

**Academic Senate Meeting
February 25, 2011**

Present: Warren Rogers (chair), Deborah Dunn, Ron Enroth, Dave Marten, Paul Morgan, Andrew Mullen, Tatiana Nazarenko. Visitors Present: Debra Quast, Bill Wright. Members absent due to attendance at liberal arts conversation: Sue Savage, Paul Willis. Absent due to pro-wrestling match: Bob Kuntz. Arriving with a flourish in a shower of rain drops: Rick Pointer.

- I. ***Approval of minutes from 12/3/2010, 1/14/2011, 1/21/2011 as submitted; 2/4/2011 as amended***

II. ***Library Accessions – Debra Quast***

- A. Budget explanations:
1. Prior to 2009-2010, budgets were combined – all purchases under one line item
 - a. How did prior person come up with the book budget? In late Sept/Oct she would get a “soft budget” that might change during the year; Marilyn Nichols would divide the accession money among departments based upon history of spending patterns
 - b. Debra, with Claudia Scott, addressed these issues by analyzing what numbers were fixed and what numbers could then be allocated
 - c. This year, more accurately tracked spending & allocated resources differently, no longer over spending or pulling extra money from other line items
 2. Westmont spends 2.11% of the College E&G (compared with 3.56% at Houghton, 3.09% at Wheaton, 2.8% at Seattle Pacific, 2.55% at Occidental) on the library
 3. Explained the electronic resources costs and how book budget is being eaten away like a cookie, and the need for additional library funding
- B. Debra was happy to have had some funding for the new library commons, but will continue to ask for additional library funding, and will continue to explore consortium relationships, strategic selection of resources, and developing donor relationships
- C. One thing to do is to build a small budget for library resources into grant applications
- D. Question from Rogers: What is the collection policy? Quast: Priorities are:
1. Develop core collection for undergraduate curriculum – students need resources to be successful in the coursework they’re taking
 2. Faculty research needs – can utilize consortium & interlibrary loan resources for long-term research needs
 3. Administration and staff needs

- E. Rogers Question Re Format: Quast: More and more (most) students prefer electronic resources; generally library buys electronic if available
- F. Mullen - Question Re Role of ARC in budget & collection policy? Quast: Nothing. They talk about equipment. Not a lot of faculty input. Committee feels like they don't have any real power. Do they advise on allocations? No. Marten points out handbook language that says that is part of their mandate. Quast reminds senate it is only advisory. Marten reads handbook re providing advice, working with director, and enabling faculty. Quast: What's the history here? Marten: based on numbers of students. Quast: That's one way to do it. Not the way I'm doing it. Still trying to get a handle on the needs of each department.
- G. Rogers: Perhaps ARC needs to talk with Quast re how the allocations should be done. Place this on ARC agenda. Good opportunity here.
- H. Rogers: Important to make sure library and ARC are working together – both because the senate needs to hear from the library, and the library needs to work in concert with senate.
- I. Quast: Would like to lead library in very best way to manage collection development, and would like faculty and senate to trust that librarians, with their expertise, are making proper and right decisions about how to run the library and spend its budget; Dunn: Can you tell us why/how you don't feel that that's happening? Quast: Would just like more clear reporting/advising structures; liaisons are working regularly with faculty now
- J. Rogers: Let's build bridges. Quast: What will this look like? I haven't had any conversations with the senate. I'm an open book; I'm happy to explain all of our budget processes and line items. Rogers: We as a senate are coming up to speed, and you've done a lot of good work, so let's work to understand and cultivate those new relationships & structures.
- K. Issues to revisit: Director of Library & Senate relationship; minutes from senate subcommittees should come back to senate; how much feedback should ARC give library re department allocations, what the formula is; what does ARC and senate want to know from library director?

III. *Experiential Education Task Force (Report from Rick Pointer)*

- A. Series of conversations last year that led to gathering of number of people in internships and life planning, to explore how to better coordinate between those two areas of the college and broad experiential learning; initial 60-90 minute meeting led to a task force meeting six times (Tom Knecht, co-chair, Jennifer Taylor, co-chair, Andrea Gurney, Dave Marten, Chris Milner, Dana Alexander, Celia Howen) that studied a range of questions
 1. Reviewed what we're currently doing from field experience to internships
 2. Thought about what we do across the 4 years of a Westmont education in terms of the development progress and notion of vocation, workplace readiness, vocational preparation, how coordinated are efforts
 3. To the extent that we have a coordinated philosophy, what is it?

B. First report – rationale and lit review; detailing what they’d actually done through meetings to come to recommendations relative to programmatic elements the college may want to investigate as components of a more developmental or holistic coordination; final report (that we’re seeing) is product of first two reports, then combined report, with tweaks from Pointer

C. Discussion

1. Enroth: Is it the hope of the taskforce that these kinds of things would be incorporated on a larger scale? Pointer: that’s one of the big questions to study – is that a goal that fac & college want to embrace? No doubt many practical obstacles, but on other hand, if we decided it’s a high priority, we create either exceptions or creative solutions to those obstacles
2. Nazarenko: Research shows that first-year seminars are especially important for first generation college students, minority students, etc.
3. Enroth: Resources critical, of course.
4. Pointer: Conversation must be as holistic as possible; certainly a need for more coordination; a lot of hard work here
5. Mullen: There’s a lot of service and experiential education going on already that’s not referenced here – is that deliberate omission? Potter’s Clay, Eastside Learning, Senior Citizens. Marten: Task force was looking at for-credit inclusions
6. Dunn: Resources? Dream big or just say how do we do this better with no additional funding? Pointer: Good question – need to think through that, think about funding.
7. Enroth: Likes the term “workplace readiness” – students need some practical things, it’s new to many students, but very helpful. Some folks think this falls outside liberal arts – too applied, too practical
Pointer: Frame this in bigger picture of what we’re trying to do with students

IV. **Meeting Adjourned** Due to Time Constraints – Reminder from Rogers that we have a long “to do” list, and a promise from Rogers to set the next meeting, probably for March 11.

Minutes respectfully submitted by Deborah Dunn.