

**College Council Minutes**  
February 23, 2012 Boardroom 2:00 – 4:00

Item	NOTES
Present	Merriam, Greg, Craig, Susan, Dennis, Bob, Rodger, Mary on the phone
Absent	
Agenda review	No changes
Approval of prior Minutes	Approved all the pending minutes
BLT/Master Planning Update  By Alen Bahret; Todd Smith; Bob Baldwin	<p>Update on Bond and Long Range Planning:</p> <p>An overview of master plan and bond project was presented. The remaining funds of the bond project will be used accordingly with a feasibility study that will pick up all the projects that haven't been done and are needed). The study includes the planning, construction detail, sequence plan and cost estimates.</p> <p>Downtown is advancing significantly, a details of what has been done so far was presented.</p> <p>Also they explained the funding for a dance studio is part of feasibility study.</p> <p>Q: What do you expect to get from the feasibility study?</p> <p>A: Look at the options to process what is best for the college. Define what learning "commons" means for lane, with participation of all staff. Member recommended looking at the deadline to finish the study, because if it is middle of May &amp; June, faculty will be ready to go out on vacation.</p> <p>President Spilde reminded that there is a bill in the legislation to provide \$10,000,000 for community colleges, Lane has applied for 1 million, but not quite sure we'll get it.</p> <p>Also we need funds to get the gap close on the downtown campus.</p> <p>Long range planning, there is potential funding for wetlands; a decision was made of not filling them up. We can build on the not wet land portion.</p> <p>We are forming a wetland group with expertise in this issues to help us deal with that.</p> <p>Also, a community conversation has started about the Glendwood area as an annex, it is a good think that the local government is talking in a preliminary way about access to public transportation to campus, this is something to bookmark for the long range planning committee.</p>
Budget Development  Standing item to, update on BDSC progress	<p>Committee has started conversations on: looking at differential fees; looking at levers that we'll have next year; reviewing vacancy list;</p> <p>Q: Will the minutes of the budget finance subcommittee be posted?</p> <p>It was agreed to post them, it will be useful that the all the CC members see the minutes. Chair was also asked that the minutes be delivered to all the CC members.</p>
Achievement Compacts  By Sonya Christian	<p>Continuing Discussion</p> <p>OEIB met today, two members of the Lane task force attended the meeting. What they got out of the meeting was:</p> <ol style="list-style-type: none"> <li>1. Need to define what it means quality, validation of skill and knowledge.</li> <li>2. We are well positioned to bring faculty together to talk about achievement compacts</li> <li>3. Next meeting is on March 15<sup>th</sup>, we got time to have more discussions and more staff involvement.</li> </ol> <p>The work we did internally at Lane reflects the same as the document that OPC presented.</p> <p>Sonya Christian explained the interpretation of the 3 components of the Bill and how the task force analyzed it. This doc will be taken to the Learning Council for their approval.</p> <p>Comments: - There are a number of problematic things; it seems that there is an opinion in the</p>

conversation that presents some treats to the conversation. Why is it that we don't address quality very strongly, since we are giving the opportunity? This is a good doc just to minimize the threat. We got a good sense that politically education is in crisis in OR. This is a reaction to the failure of the no child left behind. People are saying we have a more gentle way to measure how our students are doing. We should push for the better, not only improving no child left behind.

- We are trying to say: besides the compacts we are trying to asses our own compacts.

- To be able to move the conversation in a short period of time. To be able to check a box, it seems a very simplistic approach of the whole concept of the quality learning environment. If you want to go in that direction then the accreditation standards have to talk about learning environment, and the process cannot be a checklist.

- Is a big issue and it is undefined. We need to try to figure out what it is. Even in today meeting it seemed that we were in some type of agreement, but everyone has its own interpretation. So the response has a lot of ambiguity. We pushed for more time so we can have more participation.

- This whole bill is nonsensical, it is not even simple, and there is nothing in there. So I see it as a less oportunity than a threat.

- This is the case of a handful of politicians and bureaucrats who have no idea of what they are doing. It is like throwing in the air a box of parts and hope they arm a tractor.

- I disagree with that, my view is different, maybe we are not going to get anywhere until we empower people who have different view. It is missing a strategy. The answer is to provide an analysis, it is not done by accreditation, ACC has always failed. Where does the real expertise and analysis exist? it exist in the expertise that is not everywhere, assessment agenda exist local, we should keep track of numbers, but that are only numbers, it is the magical thinking going to resolve that?

-How your points apply to this particular situation? We have put forward a comprehensive proposal with strategy, analysis and metrics. The other piece is these things cannot be monolithically, we have to define where the data show that is working, and in the areas that are unclear we need a backup plan.

- We don't know what is it, but we know it is not funding. It needs to consider inputs before outputs, unless we come up with a best practice, we are not able to do much.

- I believe the governor has a plan that doesn't have flesh to the bones. I don't want to be a plan for Salem. The conversation we've been having is not working. The conversation during these years has always gone down. 1. I want to influence the plan. 2- Quality issue, what the degree means, it is more than a piece of paper, more than the number of credits, but the conversation of what constitutes quality learning cannot be done by March 15<sup>th</sup>, it needs more time. In the short run recognizing this document will help to buy time to involve more staff.

- In 2015 we'll see that the work we doing today, is going to create a long lasting change in the education in Oregon. I agree with previous comments, this work in my perspective is not the best opportunity. But why agree with this work, is a good thing. In terms of defining quality is a huge conversation that is going to happen in disciplines, scholarships, etc. That is why I think that the education in the USA is not totally broken. The quality I will expand to teaching and learning environment. It is hard, there is no way we can answer quality in a college in a matrix. So I think we should engage in the doc presented, particularly now that Mary is the chair of the sub-committee.

- I think this is really about the same thing we heard from the previous government, which is to get more funding from voters.

- There is lack of consensus on the people in power at state level, which is a real opportunity for us to influence that. There are powerful forces in the state of OR that paralyzed each other. My suggestion is that the people who think there is an opportunity on this, let them lead, and if they go sideways let them do it. But for us to

	<p>be paralyzed that is something to be avoid. Lets at least get a framework, and that can be done in a month. I think the task force is way too small.</p> <p>-I disagree in the sense that we are paralyzed, we have people working in every direction even though we don't know what it is. It is an either /or, but we should not be working on both directions. We can do anything and I don't think we'll get anything bigger of the pie is now.</p> <p>-Back to quality, I don't think any of us is opposed to that, the question is how in the few months are we going to accomplish the work and asses a best practice.</p>
<p>Reports:</p>	<p>ASLCC; MSC; ET; LCCEA; Faculty Council; LCCEF.</p> <p>MSC: nothing to report</p> <p>ET: nothing to report</p> <p>LCCEA: focus on achievement compacts, and probably continue for a while. Rally at Salem was different in the sense that OEA as organizer invited other unions and public employees, it was more active, there was a short walk around, a short occupation, and short chanting's.</p> <p>Faculty Council: at the last meeting we approved as amended a set of principles for college now at Lane. Coming meeting on achievement compacts.</p> <p>LCCEF: Bob and Rodger participate in the rally. Central labor council named Bob as president.</p>