

Academic Senate  
November 20, 2008  
Draft Minutes

**I. Opening Business**

**A. Called to Order**

**Roll Call:**

Alfred Hochstaedter, President- FH  
Heather Faust, Vice President - HF  
Laura Loop, Secretary--LL  
Anita Johnson, ASCCC Representative – ABSENT  
Alexis Copeland—AC  
Jamie Dagdigian--ABSENT  
Alan Haffa -ABSENT  
Debbie Anthony – DA  
Lauren Michel--LM  
Jon Mikkelsen – ABSENT  
Chris Calima--ABSENT  
Susan Joplin - SJ  
Mark Clements - MC  
Jonathan Osburg - ABSENT  
Marguerite Stark – MS  
Stephanie Tetter—ABSENT [Bernie Abbott (BA) substituting]

**B. Acknowledgment of visitors**

Gary Fuller, Caroline Carney, Barbara Lee, Joe Bissell, Douglas Garrison

**C. Approval of Draft Minutes from meeting of 11/6/08**

Motion (MC) to accept minutes.

Second: HF

Carries with two abstentions (LM, AJ).

**II. Reports**

**A. President's Report**

1. Reminder that the faculty accreditation survey was sent to ALL USERS via Email this week. All senators should complete so that this valuable information can be collected.
  - a. AJ: If every senator urges colleagues in individual departments/divisions it will add intensity to the Email request.
  - b. HF: Survey can be done in 15 minutes.

**B. COC**

1. Proposed membership for the Distance Education Task Force represents all key areas:  
Sarah Mawhirter (Faculty-At-Large, Women's Studies)  
Judee Timm (Faculty-At-Large, Business)

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John Osburg (CAC)  
Alexis Copeland (Senate, Technology Committee, DSPS)  
Jon Mikkelsen (Senate, technology Committee)  
Steve Albert (Faculty-At-Large, Economics)  
Stephanie Tetter (Library, Information Competency)

2. Discussion:

BA: Is this a new committee?

FH: This committee will work with the recommendations previously put forth by two separate groups—the CAC and a joint committee of the Senate and MPCTA.

MC: Each proposed member has seen those recommendations.

*Motion to approve the committee as proposed (AJ). Second: MS. Carries unanimously.*

**C. Flex Day Committee Report**

1. LL distributed an updated draft of the Spring Flex schedule (January 28 and 29, 2009) with a few descriptions of break-out sessions as submitted by facilitators. A copy of the CV of keynote speaker (Vincent Tinto) was passed around for interested senators (available on the Syracuse University website). HF will ask Joe Bissell to include a general budget update in his bond session, given the current state issues. Flex scheduling committee is putting the final touches on room assignments and brochure content and will work with staff development committee before end of semester to arrange logistics.

*Motion to Senate endorse the proposed flex day schedule for January 2009 (MC). Second: DA. Carries unanimously.*

**D. ASCCC Report**

1. AJ distributed an *ASCCC Fall Plenary 2008* summary and commentary. Some highlights:
  - a. Theme was a celebration of shared governance.
  - b. Representatives from the commission visiting team were present and addressed overriding concerns about SLOs. Message was that colleges are not going on warning or probation for SLO development; problems have related to program review and planning. Expectation is to be at the level of quality improvement on the rubric.
  - c. Senate sign-offs on BSI expenditure plan is crucial to integrity in the shared governance.
  - d. Grade inflation is an argument offered by some 4-year schools to require standardized entrance exams, implying that the grades from the community college are not valid. An academic paper by the state senate will address this issue.

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- e. The general session about the Umoja program was very energizing. Students described the mentoring, tutoring and learning communities that the Umoja program offers in keeping students connected. MPC's Debbie Anthony is active in a statewide discussion about this student success program.
- f. The final keynote speech presented multiple perspectives on the way data is analyzed to measure student success in meeting life goals. Community college and CSU statistics are similar if a variety of educational pathways are included.
- g. Resolutions passed; full text available at the ASCCC website:
  - (1) Resolution 2.01: Resolved, That the Academic Senate for California Community Colleges work with the Accrediting Commission for Community and Junior Colleges and with other concerned statewide faculty organizations to ensure that accreditation recommendations do not use student learning outcomes in any manner that would undermine either local bargaining authority or the academic freedom of individual faculty members.
  - (2) Resolution 2.02 (re: authentication of student ID): Resolved, That the Academic Senate for California Community Colleges work with the Accrediting Commission for Community and Junior Colleges (ACCJC) to develop language mutually acceptable to the Academic Senate and the ACCJC that meets the requirements of the Higher Education Act Update.
- h. DA attended a breakout session on the major categories for AA versus AS degree. She also attended discussions about hiring concerns as a member of the Statewide Diversity and equity committee; A resolution is expected at the Spring plenary.

**E. Accreditation Reports**

- 1. Standard IIIA, Human Resources
  - a. Caroline Carney and Barbara Lee presented a summary of the self study. Outline is approximately 6 pages long; covers how MPC hires and evaluates employees.
  - b. A stratified random sample of faculty and staff will be conducted via Survey Monkey in early Spring to gather data on how well employees understand what they can do if they believe they are being treated unfairly. Office of Institutional Research will assist in selecting the sample based on protected hiring categories.
  - c. Draft responses by the self-study committee and by several other colleges were distributed in reference to standard IIIA1c: "Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes."

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- (1) Faculty evaluation processes are governed by a collective bargaining agreement, which currently does not include reference to student learning outcomes.
  - (2) AJ: A resolution at the ASCCC plenary addressed the need to define the unnamed "others" responsible for student learning outcomes. In the meantime, it was strongly suggested that the self-study apply the standard to the whole college community.
  - d. Barbara Lee and Douglas Garrison are in the process of drafting an overarching Code of Ethical Conduct. We have guidelines for managers and supervisors, faculty and board members. We need a guideline for classified staff.
2. Standard IIIB Physical Resources
- a. Joe Bissell and Lyndon Schutzler presented self-study progress. The committee used the handbook for survey team members in developing a matrix to address the questions. Overall we are able to respond positively. There is voluminous evidence from 2003 forward integrating physical resources with planning due to bond accountability.
  - b. Cap-load ratio is 140%, indicating we have more than adequate space. Crime statistics are very low. Annual safety inspections have been satisfactory.
  - c. Members of the self study committee include Gail Barstow, LaRon Johnson, Gary Fuller, Lyndon Schutzler, Steve Morgan, Linda Pridmore and Jeanette Haxton.
3. Standard IIID Financial Resources (Joe Bissell)
- a. Shared governance is supported by sharing the fiscal stability report with the senate as an information item; shows that the financial plan is more than just fiscally sound; it is also integrated and supports institutional goals.
  - b. We need to demonstrate growth via the Education Center in Marina. Some apportionment money is grandfathered, but additional money is granted for growth.
  - c. Budget is balanced with 10% reserve. Audit reports have been clean for the past 10 years.
  - d. Committee members include Joe Bissell, Gary Fuller, Jon Mikkelsen, Rosemary Barrios, Ron Webber
  - e. BA: Do you have an assessment tool for the self-study?
  - f. Joe Bissel: There is not one discreet tool or public hearing; there is evidence of resource allocation in program evaluation.
  - g. Gary Fuller: There is also evidence at the division level in action plans, at Budget Committee and College Council.
  - i. MC: A visual presentation/ form outlining the various levels of

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assessment (beyond the department level) would be helpful in understanding the budget steps that are taken.

**III. Old Business** *Vice President Heather Faust presiding at this time.*

A. GE SLO Plan

1. Feedback from divisions is sought at this time re: whether or not to adopt the GE SLO Plan in concept. Physical Sciences gives it an ovation.
2. MC: Physical Education endorses.
3. AJ: Humanities Division is generally supportive of integrating a general statement at the course level. Faculty acknowledged that GE SLOs are already incorporated into the English and Speech classes.
4. Counseling Department supports.
5. BA: Is this the final version?
6. FH: The specific GE SLOs by area are not completed; we are seeking approval of the framework only, not the specific SLO statements.

*Motion to approve the GE SLO format which incorporates a statement at each course level in every area, and to support that the SLO committee move forward with the plan (HF). Second: MC. Carries unanimously.*

B. Academic Senate President Presentation to the Board on SLOs.

1. FH presented a revised version of a proposed power point presentation to the Board on November 25<sup>th</sup>.
  - a. Changes include: a softer tone; visual images changed from a fulcrum to a color gradient in representing the diversity of faculty opinions; clarification of the purpose of the presentation; achievements made so far toward SLO development.
2. Senators used I-Clickers to respond to the controversial issues surrounding SLOs. The results were tabulated to be shared with Board members with the intent of illustrating a continuum of faculty opinions.
3. Lengthy discussion about the impact of SLOs on academic freedom:  
FH: Much of the controversy has been about the balance between diversity (freedom) versus consistency (alignment) between courses.

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AJ: ASCCC suggests that SLOs NOT be included on the course outline of record; many faculty resist the idea of teaching to a pre-written outcome.

MC: If 4-year institutions don't agree with the outcomes, SLOs could actually undermine matriculation agreements.

BA: The question is to what extent we use SLOs; faculty will not all teach the same way.

AJ/SJ: The fear is about standardization (standard class materials, textbooks, syllabi, etc).

AC: We want to preserve academic freedom within the framework of course consistency. We need to prevent a requirement for homogenous assessment.

Consensus to modify slide to reflect whether SLOs compromise academic freedom:

*Yes, intellectual pluralism is compromised by straight-laced standard curriculum (one end of continuum)*

*No, SLOs are merely another framework for establishing course consistency and alignment (opposite end of continuum).*

*Motion to accept the power point presentation as revised for presentation by the Senate President to the Board on November 25<sup>th</sup> (MC). Second: LM. Carries unanimously.*

(MC acknowledges FH for his work in representing faculty opinions about SLO development).

**Adjourned at 4:40 pm**

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