ITEM	Attachments
1. Call to Order	Escoto called meeting to order 2:04PM
2. Roll Call	**Senators present** Isaac Escoto (AS President 20') Ben Armerding (AS Vice President/CCC Faculty Co-Chair 19') Katherine Schaefers (AS Secretary 19') Tracee Cunningham (Cnsl) Voltaire Villanueva (Cnsl) Kathryn Maurer (BSS) Natasha Mancuso (BSS) Micaela Agyare (Library) Amber La Piana (LA) David McCormick (LA) Hilary Gomes (FA/Comm) Jordan Fong (FA/Comm) Donna Frankel (PT rep 20') Mary Anne Sunseri(19') Robert Cormia (PSME) David Marasco (PSME) Don Mac Neil (KA/Athletics) Mimi Overton (SRC) **Liaisons present** Carolyn Holcroft (Professional Development) Kristy Lisle (Admin rep) **Senators absent** Sara Cooper (BHS/FA Rep) Rita O'Loughlin (KA/Athletics) **Liaisons absent** Chelsey Nguyen (ASFC President) **Guests** None
3. Adoption of agenda	**Approved by consensus**
4. Public comment on items not on agenda (senate cannot discuss or take action)	None
5. Approval of Minutes:	ASdraftminutes2-25-18 *Change Amber La Piana to absent **Approved by consensus**
6. Consent Calendar	<u>**Consent Calendar:**</u>

		Articulation Officer Search Committee: Elaine Piparo (CNSL) Committee On Online Learning: Kathryn Maurer (BSS), Anan Sturgess (BSS), Ben Stefonik (BSS), Kerri Ryer (BSS), Natasha Mancuso (BSS), Steve Batham (BSS, FA rep), Carolyn Brown (FA&C), Hilary Gomes (FA&C), Patricia Crespo (LA), Sarah Williams (PSME), Bita Mazloom (PSME), Eleazar Jimenez (Counseling), Katherine Schaefers (BSS), Rick Martinez (PSME), K. Allison Meezan (BSS) Technology Training Specialist: Rick Martinez (PSME), Hilary Gomes (FA) Associate Vice President of Student Services: Dokesha Meacham (CNSL), Anabel Arreola Trigonis (CNSL) Dean of Fine Arts, Communications, Kinesiology and Athletics Jordan Fong (FA), Preston Ni (FA/COMM) **Committee Needs:** Community and Communication: 1 faculty rep. 1 recorder. Revenue and Resources: Part time faculty rep. Chief Advisory Board: 1 faculty (will meet March 27th or 28th in the afternoon)
7.	Unfinished Business (10+1 area(s) indicated):	
	a. Part Time Faculty Sub Committee	PT Subcommittee Comment: How does creating this group help address issues? Schaefers: It will create the structure needed to address PT communication issues. Escoto: The College is putting together a study group to help plan the "instructional hub." What should PT faculty representation look like on that group? The Part Time Faculty sub committee could help address this. Frankel: Email addresses for part time faculty online are not always up to date. Hanging around in common campus spaces, like the mailroom, is not an effective way to reach PT faculty constituency. Escoto: Last week we discussed the pros/cons of housing a PT committee under the Community and Communication Committee versus under Senate. Pro of housing under Senate is that this is the formal voice of the faculty. The senate focuses on faculty needs (10+1 issues), whereas the governance committees are made up of membership of different constituencies, not just faculty, and therefore are not focused on faculty specific needs. Schaefers: Forming PTF-Sub --> get together to figure out how to better communicate. Group by itself doesn't address issue, but once formed, the group would address it.

Marasco:
We didn't use to have part time faculty on senate. We have changed (for the better). The taxpayers have paid for our Senate to have part time faculty representatives. They need better tools, these tools would be best developed under the Community and Communications committee.

Gomes:
Brought a question to the divisional Curriculum Committee - asked them how they involve part time faculty. Answer – minutes are not sent to part time faculty, hadn't been inviting them. Depends who the representative or leader is. Reasoning - miscommunication in past where part time faculty created curriculum and full time weren't aware.

Holcroft:
Let's have the Community and Communications committee "own" the problem. We can't keep asking part time faculty to find solutions and then marginalize them. Let's ask all constituencies to work to create a solution.

Marasco:
People on campus seem to have a "space." Let's create a space for part time faculty.

Schaefers:
As a part time faculty member, there are gaps in my understanding . Unsure how best to be effective in creating structures. Need help with strategies.

Fong:
Discussed a part time sub-committee in Community and Communication. Recommended a study group for part time faculty under this committee. A charge would be to create space, identity for part time faculty.

Escoto:
Reminder - Doesn't have to be either/or. Process - motions need first and second otherwise motion fails.

Maurer:
What if the senate doesn't move it forward? How do we make sure it's happening somewhere? (C&C?)

Escoto: It is possible to address both. Ownership of a subcommittee but also have Community and Communication take on the operationalization piece?

Marasco: Can we make a recommendation to Community and Communication? Can we add this focus to the list of the committee's recommendations?

Fong: Clarified the committee already approved moving ahead with a part time study group.

Schaefers: Recommendation from the Community and Communications committee was to form a study group for part time faculty on the shared governance committees. In this way, part time faculty could share information and inform decisions. Would still like to see a part time faculty sub-committee of the Senate. Recently, there was a meeting of the chairs

	from the four shared governance committees. A discussion point was to form a study group around the hub, with the inclusion of a part time faculty member. Where are the PT faculty for this going to come from? This is where the Community and Communications recommendation for a study group for part time faculty came from. It addresses a slightly different problem.

Marasco – Let's focus on Charge 2 within the part time faculty sub-committee proposal (provide interface for members on the four new gov committees). Let's speak with a coordinated voice. Suggest modifying the proposed charge with a focus on #2. In response, Isaac suggested striking 1, 3, 4 & 5 in the proposal and approving (with #2 only).

Cormia:
Motion, striking 1,3,4, & 5, but acknowledging the Community and Communication committee is working on these. Also communicate Community and Communication emphasizes points 1, 3, 4 & 5.

Clarification - Creating new senate sub-committee focused on #2. Senate is recommending the Community and Communication committee prioritize 1, 3, 4 & 5.

Cormia:
Leaving 2 by itself is not clear. Needs context. (Include "PT")
Will Community and Communication deal with #3? Escoto clarified Senate inherently works on 10+1 issues.

Moved by Cormia
Seconded by Fong
Unanimously approved by the body

Outcome:
Senate approved the proposal with the charge of "**provide an interface for the part-time faculty members of the four new governance committees**," and made recommendation that Community and Communication's Part Time faculty study group prioritize the charges from 1, 3, 4, & 5.

Next steps: Katherine to formally revise proposal to accurately reflect revised charge. Isaac, Katherine, Jordan(?) to communicate senate's recommendation back to C&C. |
| 8. New Business (10+1 area(s) indicated) | |
| a. Mission/Core Values | Advisory Council – talking about Core Values to include the following:

Current Core Values include:
Honesty, Integrity, Trust, Openness, Transparency, Forgiveness, Sustainability

However, when one looks at our college mission webpage, ex: when we go out to hire for positions, potential applicants may notice key values missing from our list:
Equity, Diversity, Inclusion, Service Leadership, Innovation |

	What do we think of including these in our official Core Values? Comment: We should be careful in adding too many words, could we combine some of these? Some of these values are reflective of our past. Should we choose those values that move us more in to the future? Comment: Do we have any historical context for our current values? Comment: Most likely, our former Planning and Resource Council (PaRC) developed these based on issues at the time. Comment: Perhaps we should look at what our values should be at this point. Comment: Some of the proposed new values seem to be the same as goals. If the list gets too long it might get washed out. Perhaps we should have different sections on "Goals" and "Values". Escoto: Should we make a proposal to look at/assess all of our values (old and proposed new)? **General consensus to assesses all of our values.** Comment: Do we value continuous self-improvement? Perhaps this should also be included. Continual societal adaptation.
b. AB 705	AB-705-Fact-Sheet The purpose of this discussion is to clarify this bill and how Foothill has been changing/adapting in response. <u>AB 705 Background:</u> This bill requires colleges to maximize the probability that students will complete transfer level coursework in Math and English within one year. Students are more likely to be successful at College level courses than placement tests have indicated over the years. This bill spirit indicates that high school performance is a much stronger indicator of college success than placement testing. <u>Foothill College's response:</u> Comment: Examples of AB 705 implementation at FH, if students have a 2.6 High School GPA they are allowed to go right in to English 1A. Our transfer-level course in Math (Math 10) is open access. We believe that you already have the potential to be successful, let us help you. Comment: For students in the UMOJA program, this would create more space to take more classes.

		Comment: From counseling, this helps us see students in a more positive "[glass] half full" light. It will also save students money. If we can help students transfer sooner, this helps them financially. Comment: Praise for our Math and English faculty in looking at our curriculum. This bill asks us to look at who we are as faculty, and how we teach, and to sometimes fundamentally reassess our methods. This is humbling, and our faculty here have been very brave. Comment: This bill has impacted the disability community. Basic math and English in high school has not prepared students for transfer-level work. The disappearance of English 209 has been negatively impactful for the DRC community. Comment: AB 288 (CCAP agreement), allows dual-enrollment remedial coursework at the high school level. Comment: We had an email go out from our faculty union (FA); the email seems to have been in response to goings-on at DeAnza College. Senators and faculty union representatives will be getting together to jointly support our faculty in AB 705. Comment: The purpose of this AB 705 agenda item is to inform the body about what AB 705 is, it's spirit, and clarify that data/research shows it is overall a good thing for students. Additionally, we must emphasize that our Institutional Research office has been very diligent and ethical in their work to capture and analyze local data as related to AB 705 implementation at Foothill College. Comment: The general buzz in the Foothill English department is excitement around AB 705, as it is helping students. There is a history at Foothill in delving into learning theory and investigating what really helps the student population. We have high expectations for our students, we believe they can succeed, and are excited about what the data shows regarding placing them in transfer-level courses. They have an incredible capacity and we are excited that we may now be more able to help them succeed. What is best for them? AB 705 gives us new data that is being embraced as positive to see Comment: AB 705 was created by teachers, not politicians, to help students.
c.	Updated Program Review	See Program Review Template Rubric Faculty have been involved since the creation of this new rubric and template. Questions arose when filling out the old Program Review template:

		What is the committee looking for? What do I need to put in here so my program is seen and my needs are understood? Faculty involved have been meticulous in only asking about what is important. The template and the rubric were co-created so that when faculty are filling out the template, the rubric via which it is assessed matches. There will be a 5-year program review cycle. Different programs will go through the review process at different times over the next few years. Comment: How do we engage institutional research in filling out the template? Response: The template will be filled out online. The data will already be live in the system, so we will not have to ask institutional research for data. Comment: When do we fill this out? Still working on a few of the "whens" of the process. Comment: Thank you for taking the time for creating this template/rubric, lots of hours went in to the creation. Comment: Is there a way to loosen up a perhaps seemingly rigid online structure? A place for additional qualitative data or to expand word counts? Response: We'll explore adding a box at the end that is an open-ended "is there anything else that might be helpful for this program". **Please share with constituents, feedback may not be implemented right away, but all ideas will be considered and helpful.**
d. Spring Quarter		In the spring, we will prioritize discussion about the life cycle of budget reductions and faculty prioritization. It's important the body understand what all needs to be discussed/considered, in what phases, when creating options for budget reductions, or when creating processes for faculty prioritization. Over the last couple years, faculty have had differences in opinion regarding details of budget reduction implementation. Some faculty would have wanted to be in discussions where program elimination may have been discussed as one of the solutions to aid in budget reduction. Other faculty would not want to be in discussions about program reduction option planning, and would rather give feedback about budget reduction options created by administrators. As senate leaders, it's difficult to advocate for what "faculty" want, when different people/divisions prefer different things. A reminder that both President Nguyen and Executive Vice President of Instruction of Student Services Lisle have shared that they are open to hearing from faculty regarding how/where/when they would like to be

	involved should the college need to have budget reduction discussions in the future. To inform any future discussions about budget reductions, the senate will take a look at what needs to be discussed, what information needs to be considered, what decisions have to be made, what the timeline would look like, should the need arise for budget reduction options to be considered. The body will then discuss/get feedback from their constituents re: how they would like to be involved in the process. The goal is to arrive at a process that the senate as a whole will decide on, which will include details of when and how faculty would be involved throughout the process during a budget reduction need. Comment: Perhaps we ask De Anza what their take on Budget reduction decisions are? Could we talk with the De Anza Senate leadership and bring that back to the body? Response: Yes, we can check with our De Anza colleagues about their process/experience.
9. Committee reports:	See attachments
10. Announcements (limited to 3 minutes, Senate cannot take action) a. Elections committee update b. Math Performance Success	a. Not having enough time or resources to look at the constitution before the election. It needs an informed and focused group. We will still have an election for PT faculty representation. **Please reach out to your Division's part time faculty to let them know that a Senate part time faculty seat will be open for election in Spring.** b. There are some upcoming OER webinars from the ASCCC, please check out these webinars here: https://www.asccc.org/directory/open-educational-resources-oer-task-force Discipline workshops include: Anthropology – March 15 c. Part Time Faculty Appreciation event Brittania Arms, Cupertino May 10 5:30-8:00pm All full time faculty, staff and administrators are invited Look for thel Evite survey via email, can also access the link here: https://www.surveymonkey.com/r/JHYD5QC d. Day on the Hill May 4 Foothill College Open House showcasing Foothill's programs and services https://foothill.edu/dayonthehill/ e. Tracee Cunningham and Natasha Mancuso received tenure today, will be confirmed at tonight's Board Meeting

	f. Math Performance Success – for students who are interested or struggling in Math. Please email Cleve Freeman freemancleve@foothill.edu Please email with: Name, student ID and phone number g. Honors Research Institute May 4 Research institute 40 research proposals submitted from Foothill Honors Program, 13 were accepted.
11. Adjournment	Meeting adjourned 3:56PM