

Cañada College Academic Senate Governing Council

Meeting Minutes for Thursday, February 23, 2012

CIETL Center

2:10 to 4:00 p.m.

Academic Senate Governing Council Members in Attendance: David Clay, Katie Schertle, Alicia Aguirre, David Meckler, Monica Malamud, Ana Miladinova, Evan Innerst, Karen Olesen, Leonor Cabrera

Academic Senate Members in Attendance: Doug Hirzel

Guests in Attendance: Sarah Perkins, Jim Keller, Katie McKee, Francisco Contreras

1. Call to Order: 2:10

2. Adoption of Agenda: Approved with proposed changes.

3. Approval of Minutes: Approved.

4. Public Comment: None.

5. Committee Reports:

5.1 Curriculum Committee: Ongoing tasks include: cleanup of courses and honors course modifications, continued approval of AAT degrees, district-wide work on prerequisites.

5.2 Budget Committee: See end of minutes (7.3).

5.3 CPC, IPC, and SSPC: None

5.4 AFT: Elections for the AFT Executive Committee Officers are coming this spring. Regarding SLOs: some faculty members received emails requiring them to include SLOs in their syllabi. The union has issued a cease and desist of this practice on the basis that faculty members have the academic freedom to include information in their syllabi per their

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professional judgment beyond what is stipulated in the contract. Also, PERB issued a charge against the district regarding SLOs and faculty evaluations, and a hearing is coming up in April.

5.5 Professional Personnel & CIETL: None.

5.6 ASGC Treasury: None.

5.7 Committee for Student Equity: The committee is in the process of examining and revising its Bylaws.

6. Old Business

6.1 Faculty Hiring Recommendations: In the past, the Academic Senate has ranked proposals numerically and by groups (e.g. priority group A, priority group B, etc.). This time, we are ranking numerically and grouping according to the results. Today's ranking was conducted by secret ballot. The top 3 results (General Counseling, Astronomy/Physics, and English) were further ranked with another secret ballot. Final Prioritization: 10 = General Counseling, 15 = Physics/Astronomy, 17 = English. The low number is highest priority.

6.2 Committee Appointments: Faculty Hiring Committees - General Counseling & International Business/Accounting: Mike Garcia has volunteered to replace Raphael Rivera, who is not available. Motion to approve this change passed unanimously. The International Business/Accounting replacement hire committee, which is the same committee as before, was approved unanimously.

6.3 Bylaws Revision: Bylaw I, Sections 1 – 7 and Bylaw II, Section 1 were reviewed with minor proposed changes. *(Note: After the Governing Council has finished reviewing all the Bylaws, all proposed changes will be distributed to the Cañada Academic Senate, who will vote on them to determine ratification.)*

7. New Business:

7.1 Accreditation and Student Learning Outcomes: Doug Hirzel presented a draft of four proposed resolutions regarding SLOs and the excellent standards we faculty members should strive for (see Appendix I). He is requesting the ASGC to endorse them. He cited transparency and accountability as part of our Master Education plan, and explained how he feels his proposed resolutions enrich those elements of the plan. He also observed the relevance of SLOs to accreditation and recalled the warning status we received during our last accreditation review. Doug's proposed resolutions were briefly compared to the SLOAC Philosophy Statement (approved by the ASGC in 2006). These resolutions and the SLOAC Philosophy Statement will be distributed to the campus divisions by their respective ASGC

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representatives for examination and discussion. The ASGC will make a final decision regarding endorsement at the April 13th meeting, which means division discussions must take part before then.

7.2 CSE Bylaws: The committee has included a definition of student equity and an explanation of the purpose of the committee. The motion to approve with suggested minor changes to wording passed unanimously.

7.3 Budget Update: Interim President Keller gave a brief update. Budget discussions are ongoing at both the district and college levels. President Keller referred to a “decision by convergence” element to the process, meaning there are several parameters (e.g. priority lists, budget limits, and timelines) which leave this process continually in flux.

7.4 Review of District Regulations: The ASGC reviewed and approved 8.74, 8.72, 8.67, 8.66, 8.60, 8.50, 8.42, 8.40, and 8.38. We will continue reviewing more regulations at our next meeting.

8. Matters of Council Interest: Have we heard from the District regarding the Presidential Screening Committee letter of concern sent several weeks ago by the ASGC? Harry Joel sent David Clay an email response asking how we want the Chancellor to respond. David Clay needs to refer Harry to our letter, which specifically asks that, “... this matter be addressed in writing, and that the College be assured that proper procedures are followed at all times.”

9. Upcoming Meetings: March 8, March 22, April 12, April 26, and May 10.

10. Adjourn: 3:58 p.m.

APPENDIX I

(SLO Resolutions Proposed by Professor Doug Hirzel)

RESOLUTION 1:

Support of Faculty Role and Responsibility in the Development and Use of Student Learning Outcomes to Improve Student Learning and Program Effectiveness

WHEREAS, The professional duties and responsibilities of faculty include evaluation of student performance and evaluation and revision of courses and programs (*AFT Contract 2006-2009 Appendix D*);

WHEREAS, The Values of Cañada College include student success, accountability, and transparency (*Educational Master Plan of 2012-15*);

WHEREAS, The assessment of learning outcomes is an integral tool for achieving the College’s

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Strategic Directions (*Educational Master Plan of 2012-15*);

WHEREAS, The 2002 Accreditation Standards of ACCJC require that colleges incorporate measurable student learning outcomes at the course, program, degree and institutional level;

WHEREAS, The Academic Senate for California Community Colleges maintains that “outcomes assessment is a productive activity that can improve teaching practices and thus enhance student learning,” and that “faculty should engage in SLO development and assessment not because it is a requirement for accreditation but rather because it is good professional practice that can benefit programs and students” (*Guiding Principles for SLO Assessment, 2010*);

WHEREAS, The Academic Senate of Cañada College maintains the primary, active and essential role of faculty in the development and use of SLOs (*Instructional SLOAC Philosophy Statement for Cañada College, 2005*);

WHEREAS, The Academic Senate for California Community Colleges supports the embedding of SLO assessment in program review (*Resolution 9.05, 2010*);

WHEREAS, the development and assessment of student and program learning outcomes does not infringe upon Academic Freedom as such is defined by the *1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments* (AAUP Policy Tenth Edition 2006);

WHEREAS, The California Education Code §70902 (b) (7) makes direct reference to “the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards;”

RESOLVED, That the Academic Senate of Cañada College supports the primary role and responsibility of faculty in the development and assessment of student and program learning outcomes;

FURTHER RESOLVED, That the Academic Senate of Cañada College maintains that the processes established for assessment of student and program learning outcomes should be designed to empower faculty to improve their professional abilities as educators and to encourage meaningful collegial dialogue about improving student learning and program effectiveness.

RESOLUTION 2: Support of Publication of Student and Program Learning Outcomes

WHEREAS, The values of Cañada College include student success, accountability and transparency (*Educational Master Plan of 2012-15*);

WHEREAS, Adherence to standard course outcomes ensures that students taking any section of a course receive the same education regardless of the instructor, methods of teaching, or types of assignments;

WHEREAS, When academic standards and expectations are made transparent, students have a clear understanding of what is required of them in order to attain a desired level of academic success;

WHEREAS, Many students experience greater motivation to learn when they understand how a

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course or program may benefit them and further their educational and professional goals;

WHEREAS, The Academic Senate for California Community Colleges supports the alignment of SLOs from the course level upward through the program and institutional level (*Guiding Principles for SLO Assessment*, 2010);

WHEREAS, Standard II.A.6 of the 2002 Accreditation Standards requires that the college “describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline;”

WHEREAS, In its *Rubric for Evaluating Institutional Effectiveness - Part III: Student Learning Outcomes*, ACCJC requires that “students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled;”

RESOLVED, That the Academic Senate of Cañada College strongly encourages all faculty to promote transparency and accountability by including student learning outcomes in their course syllabus and supports the publication of program learning outcomes for degrees and certificates in the College Catalog and college website.

**RESOLUTION 3:
Opposition to the Use of Student Learning Outcome Attainment in Faculty Evaluation**

WHEREAS, Standard III.A.1.c of the 2002 Accreditation Standards states, “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;”

WHEREAS, Varying and conflicting interpretations of Standard III.A.1.c have caused concern among faculty and institutions and have not been clarified by the “Questions to Use in Institutional Evaluation” provided by the ACCJC *Guide to Evaluating Institutions*, 2011;

WHEREAS, The Academic Senate of Cañada College declared that SLOAC will not be used “punitively or as a means of determining faculty or staff salaries or rewards” (*Instructional SLOAC Philosophy Statement for Cañada College*, 2005);

WHEREAS, The Academic Senate for California Community Colleges states that “using SLOs as a basis for faculty evaluations (III.A.1.c) demonstrates an egregious disregard for local bargaining authority and interjects a threatening tone into what the ACCJC claims is a collegial peer process” (*The Accreditation Standards: Implementation*, 2004);

WHEREAS, The Academic Senate for California Community Colleges affirmed its “opposition to including the attainment of student learning outcomes as an aspect of individual faculty evaluations,” and declared its intent to work with ACCJC “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” (Resolution 2.01, 2008);

RESOLVED, That the Academic Senate of Cañada College affirms its resistance to including the attainment of student learning outcomes as an aspect of individual faculty evaluations;

FURTHER RESOLVED, That the Academic Senate of Cañada College will work with the ACCJC and with other concerned statewide faculty organizations to ensure that accreditation

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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.

**RESOLUTION 4:
Support of Faculty Reflection on Student Learning Outcomes in Faculty Self-Evaluation**

WHEREAS, The professional duties and responsibilities of faculty include evaluation of student performance and evaluation and revision of courses and programs (*AFT Contract 2006-2009 Appendix D*);

WHEREAS, The faculty of Cañada College are committed to the development, use and assessment of student learning outcomes and program learning outcomes as a means of improving student learning and program effectiveness;

WHEREAS, The values of Cañada College include accountability and transparency (*Educational Master Plan of 2012-15*);

WHEREAS, Standard III.A.1.c of the 2002 Accreditation Standards states, "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;"

WHEREAS, The Academic Senate of Cañada College is opposed to including the attainment [emphasis added] of student learning outcomes as an aspect of individual faculty evaluations;

WHEREAS, Reflection and self-assessment by faculty are hallmarks of good educators, and evaluation and revision of curricula and programs are professional obligations;

RESOLVED, That the Academic Senate of Cañada College encourages faculty to reflect upon the role that the assessment process has had on their pedagogy and revision of course curriculum and to document these effects as part of the Faculty Self-Evaluation.

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