

ACADEMIC SENATE MEETING SUMMARY
05/17/10 Room 223 3:00-5:00 p.m.

Present:

Michael Norris, Clint Ryan, Alex Sample, Mark Lewis, Robin Aliotti, Nancy Bachmann, Scott Cabral, Estelle Davi, Nancy Ybarra, Cindy McGrath, John Henry, Phil Gottlieb, Lydia Macy, Cathy McCaughey, Colleen Ralston, Andy Ochoa, Pam Perfumo, Mara Landers, Tracy Nelson, Brendan Brown

Guests: Janice Townsend, Nick Garcia, Richard Livingston, Kiran Kamath, Gil Rodriguez, Tawny Beal, Peter Garcia, Christina Cannon, Erlinda Jones, Rosa Armendariz

	Topic/Activity	Summary/Actions Taken
1	Call to Order	
2	Public Comment	None
3	Senate Announcements & Reports	<p><u>Announcements</u></p> <ul style="list-style-type: none"> • The Senate would like to give appreciation to Andy Ochoa and Brendan Brown for the many years that they have served as Senators for the LMC Academic Senate and wish them a Happy Retirement. <p><u>GE (General Education) Committee</u></p> <ul style="list-style-type: none"> • G.E. held the last meeting of the semester. Over the summer G.E. will be reading and educating on the diversity topic as well as planning the fall seminars. G.E. is also looking for a Chair for the G.E. committee to take over for Cindy McGrath in Fall 2010. Any interested faculty could contact Cindy McGrath. <p><u>DGC (District Governance Council)</u></p> <ul style="list-style-type: none"> • Discussed the Budget which will be discussed under agenda item #10. <p><u>Consultation Committee</u></p> <ul style="list-style-type: none"> • Discussed the Budget which will be discussed under agenda item #10. <p><u>FSCC (Faculty Senate Coordinating Council)</u></p> <ul style="list-style-type: none"> • Discussed the Budget which will be discussed under agenda item #10. <p><u>SGC (Shared Governance Council)</u></p> <ul style="list-style-type: none"> • Went over the RAP recommendations from Peter. LMC is applying for a second, separate HSI Grant. Ruth Goodin will send an e-mail to all faculty to indicate where LMC is at with the application process and the focus of the grant (i.e. Student Service area, Matriculation, first year experience, transfer, counseling, etc.). • Jeffrey Benford EOPS Manager and Blas Guerrero, Dean of Student Development gave a presentation on 'where they have been' and their future goals. They also spoke about their services and the reduction in budget. Matriculation took a 52% cut in budget and EOPS took a cut from \$881,000 to \$539,000. EOPS had to cut several services, two and a half clerical positions, a coordinator and one and a half adjunct counselors. • SGC also heard reports from the sub-committees of SGC. SGC

		<p>also heard a report on the HAZE study. As a result of this study there was a re-classification of one of the managers (Rosa Armendariz) who had retreat rights so now will become a faculty member.</p> <p><u>Curriculum Committee</u></p> <ul style="list-style-type: none"> • Curriculum Committee is now down to 37 COORs to approve. C.C. is looking at 36 on the next meeting agenda. Computer Science will be introducing a new program which will have six courses as a part of that new program.
4,5	Approval of Previous Minutes Agenda Reading and Approval	<p><u>Approval of March 22, 2010 Minutes</u></p> <ul style="list-style-type: none"> • Item #4, under G.E. Committee Report, third line “the eleven year plan, the Multicultural Diverse Perspectives SLO.” <p>March 22, 2010 Minutes approved with one correction. (19-0-0) April 12, 2010 Minutes approved with no corrections. (19-0-0)</p> <p><u>Approval of May 3, 2010 Minutes</u></p> <ul style="list-style-type: none"> • Item #2, fifth line change verbiage from “deep sleep or standby mode” to state that the entire computer is asleep. • Item # 8, under “Comments/Suggestions”, first bullet “..funding should go directly to classrooms, Counseling and/or Student Services...” <p>May 3, 2010 Minutes approved with two corrections. (19-0-0) Agenda approved with no corrections. (19-0-0)</p>
6	Appointments	<p><u>Curriculum Committee – Liberal Arts Representative</u></p> <ul style="list-style-type: none"> • Carol Hernandez is a Full-Time Faculty MESA Coordinator. Gabriella Boehme was a Full-Time Faculty member but will be becoming Part-Time and has two years experience on Curriculum Committee. Both are nominated to be the Liberal Arts Representative on the Curriculum Committee. <p>Motion is moved and seconded to approve Carol Hernandez for appointment as the Liberal Arts Representative for the Curriculum Committee. (12-1-4) Abstentions: Cindy McGrath, Mara Landers, Estelle Davi and Tracy Nelson</p>
7	GE/Ethnic Studies/Ethical Inquiry – Cindy McGrath	<p><u>History and Update</u></p> <ul style="list-style-type: none"> • In the late 1990’s the General Education Implementation Task Force was in charge of implementing all the changes to the General Education Model. One recommendation from this task force to the Curriculum Committee (C.C.) was to create three sub-committees of C.C.: General Education Committee, Ethical Inquiry Committee and Ethnic Studies Committee. The Ethnic Studies has not been functioning for ten years. The Ethical Inquiry Committee has been comprised of only two faculty members. The G.E. Committee is now recommending to the C.C. that we merge the three committees into one G.E. Committee as part of an effort to streamline processes. This newly combined committee would review the Ethical Inquiry, Ethnic Studies and the standard General Ed courses. Cindy stated they will be making that recommendation to the C.C. and it will be voted on at Wednesday’s C.C. meeting. <p><u>Comments/Questions/Suggestions</u></p> <ul style="list-style-type: none"> • Question: Will G.E. be looking at the Ethnic Studies and Ethical

		<p>Inquiry courses to meet specific criteria? Response: Yes, based on a set of certain criteria pre-established each Ethnic Studies and Ethical Inquiry course and outline will be reviewed so it meets that criteria and then be forwarded to the C.C.</p> <ul style="list-style-type: none"> • Question: Will there be faculty involved in the merged G.E. Committee to represent/advocate for the Ethical Inquiry and Ethnic Studies course(s)? Response: Yes, there are faculty that are interested in Ethnic Studies issues and some faculty on the committee that have been directly involved with Ethical Inquiry courses. It is somewhat difficult because for some time there has been no one working in/with Ethnic Studies.
8	<p>IDEA Presentation - Rosa Armendariz, Erlinda Jones & Christina Cannon (See Handout)</p>	<p><u>History and Information</u></p> <ul style="list-style-type: none"> • Rosa Armendariz, Erlinda Jones and Christina Cannon have come to give a presentation on what they learned at the ASCCC Equity and Diversity Institute in February 2010. • Jane Patton, ASCCC President gave an engaging opening presentation which discussed various tools that have helped her be successful in diversity in the classroom. She formed the handout given to the Senators today. One key item on the handout was learning to pronounce every student's name correctly. • One of the key note speakers was Dr. Bautista who went to medical school and then into research. He has found a link between why diversification is needed and how that links to our health and everyday life. He also stated that with the transfer rates most students that transfer from community colleges to a CSU/UC do not go on to medical school. His discussed his book and cultural relevancy. • Erlinda spoke on the presentation that was given on Lesbian-Gay-Bisexual-Transgender (LGBT) student issues. One major point discussed during this presentation was invisibility. One suggestion to remove invisibility is to mention LGBT in the classroom (ex. if an author introduced in class is gay to mention so). Another suggestion was to make sure to include in the syllabi zero tolerance for negative or harmful comments, jokes or actions. There was some discussion also regarding creating a "safe space" for LGBT students on campus. • There was also a workshop about diversifying faculty. In San Diego ten community colleges have designed an internship program for faculty, specifically for new Masters' graduates to become antiquated with becoming a college faculty member. • Another presentation was "Making a Difference in Our Practices and Equitable Student Success". It was faculty geared and discussed classroom practices and what we can do to make success more equitable. Various techniques such as: different teaching strategies, the "Q" model (data inquiry process viewed through an equity lens) and discussing diversity issues including examples were discussed. • Christina spoke about one of the breakout sessions that dealt with the creation of various caucuses. Faculty from different

		<p>campuses have started to form caucuses as a way to join together.</p> <p><u>Comments and Questions</u></p> <ul style="list-style-type: none"> • Question: For Dr. Bautista’s presentation did he have any documented research to support his conclusions regarding the CSU/UC transferring community college students and them not attending medical school afterward? Response: Dr. Bautista stated at the lecture that he does not have any published research but he has worked with many medical schools over the years and has come to this idea based on his work at those medical schools. • Question/Comment: Did Dr. Bautista give any information on statistics of how many of those CSU/UC transferring community college students apply/take the MCATS? It could be that those students are not even applying for medical school. <p><u>Conclusion</u></p> <ul style="list-style-type: none"> • Christina Cannon brought back a plethora of information given out at the meeting which is available at the front table. All materials that Erlinda and Christina referenced are available at the ASCCC website www.asccc.org, also on the LMC intranet under the IDEA Committee link you can view some of Christina’s and Erlinda’s notes from the Institute. Dr. Bautista’s book that was referenced is called <u>La Nueva California</u>.
9	TLP Documents	<p><u>History and Update</u></p> <ul style="list-style-type: none"> • After the last Senate meeting Nancy Ybarra, Janice Townsend and Michael Norris reviewed the TLP Lead documents and rephrased some of the verbiage and added a preamble and principles. They also added into the document wording that describes the experience of the assessment process is about dialogue and reflection, improving student learning outcomes and continuing to be a fully accredited college. In item #3 the term “ensure” was omitted and replaced with “assess”. The intro for item #3 was restructured and changed to state - “In conjunction with the subcommittee leads and the office of instruction, the TLP lead(s) will provide necessary support, structure, opportunity for professional development, leadership, coordination and expertise to assist faculty and when appropriate, other program members, to:” • Per an e-mail from Brendan Brown item #4 was basically a “ensure” version for Library & Learning Support services. Consequently, item #4 has been completely edited out because it has been covered in the new version of item #3. Also in Brendan’s e-mail he commented that item #6 includes the term “ensure”. Most of item #6 is already addressed in item #3 as well, so item #6 was edited out completely. <p><u>Suggestions and Comments</u></p> <ul style="list-style-type: none"> • Suggestion: The document include a direct statement or explanation of what assessment is. Response: The explanation of what assessment is has been implied in the bullets. The assessment process follows a set of criteria that has been

previously established and is all stated in the bullets in the "Preamble".

- Suggestion: One of Brendan's suggested changes is to delete item #3b and rephrase it to illustrate the departmental role in the assessment cycle and/or process.
- Comment/Question: On item #3a of the new version it is unclear exactly who is making the changes that will be reviewed by faculty. If the faculty is making the changes then why are they reviewing the changes?
- Suggestion: Change the wording in the last sentence at the end of items #3a-c to state "Faculty teaching the course will make and review course level changes for impact on student learning as part of the assessment cycle."
- Comment/Suggestion: Brendan's version of the document and the new version basically state the same thing. A suggestion is to simplify the first paragraph language of item #3 in the new version - "In conjunction with the subcommittee leads and the office of instruction, the TLP lead(s) will provide necessary support, structure, an opportunity for faculty and when appropriate other program members to:" and delete everything else from the first paragraph of item #3. After "to" lead right into "Assess course level SLOs in order to identify student strengths and weaknesses."
- Suggestion: In the initial paragraph in item #3 if the assessment cycle is delineated elsewhere in the document it can be referenced in this paragraph so as to illustrate the faculty's role in the assessment cycle, if wording is an issue.
- Comment: Over the past year it has become increasingly important amongst faculty that the phrase "department driven" be inserted into this document. Faculty would like it to be the departments' decision as to how they "move" through the assessment cycle. Suggestion: Insert wording addressing "department driven" into the stem on item #3.
- Suggestion: At the end of the stem on item #3 after "to:" edit out items a, b and c and the colon after "to" and insert a phrase "assess at the course level, program level and institutional SLOs."
- Comment: The majority of the Senate agrees with using Michael's revised stem, with the deletion of "opportunity for professional development, leadership, coordination and expertise"; the insertion after "to" of assess at the course level, program level, institutional level SLO." and Brendan's version of items a, b and c. Comment: One opinion is at the course level the faculty teaching the course see and work with the data not the department. According to Brendan's "b" it is the department that TLP will be working with on the course level data.
- Suggestion: Keep item #6 with the deletion of "ensure".
- Comment: Brendan also wrote a separate version revising the TLP Qualifications. Brendan stated that the main difference in the revision is that the TLP Lead load can be adjusted if the

amount of work the job entails changes. Comment: Discussion of load in this document is not appropriate for the Senate because load is a Management purview.

- Suggestion: The majority of the Senate feels that we should delete the TLP Lead Qualifications because they do not appear to be qualifications.

Public Comment – Peter Garcia

- If the LMC Academic Senate budget is not paying for the position of the TLP Lead then Management has an interest and contractual right to be involved in the selection process and the load negotiation. Any Senate document should not include a discussion about the selection process. Peter stated he does welcome recommendations from the Senate on the selection process and their participation in that process. Peter stated that he does not see this as a faculty appointment but as an operational activity. He went on to state that this is work that the college has to complete and someone will be compensated to get it done. It is not a policy deliberation about the direction of the college. Peter welcomes something like a faculty hiring process/selection process. This will be recommendation to be used in conjunction with a selection amongst candidates. If there are no candidates then Peter will go to departments, full time faculty members and chairs to discuss professional obligations and the importance of the completion of this work.
- Peter stated that he is hearing confusion from the Senate on the TLP Lead role, issues around department control versus TLP control, load, reasonable succession plan, etc. Assessment has to happen and in a timely manner. Peter expressed concern over the Senate’s ability to lead the conversation due to the amount of time the Senate has had this item. The Senate should look at conducting the formation of this document in a different manner than what has been done (i.e. choose major principles of debate and develop a committee that brings a selection of documents for Senate review). If need be, Peter could take the assessment and TLP documents already in place and work off of those. He went on to state that a lot of good work has happened with the Senate but the document(s) has not come to fruition which at this point is needed.

**Motion is moved, seconded and passed to approve the revised edition of the Teaching and Learning Project Roles and Responsibilities for TLP Lead including the following changes to item #3: deletion of “~~opportunity for professional development, leadership, coordination and expertise~~”, insertion of “for faculty and when appropriate other program members to assess at the course level, program level, institutional level SLO.” The insertion after the stem for #3 of Brendan’s a, b and c. The inclusion of item #6 with the omission of “ensure”.
(14-0-2: Abstentions: Cindy McGrath and John Henry)**