longer a priority for the program.

4B. New Program Objectives: Please list all new program objectives discussed in Sections 1-3; do not list resource requests in this section.

<table>
<thead>
<tr>
<th>Program Objective</th>
<th>Implementation Timeline</th>
<th>Progress Measures</th>
</tr>
</thead>
</table>
**Example: Reduce Wait Time for Counselors**

<table>
<thead>
<tr>
<th>Winter 2016 Term</th>
<th>Student Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**4C. EMP Goals.** Please refer to the Educational Master Planning [website](#) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

Create a culture of equity that promotes student success, particularly for underserved students.

Strengthen a sense of community and commitment to the College’s mission; expand participation from all constituencies in shared governance.

Recognize and support a campus culture that values problem solving and stewardship of resources.

**4D. Resource Requests:** Using the table below, summarize your program’s unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

<table>
<thead>
<tr>
<th>Resource Request</th>
<th>$ Program Ob</th>
<th>Type of Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**4E. Unbudgeted Reassigned Time:**

President and President Elect need to be given the reassign time to adequately support the operations of the Classified Senate via program planning, meetings, core groups, and state initiative, agendas, etc. Classified staff is assigned to participate in shared governance by the President of the Senate, which is intended to mirror how Academic Senate participate in
**4F. Review:** Review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

None was granted. So we are reactivating the request for reassign time for the President and President Elect in the AU-SLO unit assessment document (TracDat).

**SECTION 5: ADMINISTRATIVE UNIT SUMMARY**

5A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee, etc.

<table>
<thead>
<tr>
<th>Concern/Recommendation</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>No feedback provided for the 12-13, 13-14 and 14-15 annual Program Review cycles.</td>
<td></td>
</tr>
</tbody>
</table>

5B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

**SECTION 6: LEARNING OUTCOMES ASSESSMENT SUMMARY**

6A. Attach 2013-2014 Admin-Unit Outcomes: Four Column Report for AU-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

**SECTION 7: FEEDBACK AND FOLLOW-UP**

This section is for the Vice President/President to provide feedback.

7A. Strengths and successes of the program as evidenced by the data and analysis:

The Classified Senate, as evidenced by this program review, are actively engaged in college governance, and serve as Tri-Chairs of key college committees. They have been active in planning professional development activities.

7B. Areas of concern, if any:

There are several areas of confusion in this program review. Classified Senate is not designed to mirror the Academic Senate, which has its roles and responsibilities identified in legislation. The administration fully supports the classified participation in governance, and classified staff are regularly released from their duties for governance work. Sections 1.1I and 1.1J should be reviewed, as the answers provided do not address the question. For example, 1.1I asks what the senate plans to do in order to achieve the stated outcomes, but the response simply states that the problem. 1.1J says that adequate professional development opportunities are lacking, but the response indicates that the problem is classified staff are not applying for the available opportunities.
7C. Recommendations for improvement:
The Classified Senate may want to conduct a survey of staff to determine how they would like to participate in governance, including options such as virtual meetings or online discussion boards. Also, the senate is encouraged to continue working with administration regarding scheduling and providing time for staff’s participation.

7D. Recommended Next Steps:
- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle in-Depth Review

Upon completion of Section 7, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.
ATTACHMENT 2 – HOLIDAY OBSERVANCE RESOLUTION
Holiday Observance Resolution
Contact: Karen Smith, Classified Senate President

Whereas, Veteran's Day is traditionally observed on November 11 and the District has in the recent past observed on Veteran's day on other dates to create three day weekends;

Whereas, This mismatch of observation dates causes veterans in the student body, staff, faculty and administration to miss events in their honor, and is seen by some as discounting the importance of Veteran's Day;

Whereas, Many students, staff, faculty and administrators face daycare struggles for their children who go to schools that observe Veteran's Day on November 11th;

and

Whereas, Cesar Chavez Day is a state holiday observed on March 31, but the District in the recent past has observed it in September and this multi-month delay in observation is seen by some as discounting the importance of Cesar Chavez Day;

Resolved, the Classified Senate of Foothill College kindly requests that the District and FA take these considerations into account when negotiating upcoming District calendars, and restore observation of Veteran's Day to the Federal standards, and explore options around observing Cesar Chavez Day on March 31.