

CALL TO ORDER: Dr. Michael Flaherty called the meeting to order at **2:34 p.m.**



Members Present: Lenier Anderson, Christopher Clem, Beth Dunn, Mary Elkins, Rebecca Fournier, Michael Flaherty, Joyce, Fritz, Ruth Hallongren, Geoff Hiller, Gail Krahenbuhl, Patricia Knol, Larry Manno, Dennis McNamara, Julianne Murphy, Jacqueline Mullany, Salvatore Siriano, Angela Staunton, Sheldon Turner

Ex-Officio Members: Jeanette Bartley, Susan Campos, Pamela Harmon, Paul Jensen

Non-Voting Members: Kayla Gagliardi, Hilary Meyer

Guests: John Cody, Rob Connor, Michael Crenshaw, Tuan Dean, Purva DeVol, Jim Ellison, Natasha Gray, Panos Hadjimitsos, Brenda Jones-Watkins, Justyna Kohtz, Shekinah Lawrence, Mel Loucks, Daniele Manni, Larry Manno, Susan Maratto, Jodi Koslow Martin, Ally Miller, Mary-Rita Moore, Lena, Musa, Ivette Perez, Ty Perkins, Nancy Rizo, Lisa Samra, Jamara Starks, Hunter Stuckemeyer, Kurian Tharakunnel, Shelley Tiwari, Francisco Torres, Jessica Yoon

APPROVAL OF MINUTES

Dr. Flaherty asked for a motion to approve the minutes of the **February 13**, Academic Senate Meeting. Ms. Jacqueline Mullany made a motion to approve, seconded by Mr. Dennis McNamara. Motion carried.

COMMITTEE REPORTS

A. College Curriculum: Dr. Julianne Murphy stated that the College Curriculum met on March 7th

Several courses and curriculum updates were discussed for the fire science program.

FIR Course Form and Master Syllabus (3 revised; 1 deleted course)

- Three courses were revised and one course was deleted. The revisions included extending the duration of **FIR 204** from three to eight hours to cover topics from the deleted course, **FIR 205**. **FIR 251** was also revised, adding one lab hour and increasing its credit hours to three for Occupational Safety and Health for emergency services. As a result of these changes, three curricula were updated. The Company Fire Officer certificate remains at 13 credit hours, while the Fire Science certificate is now 39 credit hours due to the addition of **FIR 251**. Fire Science AAS is now 66 credit hours because of these adjustments.

Revised Courses: (4)

- **HRT 100** Introduction to Horticulture, has updated topics course outcomes and is asking for the PCS to change from 1.2 to 1.1. is asking for an IAI review and approval of the Major AG 905 designation.
- **HRT 135** Soil and fertilizers updated course topics, and topical outcomes. Also asking for IAI review of the Major AG 904 designation.

- BIS 240 and B241- They remain the same credit hours, they just revised the topics, topical learning outcomes, and course learning outcomes. In BIS 240 the revisions in the topics will be effective in the fall and BIS241 will be effective in the spring. This will give individuals who needed an extra semester to complete BIS 241 will have summer and fall to complete the one as it is right now. And then it will be effective in spring for the new revision.
- Prerequisites change in the Certified Nursing Assistant, this change was made to update the pre-req to make them more applicable for high school students, the pre-req for this particular curriculum and courses will be reading and writing level demonstrated by course equivalency or placement tests a 440+ Next Generation Accuplacer or SAT 340, ACT14. These were the items that were voted on discussed in detail and passed.

Dr. Flaherty asked for a motion to approve the College Curriculum report, a motion moved by Ms. Beth Dunn and seconded by Mr. Christopher Clem. Motion carried.

Dr. Julianne also shared other items updates:

- **GECC Designation Guidelines**
 - **Critical Thinking:** Explore issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
 - **Communication:** Develop and express ideas in written or oral form.
 - **Information Literacy:** Identify, locate, evaluate, and effectively and responsibly use and share information.
 - **Quantitative Literacy:** Analyze and solve quantitative problems from a wide array of contexts.
 - **Global Learning:** Analyze and explore complex global challenges from diverse perspectives.

B. Academic & Scholastic Standards: Mr. Dennis McNamara stated that the committee met on Thursday, March 7th.

- The committee voted to move forward a draft of the forgiveness policy statement to the full Senate for consideration. Due to the timing of meetings being less than a week before the academic senate, they cannot present the draft for review until the April meeting.
- The committee started a discussion of any potential benefits, or detriments, to adding plus and minus designations to grades at Triton College. And several members have volunteered to research what other institutions are doing in that regard. In the next meeting, the committee intends to begin discussing whether they want to pursue the idea.
- The next meeting is the first Thursday in April at 2 p.m. via Zoom. Please reach out to dennismcnamara@triton.edu for the meeting link.

C. Student Development: Mr. Tuan Dean stated the committee met on March 8th at 1 p.m.

The Student Development Committee discussed various topics during their March 8th meeting. They reviewed the results of the blood drive held on February 21, with 12 individuals donating blood, falling short of their goal of 15 donors. They discussed strategies to increase participation

in future blood drives and expressed gratitude to Ms. Laura Hill from the nursing department and all participants. Additionally, they planned a karaoke event for September, aiming to collaborate with student life and avoid conflicts with the college's 60th-anniversary celebrations. The event will feature prizes for the best and funniest performances and will be open to students, faculty, and staff. They also discussed increasing the committee's presence through the karaoke event and future events like Pets Day, pending the return of Chairperson Ms. Mary Casey-Incardone. The next meeting is scheduled for Friday, April 12, 2024, on Blackboard at 1 p.m.

D. Academic Support: Mr. Christopher Clem stated the committee met on February 26th.

During the February 26 meeting, the Academic Support Committee discussed the ongoing pilot of the attendance tool accessible through faculty self-service on the portal. Members are currently participating in the pilot and have found it more functional than Blackboard. However, it's emphasized that this pilot is not a substitute for submitting grades to records at the end of the semester. The committee aims to gather valuable feedback from the pilot and hopes to engage with the records department and financial aid in the next meeting to explore how attendance records can be seamlessly integrated to enhance workflow for faculty and administration.

The next meeting is scheduled after spring break, for the fourth Monday after spring break at 11 am in D-124, with both in-person and Blackboard options available for participation.

Ms. Gail Krahenbuhl asked for clarification on a process discussed, questioning whether it means they won't need to attach spreadsheets to records anymore, whether everything is managed through the portal, and whether attendance will be automatically recorded.

Mr. Christopher Clem stated the attendance feature in self-service is considered the "holy grail" as it communicates with colleague data. Inputting attendance there ensures consistency and routine, fulfilling records' needs and facilitating various functions like retention alerts. Advisors, financial aid, and other campus personnel with legitimate access can view attendance records in real-time if faculty enter them through self-service.

VP Susan Campos stated for clarification that the attendance system discussed applies only to face-to-face classes, not online classes. VP Campos expressed gratitude for the effort put into making it work and commended the attempt. However, it was emphasized that the system is fully implemented for some classes but not for all, as attendance definitions for online classes have not yet been defined.

Mr. Tuan Dean asked if the grades need to be submitted simultaneously with attendance during the trial, including with Blackboard.

Mr. Christopher Clem stated the attendance system operates within the same platform as final grade submissions. If faculty have been recording attendance through self-service, this data will automatically populate when entering midterm or final grades. This integration aims to streamline the process, potentially making tasks easier in the long run. The system is currently being piloted to address any initial challenges before broader implementation.

E. Campus Quality: Ms. Jacqueline Mullany stated the committees met on:

- **Greening the Campus Committee** (February 12): The committee discussed plans for Earth Day on April 22, including a recycling event, trash pickup, sustainability luncheon, and an Earth Film Festival. Also, renewing memberships, attending a solar credit conference, and bringing solar power benches to campus. The next meeting is scheduled for Monday, March 11 at 2 p.m. in Café64.
- **Campus Quality Committee** (February 15): The committee discussed a strong fume smell in the G Building and efforts to address it. Accessibility issues were also discussed, including accommodations made for students with mobility issues. There's a conversation about using Chat GPT for checking syllabi requirements, with concerns about intellectual property and accreditation. Issues raised in the campus quality survey include space for adjunct faculty and road safety.
- The next meetings are on March 28 and April 25.

F. Professional Development: Ms. Angela Staunton shared the committee met on: Thursday, February 22nd at 2 p.m. via Blackboard.

Ms. Angela Staunton provided an update from the Professional Development Committee, regarding outstanding faculty awards, noting that only six faculty members applied out of 18 nominations. Discussion of the review process using rubrics and plan to inform Dr. Campos of the award winners by March 15. Additionally, the next committee meeting is scheduled for April 4. Moving on to the full-time faculty observation form, Ms. Angela Staunton highlighted the committee's progress since 2023, emphasizing the revisions made to enhance its effectiveness, showcasing the evolution of the form through various versions, and addressing feedback from faculty and the Union. Changes include streamlining criteria, eliminating checkboxes, adding a glossary, and removing the post-observation reflection form. Also, the importance of consistency and clear expectations in evaluation, describing the form as an analytic rubric with a holistic approach. The form serves as a guide for feedback and discussion rather than imposing rigid criteria. Finally, they emphasize the significance of providing feedback on both strengths and challenges for instructors.

Mr. Dennis McNamara expressed concerns about the faculty observation form. He questions the ability of individuals outside his discipline to evaluate his classroom performance adequately and suggests initiating evaluations with more general categories. He finds the form lengthy, contrasting it with the simplicity of checkbox forms. He emphasizes his willingness to accept criticism from superiors but worries that the current form may seem overly judgmental. Additionally, he expresses concern about the possibility of evaluation results being made public and questions the necessity of extensive discussions for each faculty member every two years.

Ms. Angela Staunton stated to clarify, that individuals using the form will undergo training, and the form may not be present during observations. She suggests that the form's length may not be excessive, as it consists of five pages for both face-to-face and online evaluations. Ms. Angela appreciates the pre-scripted documents under each criterion and notes that the evaluation forms are not currently public.

Ms. Jeanette Bartley stated speaking from an administrative perspective, emphasizes the importance of a holistic approach when evaluating classes, especially when administrators may lack content expertise in certain areas. Also, emphasized the importance of engaging in conversations with instructors to obtain context and understanding regarding what was observed during class sessions. This debrief conversation is essential for administrators to comprehend how instructional techniques relate to specific subjects, such as art. They highlight the value of collaboration between administrators and instructors to ensure that evaluations accurately reflect the instructional practices and subject matter being taught.

Dr. Mel Loucks indicated that the "Faculty Response" field at the end of the evaluation form had been omitted inadvertently. She further stated that the administrators welcome faculty perspectives and that the omission would be corrected in the final draft of the document.

Ms. Beth Dunn expressed appreciation to Ms. Staunton and her committee for their work on the form. Ms. Beth Dunn highlighted her positive experience with the process, noting that she felt heard and valued as her recommendations and suggestions were considered. She commended the committee for offering multiple opportunities for input and expressed satisfaction with the outcome.

Ms. Pat Knol expressed gratitude for removing the post-observation reflection form and highlighted the necessity for a place to respond. Shared feedback from her department, including concerns about evaluators lacking expertise in the field they're evaluating and difficulties in determining what constitutes exemplary performance. Other comments touched on syllabus clarity, online course evaluation replicating rubrics with potential academic freedom issues, and ambiguity surrounding providing materials in certain disciplines like math. The overarching concern is that much of the rubric isn't observable during a typical class session, reducing its overall value. Concluded by commending the committee for their perseverance throughout the lengthy process.

Dr. Flaherty asked for a motion to vote for the proposed changes to the Faculty Observation Form. The vote was 13 to 7, and the motion passed.

G. Online Education and Technology- No report.

Ms. Hilary Meyer stated that the **Operational Assembly** will meet on Friday, March 15th.

- **Academic Affairs**: No report.
- **Student Affairs**: No report.
- **Business & Facilities**: No report.
- **Human Resources**: No report.
- **Technology**: No report.

- **Research and Institution:** No report.
- **DEI:** No report
- **Student Representative:** No report.

NEW BUSINESS

A. Announcements:

Dr. Flaherty addressed non-senators attending the meeting, reminding them they could participate but not vote. Also, a reminder about upcoming elections. Dr. Flaherty said those whose term is ending may run again. Dr. Flaherty mentioned the process for uncontested elections and upcoming nominations for the Academic Senate Chair.

B. Assessment Information Gathering:

Ms. Leslie Wester requests faculty members' input on assessment by forming a temporary working group. Seeking outlines on faculty assessment involvement, committee responsibilities, chair duties, and perceptions of non-faculty roles. A Google form is provided for those interested in joining the group, emphasizing that input from anyone with assessment experience is welcome. The goal is to ensure alignment with faculty direction amid ongoing assessment discussions.

Dr. Flaherty noted that the initiative discussed is not a union action.

Ms. Wester mentioned ongoing discussions involving, the adjunct president, Mr. Bill Justiz, and President Moore, expressing a desire to be helpful. However, clarified that the initiative being discussed is not solely their idea but rather a collaborative effort to gauge faculty preferences and direction before investing time and resources into various initiatives across campus.

Ms. Wester will send out an email with a link for volunteers to assist (only faculty senators are being sought for participation).

C. Assessment Update:

Ms. Jessica Yoon provided several reminders and updates. Also, the original deadline for result collection is this Friday, March 15 with Learning Improvement Day scheduled for April 12. Emphasized that this event will be Triton faculty-focused. Regarding general education assessment, a process was developed and approved with full-time faculty, with randomly selected courses assessing assignments or exams aligned with the global learning outcome. Instructors of these courses were notified via email, with updated assignment details due April 5. The assessment itself can be conducted throughout the semester and is due with grades by May 22. Training will be provided, with both virtual and in-person options available, and instructors will be compensated for their training.

Strategic Plan Mid-Year Updates: Ms. Purva DeVol- Strengthening the College's relationship with the community and preparing students entering the local workforce.

- **Action Plan 1 Goal 3** presented by Ms. Hilary Meyer

Ms. Hilary Meyer thanked the faculty for their support and contributions to the committee's work on neurodiversity. Highlighting the success of providing fidgets for students and discussing ongoing efforts to improve inclusivity. There are upcoming workshops, trainings, and events, including a homeschooling open house and studies on universal design for learning. Additionally, projects such as library wayfinding and feedback questionnaires for community employer partners.

- **Action Plan Goal 3 Accelerating Credentialing Advancement in the Workforce for Adult Students** presented by AVP Paul Jensen

AVP Paul Jensen shared several tasks being undertaken by their group, including redesigning the college's webpage for working adults, revising prior learning assessment options, exploring competency-based education, and seeking insights from an employer advisory group regarding the adult market. Also, an outline of key performance indicators (KPIs) for their team, which include redesigning the working adult webpage section, training five faculty members to offer credit for prior learning, proposing a competency-based education instruction model, and producing biannual reports aimed at improving adult services. The team consists of approximately 15 members, including faculty representatives such as Mr. Christopher Clem, Mr. Bill Decker, Ms. Jill Bianco, Ms. Julianne Murphy, Ms. Kendra Phipps, and Ms. Gretchen Reyes.

Discussion of the ongoing project of designing a specific webpage for working adults at Triton College. The focus is on simplicity, with key information such as programs, admissions contact details, advisor availability, and FAQs. Feedback for the FAQ section comes directly from students, while admissions provides information for other sections. The webpage design integrates with existing area of study pages, featuring simplified headings and dropdown menus for easy navigation to program pages, color-coded by area of study.

AVP Paul Jensen discussed the importance of prior learning assessment (PLA) and competency-based education (CBE) in higher education. PLA evaluates learning outside the classroom for college credit, reducing course requirements and costs for students. CBE focuses on learning outcomes rather than seat time, allowing students to progress at their own pace, and collaborations with other colleges and HR roundtable discussions to understand employer needs. Despite having PLA available, usage remains low. Suggestions to promote awareness and usage among students, especially targeting underrepresented groups like black and low-income adults who could benefit the most.

ADJOURNMENT

Motion to adjourn by Ms. Rebecca Fournier and seconded by Mr. Christopher Clem. Motion Carried.
Dr. Flaherty adjourned the meeting at **4:14 p.m.**

Respectfully submitted: *Casandra Ramirez*
Casandra Ramirez

Minutes Approved: *Dr. Michael Flaherty*
Dr. Michael Flaherty