

## **Senate Minutes February 22, 2010**

Meeting called to order at 2:02 pm.

### **Announcements:**

Ahmed encouraged faculty to be supportive of the upcoming student event, March on March (March 24). Additionally, Martha Kanter will be coming to Foothill on March 17<sup>th</sup>. Ahmed asked if students could be released early from class to join the noon event. The event will be in the center of campus, a 20 minute (protest) support of students and to show concern over California budget issues.

We still need a senator to sit on the Strategic Initiative committee on Collaborative Governance

### **Approval of Minutes:**

Minutes from the February 8<sup>th</sup> meeting were approved with one correction.

### **Consent calendar:**

We still need a faculty tri chair for standard 2 of accreditation. There is a sub-committee within standard 2 which includes student services.

The consent calendar was approved.

### **Joint Senate/Cabinet Meeting**

Bill of Particulars – the BoP, as approved by Academic senate, was sent to cabinet by Dolores Davison last week. The BoP requires a once a year meeting between the cabinet and the academic senate executive. President's cabinet came to Academic senate to discuss the BoP, issues facing the College, and any questions or concerns the senate wished to voice to Cabinet.

Judy Miner opened the discussion and commented that the Cabinet really supports the Bill of Particulars as a constructive mechanism for dialog with the faculty - and further suggested that Cabinet will meet with AFSC and classified senate to further these discussions. Cabinet members present at this meeting will discuss, in order:

1. Accreditation
2. SLO/Frame
3. The Budget

### **Processes and Products:**

Kurt Hueg began the discussion with an overview of the accreditation process, his transition into the ALO role, and his perspective on goals and the challenges Foothill

will face in the accreditation process. Kurt talked about the specific ALO goals and the need for increased participation with the broader campus community.

Kurt mentioned the responsibilities of student officers in accreditation and results of the initial steering committee meetings.

Breakout meetings are beginning with research in spring quarter, gathering data, and getting ready for the larger effort of writing in fall quarter. Kurt mentioned division meetings in progress, and anticipated schedule completing these meetings. Other areas of need might include technology related efforts.

Eloise Orrell spoke about her commitment to the accreditation process. Eloise presented an overview (PowerPoint presentation) of the process including SLOs, SAOs, and AUOs. All these areas (SLOs, SAOs, and AUOs) are moving toward completion of the educational master plan.

Rosemary Arca stated that approximately 2000 of 2500 courses have SLOs completed, and we are moving through the 'seasons of curriculum'. Reflections on SLOs are at about 23%, and faculty are encouraged to continue work on this effort.

The discussion then transitioned to FRAMES (Foothill Rubric Assessment Model for Evaluating SLOs). The 4Cs are critical thinking, communication, computation, and community and global consciousness. Faculty will use CMS3 to check which one of the 4Cs a particular SLO develops (i.e., a mapping and/or correspondence).

FRAMES included discussion of the interdisciplinary nature of SLOs and the 4Cs and ensuring that each of the Cs is incorporated into an SLO assessment. Rosemary talked about the need for changing perspective on 'current data' and understanding, referring to the dynamic of introspection and changing mental models on SLOs (4Cs)

Rosemary and Eloise mentioned that Institutional ILOs will be emphasized more in the future. She encouraged faculty to come to the spring SLO convocation on March 12th from 10 am to 1 pm. – Eloise talked about the accrediting commission 'follow up report', and our response needed by October 15<sup>th</sup>, 2010. We will include progress on non-instructional areas (SAOs) which are admin unit outcomes, and continuing cycles of SLOs and institutional learning outcomes (ILOs).

Service Area Outcomes will play a stronger role in future curriculum and accreditation process. Some of the admin unit outcomes (AUOs) have been identified, but the plans submitted to PaRC will need to be revisited to ensure that plans and AUOs are integrated.

Eloise commented that program reviews should be available and visible to the wider campus area, and Kurt further mentioned that program plans are available.

There was a question about the October 15<sup>th</sup> response letter, and how Foothill had 'performed'. The take home message is to keep doing what we have been doing. There was a question about what FRAMES was about, and since it appears to be coming back, and how to learn more about it. Rosemary commented that in both FRAMES and rubrics, there were questions about the mappings from SLOs to PLOs to ILOs.

Division meetings will address faculty awareness about ILOs and how SLOs are integrated into the notion of institutional competencies and ILOs.

A question was asked about faculty falling behind in the process of posting SLO reflections. Eloise commented that staying up as best as possible was important.

Shirley Barker passed out a list of positions marked 'escrow one' and 'escrow two'. Shirley commented on California State economist reports about regional, national, and global recovery and further economic impacts. The news is guardedly positive, but don't expect substantive change for another year or more.

Shirley repeated that the State Chancellor's Office is focused on three core areas:

1. Basic Skills
2. Transfer
3. Work Force

Shirley then reviewed in more detail the nature of the reductions and their likely impacts on the college. What do we look like after the reductions? How do we redesign the college (process flow) and continue to offer instructional services to students? Shirley talked about how we have significantly reduced the burn rate over the last 2 years. Shirley talked about positions that will be targeted for elimination but covered through escrow 2.

In 2009 to 2010 California State allowed us to have a work load reduction but we filled our classes, to capacity, in order to serve more students. However, in the next year we face:

1. No COLA in 2010 – 2011
2. Possible midyear, end of year corrections

Our strategy is to go after more grants but it takes an organization to go after, acquire, manage, and report on grant activities. Richard Galope commented on the need to have

a fully built out self-sustaining grants office to be finished in 2 years and fully funded through a percentage of grants.

California State has discouraged lifelong learning which has negatively affected adaptive learning. A question thought out loud asked if adaptive physical education could turn into community education services.

Judy Miner commented on the need to continue work to support the community, as they have supported our district, e.g., in bond measures and future parcel taxes, etc.

Non-credit community education is either free or low cost and provides workforce readiness skills to underserved populations.

The Middlefield dean Denise Swett talked about various services that Foothill community education offers to communities including EPA. There was further discussion about the need to network with community based organizations and educational services.

Non-credit courses don't deliver as much apportionment but have enormous impact. CTE (Career Technology Education) areas include child care and child development, business and entrepreneurship, and GIS (Geographical Information Systems). Middlefield has extensive courses for basic education needs such as Math My Way. Middlefield is thinking about expanding their presence over the 8 acres of the current campus.

**Governance handbook:**

The handbook needs feedback from division faculty as the document needs to go to PaRC in March.

There was a discussion about appointment of classified union personnel to committees that might or might not be shared governance.

One senator commented that SLOs are tied to teaching and learning and then tied into resource allocation, and that there is concern about SLOs being structured just to receive funding. A comment was made that ACCJC has seen a tension between SLOs and integrated planning and budget. SLOs, resource requests and program plan. A comment was made that if shared governance does not work (well) around integrated planning it will be amended.

The Governance Handbook was approved.

**COOL report:**

The COOL report regarding the ETUDES CMS was brought forward with specific comments about ETUDES-NG concerns as brought forward by faculty. There was discussion about the need for tracking and faculty evaluations. Action is to send the letter to Vivie Sinou, copy Judy, and wait for response. The COOL committee is waiting to see how the new Chancellor will embrace online education at Foothill, which might impact both immediate and longer term concerns about ETUDES-NG. A motion to approve sending the letter from COOL to ETUDES consortium was approved.

**Disciplines list update:**

State wide academic senate is looking for changes in the disciplines list. Faculty should submit any suggested changes ideally by March but not later than September. The disciplines list is important in hiring faculty. Colleges should be prepared to support any proposed changes to the disciplines list.

The meeting was adjourned at 3:58 pm.