

ACADEMIC SENATE MEETING SUMMARY
03/22/10 Room 223 3:00-5:00 p.m.

Present:

Michael Norris, Clint Ryan, Mark Lewis, Alex Sample, Bill Fracisco, Brendan Brown, Brad Nash (sub for Robin Aliotti), Nancy Bachmann, Scott Cabral, Estelle Davi, Tess Caldwell (sub for Nancy Ybarra), Mara Landers, John Henry, Phil Gottlieb, Cindy McGrath, Pam Perfumo, Tracy Nelson, Colleen Ralston, Lydia Macy

Guests: Janice Townsend

	Topic/Activity	Summary/Actions Taken
1	Call to Order	
2	Public Comment	None
3	ACE (formerly DBA) -Tue Rust	<p><u>History and Information</u></p> <ul style="list-style-type: none"> • Academy for College Excellence (ACE) was formerly known as the Digital Bridge Academy (DBA). The website for ACE is my-ace.com. • ACE is going for at least 100 interested students of which 32 will be enrolled and 5 waitlist spots. It is a one semester program and students must go through the EOPS orientation before being accepted into the program. <p><u>Components of the Program</u></p> <ul style="list-style-type: none"> • The three components of ACE are: Personal, Academic & Relevant and Professional & Leadership Oriented. <ul style="list-style-type: none"> ○ <u>Personal</u>: ACE focuses on affective and successful behaviors, students bonding and offering proactive intervention strategies with students who may be struggling. The cohort cost is \$100/student or \$3000/cohort. If students are able to pay the assessment costs and faculty can hold the meetings for free, then the cohort would cost nothing. ○ <u>Academic & Relevant</u>: In one semester ACE will accelerate students through all their Pre-College Math and English requirements (to Engl-100 and Math-34/Statistics). There is an English 90 requirement (students in cohort must assess into English 90) but there is no Math requirement. It is a full time cohort of 15.5 units. At the center of ACE is a primary focus on social justice/injustice issues. ○ <u>Professional & Leadership Oriented</u>: There are different types of job preparation. There are skills/trades and there is knowledge based job preparation (learning how to learn). One of the fastest growing jobs is Project Management/Leadership. ACE focuses on team self management. They learn how to move toward authentic communication or an intersection of people's needs. They focus on how to move from a "Cycle of Waste to a Cycle of Value". <p><u>ACE and the Senate Needs</u></p> <ul style="list-style-type: none"> • Periodic updates to include aggregated data on success and

		<p>retention rates including what type of student (i.e. zip code). ACE, EOPS and the GATES programs are working together on this cohort.</p> <ul style="list-style-type: none"> • A December Assembly to be held during Finals Week at which time the students will discuss and give a presentation that includes their beginning research questions, primary research, heavy analysis and an action plan to solve the social justice/injustice that they have worked through over the semester. • Improving student conduct (i.e. cell phones, side conversations, course attendance, etc.). ACE primarily includes EOPS students. ACE offers proactive interventions with the faculty and the student(s) who maybe having behavior issues to come to a solution.
4	Senate Announcements & Reports	<p><u>Professional Development Committee</u></p> <ul style="list-style-type: none"> • Held first meeting. The outcomes and goals that were set for LMC Professional Development a couple years ago were all adopted by the District Professional Development Committee. LMC Professional Development Committee discussed technology and unprepared students. The committee will break up into subcommittees to work on these items. <p><u>Faculty Senate Coordinating Council</u></p> <ul style="list-style-type: none"> • Discussed the Study Abroad Program and various changes FSCC would like to make, most of which were agreed upon. <p><u>Shared Governance Council (SGC)</u></p> <ul style="list-style-type: none"> • Last meeting was four hours and was spent reading and discussing RAP presentations. The next meeting will be around three hours to aggregate the results and decide on recommendations to submit to Peter for funding. <p><u>Curriculum Committee (C.C.)</u></p> <ul style="list-style-type: none"> • Down to around 80 COORs, 25-30 on the agenda for the next meeting. • Question: Can a Part-Time Faculty member serve on the C.C.? Clint will check the Position Paper for the answer. A suggestion is that if the Position Paper states that PT Faculty cannot serve on C.C. then the Senate should discuss possibly changing it. <p><u>General Education Committee (G.E.)</u></p> <ul style="list-style-type: none"> • The second G.E. Seminar of the semester is next Monday. It will be the first seminar about the next SLO that we are doing in the eleven year plan, the Multicultural Diverse Perspectives SLO. The purpose of the seminar is to give faculty ideas on how to teach and assess the SLO because in fall the first assessment of it needs to be done.
5,6	Approval of previous minutes Agenda reading and approval	<p>Minutes approved with four corrections: (15-0-0)</p> <ul style="list-style-type: none"> • Item #3, under the third bullet, fourth line “..April 12th to collect 6,000 600,000 signatures in order..”. • Item #3, under Curriculum Committee, second bullet “Working Passed on repeatability grids for P.E., and Music, Drama, Arts and Athletics.”

		<ul style="list-style-type: none"> Item #3, under Curriculum Committee, third bullet, second sentence "...Distance Ed., Occupational Ed. and Nursing." Item #3, under General Education Committee, first bullet, first sentence "First G.E. Seminar this semester was called about 'Closing the Loop on Reading' and was held last Monday." <p>Agenda approved with no corrections: (15-0-0)</p>
7	<p>Student Grade Appeal Form -Clint Ryan (See Handout)</p>	<p><u>History</u></p> <ul style="list-style-type: none"> Clint sent out an e-mail last week to the Senators listing the changes between the current draft version (Handout) called "Student Complaint/Appeal Procedures" and the version currently being used, the "Grade Appeal Procedures". There is a "Student Overview" sheet to explain to students how the process works and a "Student Complaint Form" and a "Grade Appeal Form". <p><u>Changes and Suggestions for Revised Draft</u></p> <ul style="list-style-type: none"> Suggestion: The "Student Overview Sheet" needs to be a little more detailed as to which direction/category various complaints need to go to based on the type of complaint. Question: Where does a student and/or faculty member go first when that student has been threatened by another student? One response is if it is a verbal threat from one student to another and the instructor becomes aware of it, it is the instructor's responsibility to stop the threat(s). If that does not work then the instructor needs to seek help from Management or Police Services to stop the threat(s). Michael stated that he will check with Management to confirm the first step a student or faculty member should take when threatened by another student. Suggestion: Under "II. General Student Complaints" it needs to be clearer that "Informal Level" must be done before "Formal Level". Suggestion: Listing the four reasons a student can appeal a grade on the "Student Overview" sheet. Suggestion: Somewhere on the "Student Overview" sheet state where a student could go if they are unsure about the path they should take for the complaint/issue that they are having. Suggestion: Consistency on page two; correct it to state either faculty member or instructor, currently it is confusing because the terms are interchanged throughout.
8	<p>TLP Leadership (See Handout)</p>	<p><u>Changes & Handout Review</u></p> <ul style="list-style-type: none"> E-mail from Tawny Beal included in the handout of the <u>TLP Charges</u> and the <u>TLP Lead Roles & Responsibilities</u>. Listed in the e-mail is the recommendation from the TLP for the TLP Faculty Lead. The <u>TLP Charges</u> have been revised as of March 9, 2010. The last Senate meeting there was a concern that there was no evaluation at the end so #4 was added. There was also some confusion with #2 because the topic sentence did not match the paragraph so that has been changed. Now the topic

sentence and the paragraph match-up.

Suggestions and Comments

- Suggestion: In Item #4 on the TLP Charges to add that after the TLP self-evaluation include a faculty evaluation of TLP.
- Comment: Some faculty think that the money should be spent on courses/sections, Counseling and/or other Student Services instead of TLP. A response to that is that TLP has existed for quite some time and that we are not necessarily funding something new. We are just funding something that has been on “hiatus” for a year.
- Question: If part of the TLP Lead’s load is Staff Development, why can’t some of the \$100,000 in the District Staff Development Fund be used to pay for the TLP Lead?
Response: There actually is not \$100,000 in the Staff Development Fund. We have around \$25,000 currently but once that money is spent there is no guarantee that we will receive the same amount or more next year. The TLP Lead deals with a focused Professional Development on assessment and pedagogy.
- Comment: Clarification on how the Professional Development work of the TLP Lead is connected to the larger Professional Development work for the college as a whole.
- Comment: All faculty should look at the job description to have a better understanding of what the TLP Lead position entails.
- Comment: The whole process of assessment of SLOs is very complex and might be needlessly so. Most faculty know how to build a COOR and assess the SLOs. If it’s possible we should try to streamline the process. We could look at simplifying it. Consequently the TLP Lead load maybe less than 1.0.
- Suggested Changes: On the TLP Charges under item #4, in the sentence starting, “For example,” add to the list of examples the following, “is the college wide work plan effective?”.
Comment: Would like to see the wording changed as well. So the questions/examples given do not lead to “yes or no answers”.
- Suggested Changes: On the TLP Roles and Responsibilities for TLP Lead, under #3 in items a, b and c, also under #4 a, add a phrase at the end of each item “...over the next cycle, when appropriate or as needed.”
- Suggested Change: On TLP Roles and Responsibilities for TLP Lead under #3, item a, add “support” after the word “Ensure” so the phrase would say “Ensure and provide support...”.
- Comment: TLP needs to be faculty driven.

Plan

- At the first SGC meeting after Spring Recess they will need The TLP Charges. Soon after that SGC will also need The TLP Roles and Responsibilities for TLP Lead. If faculty have any comments or suggestions on either The TLP Charges or The

		<p>TLP Roles and Responsibilities for TLP Lead they or yourselves (their Senator(s)) may e-mail Michael Norris with those. One final version needs to get out to all faculty for comments and suggestions, then it would need to come back to the Senate and then to SGC.</p>
9	Campus Thefts/Security	<p>History</p> <ul style="list-style-type: none"> • There have been many thefts and robberies campus-wide from faculty, students and labs. Also the issue of night safety in the parking lots has also come up. <p>Update</p> <ul style="list-style-type: none"> • The issue regarding camera installation has recently been addressed. The questions raised are: Where should the cameras go? Are the cameras sufficient? • Comment: There should be an institutional response to security and safety issues, and it would help if the Academic Senate could pass a motion requesting a funded institutional response to these issues. <p>Motion moved, seconded and passed that the college improve safety and security on a campus wide basis and that it be a funded priority. (15-0-0)</p>
10	Adjournment	