

Minutes of the
MEETING OF THE FACULTY SENATE
April 19, 2010

APPROVED

PRESENT: Bruce Bishop, Monika Brannick, Valerie Chau, Ralph Ferges, Lawrence Hahn, Marty Furch, Barb Kelber, Teresa Laughlin, Stan Levy, Jackie Martin-Klement, Linda Morrow, Sue Norton, Patrick O'Brien, Perry Snyder, Diane Studinka, Fari Towfiq

ABSENT:

GUESTS: John Aragon

CALL TO ORDER: The meeting was called to order by the president, Monika Brannick, at 2:00 p.m., in Room SU-30.

Approval of Minutes:

Motion 1 MSC Chau, Morrow: Faculty Senate approval of the minutes of April 12, 2010, as amended. The motion carried.

Public Comments: Keeping Senators apprised of the recent Public Records Request from David Larsen, attorney for the District, Barb Kelber stated that she has responded to the request and informed Mr. Larsen that his request for information and documents has been turned over to Vice President Cuaron. The context of the request is outlined in the minutes of the April 12 meeting of the Senate. Vice Presidents Cuaron and Tortarolo and faculty members Drinan and Kelber attended a recent meeting regarding the request for documents, including electronic mail. Kelber expressed her appreciation for the guidance offered by Vice President Tortarolo, stating that she will await a response from Mr. Larsen. She remains willing to forward the pertinent minutes and documents requested in the letter, which she has already given to Vice President Cuaron, to Mr. Larsen upon his request. Legal advice from the District is unavailable to Kelber, as the District Counsel is requesting the documents. Kelber continues to decline the offer of legal assistance from the Palomar Faculty Federation.

Senate members discussed privacy issues relating to email in situations where the District's main server is being utilized to distribute those emails.

Announcements: Bruce Bishop announced that he has been invited to make a presentation on Parliamentary Procedure and the Brown Act at the CCLC on April 30, 2010, in Long Beach.

Monika Brannick informed Senate members that she attended the Spring session of the Statewide Academic Senate on April 15 – 17.

She reminded senators of the agenda item of several weeks ago, which proposed the requirement of an Associate Degree as Minimum Qualification for Career and Technical Education (CTE) faculty. She acknowledged the concerns expressed at the time, that the passage of the resolution would create a shortage in qualified faculty and have a detrimental effect on many of the programs taught in the CTE division at Palomar College.

Brannick reported that all resolutions on the table that dealt with minimum qualifications for non-credit instructors were referred back to the Executive Committee, with the exception of one which called for a Task Force to be formed to gather more information from area colleges on minimum qualifications requirements for non-credit faculty. There was also a resolution to remove non-credit minimum qualifications from Title 5 and to add them as an element of the Disciplines List. Once there, the matter of minimum qualifications will be within the purview of the Academic Senate, which will determine minimum qualifications with input from other colleges.

Brannick informed senators of the State Academic Senate's frustration with the current policies and practices of the Accrediting Commission, ACCJC. In spite of the State Senate's repeated requests for clarification, suggestions for improved practices, etc., the Commission is unwilling to work in consultation or collaboration with the faculty. Consequently, several resolutions regarding Accreditation were also passed unanimously; among those:

- 7 recommendations being made to the ACCJC:
 - Feedback from the ACCJC,
 - Training for the Visiting Teams,
 - Review of how Team Members are selected,
 - Scale accreditation expectations of the Western region colleges to all others,
 - Consider lengthening the accreditation cycle to 10 years,
 - Attempt cooperative ways to have accreditation result in improvement rather than just compliance,
 - Avoid recommendations that encroach on negotiable issues.
- Continue attempts at corresponding with ACCJC
- Continue efforts with the Consultation Task Force as the group pursues possible next steps which might result in actions including but not limited to:
 - Writing a letter of No Confidence in the Commission leadership from the Academic Senate and/or in conjunction with the Consultation Council,
 - Seek advice and support from Federal Education Agencies,
 - Considering legislative alternatives
- Seek information on other agencies rather than ACCJC that could provide Accreditation.

Brannick also reported that Kaplan University, a private for-profit university which provides the majority of its courses on-line, signed a Memorandum of Understanding (MOU) with Chancellor Scott regarding a concurrent enrollment/transfer between the CCC Chancellor's Office and Kaplan University. The Academic Senate had not been invited to discuss the MOU while it was under development and this is clearly an academic matter. Therefore, the Academic Senate passed a resolution asking for a reconsideration of the MOU after Scott indicated that he signed it under the premise that all terms had been agreed upon; in fact, no agreements had been reached.

The Academic Senate is urging all local colleges not to Articulate their courses with Kaplan University until all issues have been resolved.

Brannick indicated that she would place an item on next week's agenda on the Statewide Academic Senate Spring Session to allow for further discussion of all the Resolutions.

Committee
Appointments:

There were none.

Patrick O'Brien reported that several committee appointments will be made at next week's meeting to fill positions for the Fall semester.

Curriculum Co-Chair: Monika Brannick reminded all that the call for the position of Curriculum Co-Chair has been distributed. She is hopeful that an interested faculty member will step forward to take up this important task.

Elections: Stan Levy indicated that members of the Elections Committee will meet soon to tally the votes for the recent ballot for the Faculty Service Award.

Research Award: Senate Research Award Workgroup members Ralph Ferges, Patrick O'Brien, and Diane Studinka met last week and reviewed this year's submissions for the Faculty Research Award. There were a total of four nominations for this year's award, and each of the four submitted outstanding material for consideration: Phil de Barros, Anthropology; Richard Hishmeh, English; a collaborative project from faculty in the discipline of Music; Judy Wilson, Psychology. Ferges provided a brief report on the submissions.

Motion 2 MSC O'Brien, Laughlin: The Faculty Senate awards the 2010 Faculty Research Award to Dr. Philip de Barros. The motion carried.

Curriculum: Senate members received copies of the Curriculum Committee Action items last week.

Motion 3 MSC Chau, Laughlin: Faculty Senate ratification of the Curriculum items dated April 7, 2010. The motion carried.

ADAs as Co-Contributors in Curricunet: At last week's meeting, Senators discussed the problem of some departments listing ADAs as "co-contributors" to the Course Outline of Record in Curricunet. Senators agreed that faculty must maintain responsibility for curriculum development, and that this particular trend must end immediately.

Motion 4 MSC Chau, Kelber: The Faculty Senate directs the Curriculum Committee to make a change to the Curricunet page that will provide a clear distinction between a faculty member who contributes to the writing of a Course Outline of Record and an Academic Department Assistant (ADA) who provides clerical support or data input. The Curricunet program will allow only faculty members to launch or pre-launch curriculum. The Faculty Senate also requests that an update and/or revision be made to the formal ADA job description (#6); regarding the duties and/or responsibilities relating to Course Outlines of Record. The motion carried.

Discussion followed. Marty Furch indicated that an additional program is being added which will house Learning Outcomes and Assessment Cycle data and will also require access clarification.

Converting CPs to CAs where Appropriate: Copies of documents relating to upcoming changes from the Chancellor's Office regarding Certificates of Achievement were provided. Monika Brannick reported that members of the Curriculum Committee will begin discussing this issue soon.

The issue relates to Certificates of Proficiency (12-17 units) which do not need to be approved by the Chancellor's Office. To avoid the approval process, many departments created Certificates of Proficiency, which may simplify the process but are not included on college transcripts. These do not factor into Palomar's performance data, which is a

cause for concern. Another issue is that Certificates of Achievement are generally 30 units plus the addition of General Education of 18 units or more. This results in the requirement of too many units, pushing students into three years rather than two.

Another issue is that a Certificate of Achievement should generally lead to an AA degree or transfer. The Curriculum Committee is attempting to create guidelines for departments in order for Certificates of Achievement and Proficiency to be adjusted accordingly.

Brannick added that she will keep the Senate informed of the Curriculum Committee's progress on this issue.

TERB Form:
Library Instruction:
Individual or Group
Observation:

Senators were provided with copies of the Tenure and Evaluations form, "Library Instruction: Individual or Group Observation" at last week's meeting. The document was developed in response to a revision of the Librarians' current Peer Review forms which were piloted this year and will now be passed on to the Palomar Faculty Federation for their consideration. Following final approval, the forms will be implemented in the Fall semester for non-probationary faculty.

Motion 5

MSC Kelber, Laughlin: Faculty Senate endorsement of the Tenure and Evaluations form, "Library Instruction: Individual or Group Observation." The motion carried.

Policies & Procedures:

No Policies & Procedures were brought forward for discussion this week.

Academic Honesty:

Bruce Bishop updated Senators on the agenda item, "Academic Honesty," which has been brought forward several times this semester and last. Senate members have discussed Palomar's current and proposed Academic Honesty Policy, and the Academic Standards & Practices Committee (AS&PC) was directed by the Faculty Senate to review the current policy.

The issue was related to a concern regarding the legal opinion issued by the Chancellor's Office which indicates that the policy of many community colleges, including Palomar, is not in compliance with their interpretation of Ed Code. Members of the AS&PC carefully reviewed existing case law and the Chancellor's Office interpretation of Ed Code, looked at the policies and procedures of other community colleges and universities, and came to the conclusion that they do not agree with the Chancellor's Office. The Statewide Academic Senate has been asked to petition the Chancellor's Office for a review and to obtain an outside legal opinion as to whether the Chancellor's Office interpretation of Ed Code is valid.

Members of AS&PC have concluded that the district should maintain the option for faculty members to fail a student for an entire course if they believe a violation involving academic dishonesty rises to the level where failure in the course is an appropriate response. The committee also suggests that the current Grade Dispute Policy assures due process for a student accused of violating academic honesty standards. At its February 8 meeting, Senators were asked to review copies of Palomar's existing policy on Academic Honesty Guidelines, as well as a draft created by the committee to update Palomar's current policy.

Bishop added that the item has also been brought to the members of the ASG and the Director of Student Affairs, Sherry Titus, who has expressed concern with the committee's recommendations.

ASG representative John Aragon reported that the ASG has passed the following motion:

MSC – Vice President Aragon motioned to recommend Faculty Senate to revise the Academic Honesty Policy so that it reflects the “Promoting and Sustaining an Institutional Climate of Academic Integrity,” [a paper produced by the Statewide Academic Senate (clarification of context, Faculty Senate Secretary)] specifically creating honor board with student representative and to establish classification of different types of academic honesty.

In response to the motion, Bishop stated that the recommendations of the committee are similar to the request of an Honor Board in that it exists in the Grade Dispute Policy, which establishes a group of faculty and administrators who will review the case completely. The issue in contention with Palomar's Grade Dispute Policy is that it ultimately gives the college President the right to reverse a grade given by a faculty member.

Monika Brannick added that members of the Faculty Senate/PFF Joint Council would also be discussing the issue at their next meeting.

This item will be brought back for additional discussion and/or action at next week's meeting.

Strategic Master
Plan Objectives
2.3 and 2.5:

Copies of Objectives 2.3 and 2.5 of the Strategic Master Plan were provided for information. The following information was contained in each objective:

Objective 2.3

Implement the GRAD (Goal, Responsibility, Attitude, Determination) campaign which encourages students to take responsibility for achieving their educational goals.

Person Responsible
President, Faculty Senate

Groups Assigned
Faculty Senate, ASG

Timeline/Project Steps

1. Review/revise existing Grad material
2. Implement Grad campaign by
 - a. Working with BSI/HSI Coordinators, Inter-Club Council, and EAP to endorse the campaign
3. Distribute material on campus (departments and other offices)

Implement by Spring 2011

Outcome Measure
Student survey before and after GRAD campaign. Track the number of student contracts.

Objective 2.5

Establish processes to ensure the quality of distance education offerings

Person Responsible
VPI, Faculty Senate President, Curriculum Committee, ATC, TERB

Timeline/Project Steps

1. Curriculum Committee
 - a. Established a workgroup who created a policy on regular effective student contact in courses taught on line

- b. Recommended changes in Curricunet and in the review process for the distance ed component in COR
2. TERB
 - a. Conduct a “demonstration project for the evaluation of online instructors, to preview new Evaluation Kit software and new survey’s developed by the TERB (in consultation with the Faculty Senate Academic Technology Committee (ATC).
 - b. Review and modify (if necessary) that delivery method and content.
 - c. Develop new online course observation protocols.
 - d. Submit new process plans and forms to the District and the PFF for negotiation.
3. Develop online class validation checklist including
 - a. Online organization and design
 - b. Interaction
 - c. Appropriate use of technology
 - d. Universal Access
 - e. Assessment and evaluation
 - f. Develop training modules to prepare individual faculty to develop and accomplish online classes
 - g. Identify training modules that will prepare faculty to develop an accomplished online class

Timeline/Project Steps

1. a-b Completed
2. a Spring 2010
 - b. Spring 2010
 - c. F2009/S2010
 - d. F1009/S2010 & ongoing
3. a-f Fall 2010

Outcome Measure

- Policies are established and changes have been made in Curricunet and the review process.
- Policies and protocols are established and evaluations are being conducted without interruption of the cycle. The rate of participation in online evaluation improves.

Monika Brannick reported that the drafts have been forwarded to Accreditation team chair Dr. Steven Kinsella, although some changes will continue to be made to both objectives.

After brief discussion, Senators expressed their support of both objectives.

Learning Outcomes
Council:

Marty Furch reminded Senators of the following Palomar College General Education/Institutional Learning Outcomes, which was distributed several weeks ago:

Palomar College General Education/Institutional Student Learning Outcomes

The General Education Program at Palomar College promotes competence in various fields of knowledge, provides an academic foundation for lifelong learning, and enriches students’ lives. As a result of the general education experience, students will demonstrate:

Knowledge of Human Cultures and the Physical and Natural World through

- Study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking

- Written and oral communication
- Artistic perception
- Quantitative literacy
- Information literacy
- Digital literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Integrative Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

This list has been adapted from the LEAP Essential Learning Outcomes Framework developed by the Association of American Colleges and Universities - <http://www.aacu.org/leap/vision.cfm>

Palomar College General Education/Institutional Student Learning Outcomes

Example Outcomes

The College's GE/Institutional Student Learning Outcomes are modeled after the LEAP Essential Learning Outcomes Framework developed by the Association of American Colleges and Universities (AACU). The Learning Outcomes Council compiled these examples of outcomes for each area of the GE/Institutional Student Learning Outcomes framework. The examples provide clarity and context for the each of the College's essential student learning outcomes. For further elaboration of outcomes and guidance on assessment, visit the AACU VALUE (Valid Assessment of Learning in Undergraduate Education) website.

The General Education Program at Palomar College promotes competence in various fields of knowledge, provides an academic foundation for lifelong learning, and enriches students' lives. As a result of the general education experience, students will demonstrate:

Knowledge of Human Cultures and the Physical and Natural World through

- Study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
- Connect and apply the knowledge, skills, and abilities developed through general education studies to activities in personal life, career, and citizenship
 - Demonstrate ability to thrive in a complex global world and an understanding of its historical, social, economic, moral, and cultural challenges
 - Recognize and respect likenesses and differences among human cultures and their contributions to society
 - Exhibit the ability to effectively engage with individuals with diverse backgrounds and perspectives
 - Understand scientific and technological developments and their impact on global economics
 - Identify and commit to lifelong learning and personal development opportunities

- Promote and participate in the arts and their contributions to human development, expression, creativity, and curiosity
- Demonstrate knowledge of various forms of government, their principles, and relevance to global existence

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, including

Inquiry and analysis

- Assess new information skeptically
- Construct structured and rigorous experiments, gathering data, and conducting research
- Consider possible options with an open mind and an awareness of one's own biases
- Understand that uncertainty is part of the process
- Demonstrate awareness of potential sources of error
- Frame questions clearly, and in a way which makes inquiry possible
- Present evidence in support of an argument or hypothesis

Critical and creative thinking

- Explore issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion
- Reason through logic without discounting intuition and imagination
- Develop intellectual curiosity
- Recognize and scrutinize assumptions, including one's own
- See the value of learning established procedures yet be open to innovation

Written and oral communication

- Communicate effectively both in writing and in speech and in a variety of contexts
- Communicate in an understandable and organized manner to explain ideas, express feelings, or support conclusions
- Communicate with clarity of expression
- Communicate with a correct use of grammar, syntax, punctuation
- Communicate accurately when reporting or evaluating information
- Read effectively and analytically
- Use credible, relevant sources to support ideas

Artistic Perception

- Analyze and interpret artistic compositions in the visual and performance media
- Demonstrate understanding of the role of art as a reflection and critique of society
- Exhibit comprehension of how formal elements contribute to the meaning and communication of artistic works in visual and performance media
- Show an understanding of the artistic processes
- Analyze and interpret commercial media in the context of artistic history and process

Quantitative literacy

- Develop competence in arithmetic operations: addition, subtraction, multiplication, division
- Develop competence in algebraic operations: modeling a situation (translate a problem into an algebraic equation using variables for unknown quantities), solve algebraic equations
- Read and understand graphs, use mathematical and analytical skills to other disciplines and real-world situations
- Develop competence in applied analytical skills: structure arguments, use inductive and deductive reasoning skills, draw inferences.
- Structure arguments, demonstrate inductive and deductive reasoning skills, weigh evidence, draw inferences, perform basic statistical operations, read and understand simple graphs, perform simple data analysis, handle basic financial operations (like balancing a checkbook, calculating interest), and transfer mathematical and analytical skills to other disciplines and real-world situations

Information literacy

- Determine the nature and extent of information needed
- Access the needed information
- Evaluate information and its sources critically
- Incorporate information into knowledge base and value system
- Use information to accomplish a specific purpose
- Access and use information ethically and legally

Digital literacy

- Use digital and emerging technologies to:
 - Choose the appropriate technology to accomplish a task
 - Model routine, intentional, and effective use of technology
 - Employ current standard technologies as well as emerging technologies for communication and collaboration in workplace, education, personal life, and the larger community
 - Use technology for improved productivity
 - Maintain awareness of and proficiency in emerging technologies to access, evaluate, create and synthesize information

Teamwork and problem solving

- Work collaboratively and constructively with others; share tasks; complete tasks on time
- Work effectively within culturally diverse settings; treat others with respect and consideration
- Teach others; learn from others; negotiate decisions and problem solving
- Demonstrate leadership
- Function as an active participant in a group or team setting
- Listen to others' ideas; consider the desires and rights of others equally with one's own desires and rights; show commitment to the team
- Communicate effectively with team members to address conflicts and solve problems

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, including

Civic knowledge and engagement—local and global

- Analyze and solve problems in the community
- Apply knowledge and skills from the classroom to community settings and public questions
- Cultivate personal and academic integrity
- Contribute to a larger community, recognizing and acting on one's responsibility to the educational community and the wider society, locally, nationally, and globally
- Recognize, appreciate, and consider the perspectives of others to inform one's own judgment
- Develop competence in ethical and moral reasoning
- Work through controversy with civility
- Participate in public life, public problem solving, and community service

Intercultural knowledge and competence

- Demonstrate critical self-reflection of one's own assumptions and stereotypes
- Comprehend one's own social and cultural group identities and the relative privilege or marginalization of each
- Demonstrate intercultural communication skills
- Demonstrate knowledge of the demographics, socio-cultural dynamics and assets of a specific local community
- Examine and analyze a community issue in the context of systemic inequities
- Enter, participate in and exit a community in ways that do not reinforce systemic injustice
- Demonstrate reciprocity and responsiveness in service work with community

Ethical reasoning and action

- Demonstrate critical self-reflection of one's own ethical values
- Exhibit knowledge of cultural assumptions and norms
- Show the capacity to perceive events from others' perspectives
- Use self-awareness and self-assessment to solve problems
- Demonstrate courage in acting ethically
- Utilize independence of judgment combined with awareness of the opinions of others
- Cultivate personal and academic integrity

Foundations and skills for lifelong learning

- Understand that learning is a lifelong process
- Learn from the suggestions of others
- Explore new ideas and processes; apply prior learning to new situations
- Exhibit intellectual curiosity
- Independently present meaningful insights and take the initiative to develop them into new, unique, or novel ideas

- Understand how college skills will affect their lives in later years

***Anchored** through active involvement with diverse communities and real-world challenges*

Integrative Learning, including

Synthesis and advanced accomplishment across general and specialized studies

- Connect outside experience to academic study; see connections across disciplines; adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations; demonstrate a developing sense of self as a learner
- Demonstrate the ability to apply communication, computational, technology and life skills across the curriculum
- Demonstrate integrative learning through completion of capstone courses in the major
- Participate in learning communities and other cross-disciplinary activities
- Participate in work-based learning activities, internships and other experiential learning opportunities
- Participate in service learning
- Attend campus cultural events such as films, theatre, dance, music and art that engage attendees in inter-disciplinary dialogues

***Demonstrated** through the application of knowledge, skills, and responsibilities to new settings and complex problems*

Resources Consulted

Association of American Colleges and Universities

- LEAP Framework - <http://www.aacu.org/leap/vision.cfm>
- Value Rubrics - <http://www.aacu.org/value/> (Rubrics are also available in the Learning Outcomes Blackboard shell)

Lifelong Learning

- Examples above were taken from Long Beach State GE Outcomes - <http://www.csulb.edu/divisions/aa/ge/students/fsl/>
- AACU "Foundations and Skills for Lifelong Learning Value Rubric <http://assessment.aas.duke.edu/documents/LifelongLearning.pdf>
- Manchester Metro U <http://www.celt.mmu.ac.uk/ltia/issue5/willmot.shtml>

Information Literacy

- Association of College & Research Libraries Information Literacy Competency Standards for Higher Education <http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>

Digital Literacy

- California ICT Digital Literacy Assessments and Curriculum Framework, November 2008. <http://www.ictliteracy.info/rf.pdf/California%20ICT%20Assessments%20and%20Curriculum%20Framework.pdf>
- Related assessment initiatives include: ACT WorkKeys Assessments, Certiport IC3, ETS iskills/ICT Certification Exam, ICDLU Digital Literacy Assessment, ACRL and the National ICT Literacy Policy Council Standards, ISTE NETS.

Intercultural knowledge and competence

- Examples above were taken from CSU, Monterey Bay. This university has a service-learning component in their graduation requirements. Service-learning can facilitate meeting most of these outcomes. <http://service.csUMB.edu/programs/cpulr.html#outcomes>

Civic Knowledge and engagement

- <http://www.aacu.org/resources/civicengagement/index.cfm>
- <http://www.nl.edu/cec/upload/Working-Definition-of-Civic-Engagement.pdf>

Furch reported that this information, specifically that the district has identified Institutional SLOs, will be included in the annual report to the Accrediting Commission. Senators will be asked to approve the document in the upcoming weeks.

Monika Brannick added that she received clarification from Vice President Cuaron in relation to Standard #2 that clearly states that faculty should, on their syllabi, exchange the objectives with SLOs. In every class section students should receive a course syllabus that specifies learning outcomes consistent with those in the Institution's officially approved Course Outline.

One Senator expressed concern about the loss of clarity in the distinction between SLO's and Objectives in the Course Outline of Record.

Learning Outcomes
Council Timeline:

Marty Furch stated that faculty are being encouraged to assess SLOs this semester as that data will be included in the Research & Planning Data Survey.

Letter to *The
Telescope*:

In previous weeks, Senate members discussed an advertisement running in *The Telescope* which offers students a connection to a website offering to purchase students' papers, lecture notes, and tests. After brief discussion at last week's meeting, the Senate suggested that Monika Brannick compose a letter to the newspaper on behalf of the Senate, expressing concern. After brief discussion, Senator Marty Furch agreed to assist Monika Brannick with the letter. It was also suggested that the Senate may wish to postpone distribution of the letter until the fall semester.

President Deegan:

Monika Brannick stated that her weekly meetings with President Deegan have been focused on the recent Accreditation visit.

Governing Board:

Monika Brannick reported that at the recent Governing Board meeting, there was discussion on baccalaureate work and the impact on community colleges of offering upper level degrees.

Strategic Planning
Committee:

Members of the Strategic Planning Committee continue to discuss the implementation of the Strategic Plan.

Joint Senate/PFF:

Members of the Joint Senate/PFF Council are currently discussing the various Policies & Procedures, most recently the Grade Dispute Policy.

ASG:

John Aragon reported that the ASG recently forwarded 300 letters to state-level Representatives regarding budget cuts.

PFF:

Jackie Martin-Klement indicated that the PFF is currently discussing Pass-Through Dues – dues which the state passes along to union members. It is expected that these dues would increase each faculty members' contribution by approximately \$3 per month. More information will be forthcoming on this issue.

Learning Outcomes
Council:

Marty Furch invited all to a Learning Outcomes Council Presentation on Pal Outcomes on Thursday, April 22, in B-8. Faculty should contact Furch for more information.

ADJOURNMENT:

The meeting was adjourned at 3:30 p.m.

Respectfully submitted,

Barb Neault Kelber, Secretary