

Academic Senate Approved Minutes January 23, 2023

Meeting called to order at 2:06 p.m.

Roll call

Voltaire Villanueva (President)	4006
Jordan Fong (Executive Vice President)	4006
Eric Kuehnl (Vice President of Curriculum)	online
Robert Cormia (Secretary/Treasurer)	4006

APPR

Brian Murphy	absent
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BSS:

Mona Rawal	4006 (arrived late)
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CNSL:

Luis Carrillo	4006
Tracee Cunningham	4006

DRC/VRC:

Mayra Palmerin-Aguilera	online
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FA/Comm

Ché Meneses	4006
Kate Jordahl	online

HSH:

Rachelle Campbell	4006
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KA:

Katy Ripp	online
Kelly Edwards	online

LA:

Stephanie Chan	4006
Rocio Giraldez Betron	online

LRC:

Kimberly Escamilla	online
Mary Thomas	online

STEM:

Sara Cooper	4006
Matthew Litrus	online

PT Reps:

Roxanne Cnudde from SJSU	online
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Other Members:**ASFC:**

Skye Bridges 4006 (arrived late)

Classified:

Janie Garcia online

FacAssoc:

John Fox 4006

Prof. Dev.:

Carolyn Holcroft 4006

Chair of COOL:

Kerri Ryer online

Dean of Equity:

Ajani Byrd online

President's Cabinet:

Kurt Hweg 4006

Guests:

Allison Herman (online), Amy Leonard (online), Amy Shidler (online), Bret Watson (4006), David Marasco (4006), Gay Krause (4006), Kas Pereira (4006), Kathryn Maurer (online), Lené Whitley-Putz (online), Sam Connell (4006)

The agenda was adopted by consensus (Chan, first, Fox, second)

Public comment (none)

The minutes from January 9th were approved by consensus (Jordahl first, Cooper, second)

The consent calendar was presented. There was an addition of a Language Arts faculty on the executive committee serving until the end of the academic year 2023, an addition to the full-time tenure track music search committee, an addition to the tenure track photography search committee, and an addition of three faculty as program review readers. A question was asked about Mario Ramos serving as EO rep on the math faculty hiring committee, a suggestion was made to find a person outside the STEM division to serve as the EO rep. A part-time rep is needed for 2022-2024 to serve out Donna Frankel's position. A motion was made to approve the consent calendar (Cooper, first, Fong, second) The consent calendar was approved by consensus.

RSLS request for transcript proposal

The College was looking for a permanent course for RSLS, and for dual-enrolled high school students participating in RSLS. ENGL 70R is one such course, ENGL 71R, then ENGL 72R.

All students who wish to receive credit will need to be enrolled, similar to dual enrollment. All dual-enrolled students can receive a transcript. It might need to be a course that is offered at the high school. The high school administrator or the counselor will need to approve the class.

The transcript will say Research and Service Leadership and the year of participation.

A motion was made to approve the RSL transcription (Chan, first, Campbell, second) the motion was approved by consensus. There will be an RSLS meeting this Friday.

Part-time faculty rep

Roxanne Cnudde (teaches part-time at Foothill and full-time at SJSU) will step in for Ellen Judd. Donna Frankel's term extends another four-plus quarters; we need a P/T faculty in that role.

Winter quarter and spring quarter scheduling update and long-term update (Kurt Hueg)

Kurt shared that we've been on a significant enrollment decline since 2018. Since then, we've been in hold-harmless. Enrollment has declined since 2018, the apportionment model wouldn't have covered all of our expenses. We've been living on what the District gives us, and an additional million. We've had to cut our 1320 spending back a bit since summer, although we were a little more lenient with lower enrolled courses in fall. At the rate of spending, we would end the year with ~ 2 million dollars in deficit. We're scaling up our data analysis and working with deans to be more intentional and strategic about load, spread over the entire year. The

1320 budget is of concern, and how do we spend (invest) that ending balance over time? The reimaging of the District is important, how do we invest in programs including lower enrolled programs? Bret mentioned that we dropped 17% in FTES last year. We just ran the enrollment report for January, and we're only down ~ 150 FTES. We ended last year with a \$7.5 million carryover, but needed \$3.2 million of that to square up the budget. We have a College-wide escrow budget, flexible, but we'll need that for 1320 spending, and reassigned time. Kurt shared that because we're not in the apportionment model right now, how do we meet (fit into) the student-centered funding model?

Janie asked how these budget numbers factor in COLA. The State budget assigns the COLA. The State was flush with cash last year; this year not so much; the State (next budget) is proposing 8.13% COLA. Bret also shared that we (Foothill) are still in hold-harmless, and we can keep a COLA through 2024-25; after that, if we don't receive any more revenue, we'll need to operate differently. Rachelle shared that the most expensive programs in the district are all in one division. Kurt shared that our productivity target was assigned to be 490, but we didn't get close to that except during the pandemic.

Sara asked Kurt and Bret to account for the differences between the previous years with regard to 1320. Kurt said we supplemented \$1 million to close the budget, but this year it's closer to \$2.3 million. On-campus courses are important, but they are costing more (if lower enrolled). Sara pointed out that holding on-campus courses, even when a little bit lower enrolled, is bringing students back to campus and helping to increase our enrollment and that cutting them again due to budget constraints will interrupt the progress we are making there.

The amount we're getting is ~ \$80K for FTEF, we will need to tap into other funds. Why did the ending deficit go up? The bigger schedule adds to the deficit. In order to get out of hold-harmless, we need to grow out of it. Foothill has a higher ending balance, so we had a significant carryover, but De Anza has ended flat. John asked who we should talk with in the District to make sense of the budget? Bret went over the formula. Full-time and part-time faculty have a ratio that impacts the budget, Sam asked about the reassigned time. Reassigned time may come under scrutiny next year. Kimberly asked about tutoring. Our 1320 costs are high. Kerri asked if we could get a copy of the budget presentation that Bret gave recently? Bret shared that he'd be doing a budget update fairly soon and would make sure that the Academic Senate would be part of that discussion.

Voltaire asked how we would bring our colleagues into this discussion? Voltaire mentioned (ACBO) and (LAO). Voltaire also mentioned the May budget revision. Voltaire also brought up the need to have a conversation about program viability. Kurt shared that we're (admin) ready for feedback (and pushback) Sara shared that the long-term vision on the budget has to involve the faculty, Kurt shared that FA would be involved, he also mentioned that the productivity (level) would need to be part of that conversation. Bret mentioned that Anu (revising the District) was present at the recent budget meetings.

Sam asked Kurt for clarification for scheduling, Kurt said that the reductions we're making in spring would only impact courses that were offered more than once, and we're protecting in-person enrollment. John Fox recommended that we have a town hall around this effort. Kurt shared that a town hall should be for planning and not venting. Cormia asked about basic aid, and Kurt answered that we'd need to decline quite a bit in enrollment to reach basic aid territory.

Proposed administrative procedures for assessment Judy Miner observed that we we're behind quite a bit on some of the processes (he mentioned counseling as an example). Voltaire asked to share with constituents and we can discuss further at the next meeting.

Zero textbook costs.

Carolyn shared information about the State initiative for zero textbook cost degrees, instructional materials. State wants us to develop an entire degree where a student doesn't need to pay for any instructional resources (books, and instructional materials) ZTC course (Zero Textbook Costs) a student could take the entire degree without paying textbook costs. Designed to award grants for colleges to develop pilot degrees. The budget act of 2022 has three pieces associated with ZTC. The first phase is the ZTC planning phase, phase two is expedited planning, and phase three is deployment. We can get \$20K without an application (all colleges get this) for phase one, a huge part of this could be mapping (Carolyn is already doing that). Remediate content (that may not be accessible) Phase 2 adds more detail to phase one. Phase 3 implementation. Phase one, already said that we wanted the funds, by the end of this academic year, sharing what our plans are, e.g. professional development. Phase three (\$180K) can be extended, Carolyn mentioned an XV12 data element. The state is looking at a systemic change (a systematic program) Carolyn needs a current inventory of degrees and certificates, and also needs a list of courses taught with ZTC, or who would be willing to teach the ZTC course? Course with ZTC needs to be taught every year, to ensure throughput. She shared that we need an institutional commitment to ZTC, and that other colleges offering ZTC are also seeing a boost in enrollment. She suggested ways that we might reach ZTC. Kurt suggested that we reach out to CTE programs. Carolyn mentioned that she's in the middle of creating a smart sheet to ask about interest. Sam asked if this only applies to OERS, or could we use a balance of books already in the library? Kate asked if textbooks provided by the library, she works to use the O-Reilly service, the ultimate goal is to eliminate cost, not shift cost to the College. The "ask" is to share with other faculty what this program is. What will we spend the \$20K on, and could some of the \$20K be used as a stipend to get us closer?

ChatGPT

Cormia mentioned the recent release of a public version of OpenAi GPT-3, called Chat-GPT, an open access AI tool language model that helps write text articles. Kas Pereira (KCI) shared the importance of educators to use this tool and understand its capabilities and limitations. Ben mentioned that this is a disruptive technology, it's here, and it's not going to go away, and how do we address the academic integrity Issues? If generative AI can do assignments, how do we work around assessment models? Ben commented that he was reading essays from students,

and he's (not) sure if the article is student generated or AI generated. Ben asserted we're moving into a world where "work" will be conducted in a hybrid mode. If education as a whole moves in the direction of not assigning writing that could be created by generative AI, what would that mean? David commented on the availability of the tool to all populations irrespective of income. Tim asked if the tool could generate a very personalized style? Kate suggested that we reflect on what it is that our students should be learning, how they can become thinking people. Mary suggested reviving the academic integrity committee. Voltaire suggested that we all look at the tool. Skye asked how the tool was being trained? And how might it give students an edge over other students?

Tribute to Rich Hansen

Tim Shively came to the Academic Senate to pay a tribute to Rich Hansen who taught math from 1991 until 2017, he worked in FA and was president of FACCC. He taught junior high, high school, and university. Persons in the State government suggested he had the most influence of any person at the State legislature. Rich could influence people and arguments without appearing to be (emotionally) influenced. Rich passed away after a battle with cancer. Rich's first passion was his passion with history, before math. Rich will be sorely missed, an invitation for attending a celebration of life.

The meeting was adjourned at 3:56 p.m. in memory of Rich Hansen.