

**Foothill College Academic Senate Meeting Draft Minutes
October 2nd, 2017, 2:00 P.M., Toyon Room**

ITEM	ACTION
1. Call to Order	Quorum present 2:00PM. Escoto called meeting to order 2:01pm
2. Roll Call	<p><u>Senators Present</u> Isaac Escoto (AS President '17) Rachelle Campbell (AS Vice President/CCC Faculty Co-Chair '17) Katherine Schaefer (AS Secretary Treasurer '17) Valerie Fong (LA) Kimberly Escamilla (LA) Natasha Mancuso (BSS) Sam Connell (BSS) Micaele Agyare (LIB) Jordan Fong (FA) Maureen Macdougall (BHS) Rosa Nguyen (PSME) David Marasco (PSME) Donna Frankel (PT rep '16) Brendan Mar (PT rep '17) Rita O'Loughlin (KINS/ATHL)</p> <p><u>Liaisons Present</u> Kristy Lisle (Cabinet Liaison) Amy Edwards (FA Liaison for Fall)</p> <p><u>Guests</u> Christopher Warren (Dean, Equity & Inclusion) Carolyn Holcroft (Faculty Professional Development Coordinator) Nazy Galoyan (Dean, Enrollment Services) Denise Swett (VP, Student Services) Bret Watson (Interim, Associate VP of Finance & Administrative Services) Ram Subramaniam (Dean, PSME) Kurt Hueg (Dean, BSS) Thuy Nguyen (President) Simon Pennington (Dean, Fine Arts/Communications, Kinesiology and Athletics)</p> <p><u>Senators Absent</u> Cathy Denver (CNSL) Lisa Eshman (BHS) Bruce Mc Leod (FA)</p> <p><u>Liaisons Absent</u> Danya Adib (ASFC President) Classified Senate – not yet appointed</p>
3. Adoption of agenda	<p>In response to a question, Escoto clarified that Tenure Review Committee appointments were not yet official until Senate had voted during today's meeting. Phrasing on the Agenda would be amended to reflect this appropriately. Clarification that TRC chairs are selected at the first TRC meeting, and that the consent calendar showed who volunteered to chair TRCs as information only (prior to chair selection at the first TRC meeting)</p> <p><i>Approved by consensus</i></p>

<p>4. Academic Senate Orientation</p>	<p>Orientation moved from Item 9 to Item 4.</p> <p>Why are we here in Senate? What does the Academic Senate do? On what authority?</p> <p>Escoto presented the “10 +1” areas of faculty purview as delineated in the Title 5 regulations implementing California Educational Code.</p> <p>The 10 + 1 areas are:</p> <ol style="list-style-type: none"> 1. Curriculum, including establishing prerequisites 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. College governance structures, as related to faculty roles 7. Faculty roles and involvement in accreditation processes 8. Policies for faculty professional development activities 9. Policies for program review 10. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon <p>In particular, work under Area 1 and 2 is carried out through the College Curriculum Committee, a subcommittee of this body. Course approvals are handled through our divisional curriculum committees, with faculty driving decisions.</p> <p>Under Area 6, the Academic Senate negotiates governance structures with administration. Senate then has a continuing role regarding proper maintenance and operation of agreed-upon structures and processes. Once we establish program review policies through collegial consultation with administration, the Senate role continues through monitoring the implementation of agreed-upon policies.</p> <p>Area 11 (the “+1”) is intended to allow for collegial consultation on unanticipated issues.</p> <p>The Academic Senate’s role is to make recommendations to our governing Board of Trustees. The Board (or its designees (district and college administrators)) consult collegially with faculty on matters of faculty purview. To make it happen, Senate appoints faculty to shared governance bodies whose charge includes areas covered by the 10+1. Those faculty are responsible for keeping the Senate (and consequently all faculty) informed of actions, decisions, and issues.</p> <p>Another way we make recommendations is via a formal resolution on a matter within faculty purview, a process usually reserved for weighty issues needing input, review from all faculty. Less formally, the senate can pass a motion authorizing a certain action or directing its officers to advocate for a certain position.</p> <p>Our district designates 5 of the 10 +1 as areas of “primary reliance,” that is, policy directs the Board to rely primarily on faculty recommendations concerning curriculum, degree and certificate requirements, grading, standards for student success, and faculty professional development. The other areas are designated as</p>
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	<p>“joint development” or “mutual agreement,” where it is expected that the Board and the Senate will consult collegially.</p> <p>All faculty are members of the Academic Senate. The body that meets, made up of faculty representatives, is called the Executive Committee of the Academic Senate.</p> <p>In response to a question, Escoto clarified that under Area 4, new and ongoing Programs should involve faculty in pre-planning/concrete program planning/implementation stages.</p> <p>For a full overview of the scope, duties, and purview of the Academic Senate, please see the Senate Orientation PowerPoint from last year, located on the Senate website under Fall 2016 supporting documents, located here*: https://foothill.edu/senate/documents/2016-17/FALL_16/Foothill_Senate_Orientation_16_17.pdf</p> <p>*Please note that today’s presentation includes changes consistent with the new Senate representation structure voted on in May 2017, namely: -Adding a seat for Student Resources and Support -Adding representation from Apprenticeship Programs -Including the two existing Part-Time Faculty seats</p>
<p>5. Public comment on items not on agenda (senate cannot discuss or take action)</p>	<p><i>None</i></p>
<p>6. Approval of Minutes: June 19th, 2017 #10/2/17-1</p>	<p><i>Approved by Consensus</i></p>
<p>7. Consent Calendar</p>	<p><u>Behavioral Intervention Team (BIT)</u> and the <u>Human Resources Advisory Committee (HRAC)</u>: David Marasco</p> <p><u>Student Grievance/Due Process Pool</u> Ron Herman, Carolyn Holcroft, Debbie Lee, David Marasco, Maureen MacDougall, Rosa Nguyen</p> <p><u>Program Review Committee</u> Allison Meezan, Bruce McLeod, Carolyn Holcroft (Professional Development Coordinator)</p> <p><u>COOL/DEAC</u> Carolyn Brown</p> <p><u>Transfer Workgroup</u> Faculty tri-chair Cleve Freeman</p> <p><u>Student Equity Workgroup</u> Faculty tri-chair Micaela Agyare, Voltaire Villanueva</p>

Workforce Workgroup

Faculty tri-chair Phyllis Spragge

Operations and Planning Committee

Debbie Lee

Basic Skills Workgroup

Tilly Wu, Teresa Zwack, Tracee Cunningham, Sarah Munoz, Katie Ha, Jiin Liang, Allison Herman, Voltaire Villanueva

College Curriculum Committee

Leticia Serna, Evan Gilstrap, Hilda Fernandez, Benjamin Armeding, Sara Cooper, Brenda Hanning, Eric Kuehnl, Mark Anderson, Bruce McLeod, Barbara Shewfelt, Katy Ripp, LeeAnn Emanuel, Ben Shwartzman, Tiffany Rideaux, Bill Ziegenhorn, Mary Thomas, Anand Venkataraman, Zachary Cembellin, Marnie Francisco.

Tenure Review Committee

Aguilar, Alexis (GEOG): Allison Lenkeit-Meezan (Geog), Brian Evans (Econ), At Large – Jeff Anderson (Math)

Chan, Stephanie (ENGL): Jordana Finnegan (Engl), Allison Herman (Engl), At Large-
Phuong Lam (Math)

Dominguez, Maria (CHLD): Nicole Kerbey (Chld), Eta Lin (Psyc), At large- Bruce McLeod
(Thtr)

Hills, Lisa (Resp Ther): Judy Yamamoto (Resp Ther), Brenda Hanning (Resp Ther), At
large- Debra Lew

Gamez, Laura (LIB): Micaela Agyare (Lib), Mary Thomas (Lib), At large- Patrick Morriss
(Math)

LaPiana, Amber (ENGL): Kella Svetich, Valerie Fong (Engl), At large- Marc Knobel,

Litrus, Mathew (MATH): Chair Nicole Gray (Math), Teresa Zwack (Math), At large- Sam
Connell

Matthews, Geoff (ASTR): David Marasco (Phys), Jennifer Sinclair (Math), At large- Don
Mac Neil (Kines)

Meneses, Che (COMM): Andy Ruble (Art), Bruce McLeod (Thtr), At large- Lety Serna
(Cnsl)

Nghiem, Daniel (Math): Patrick Morriss (Math), Debbie Lee (Math), At large Patricia
Crespo (Span)

Overton, Mimi (DRC): LeeAnn Emmanuel (DRC), Fatima Jinnah (Cnsl), At large- Maureen
MacDougall (VT)

Painter, Ronald (CHEM): Mary Holland (Chem), Kathy Armstrong (Chem), At large Ben
Stefonik (Psyc)

Schwartzman, Ben (DRCVP): Russel Wong (DRC), Don Mac Neil (Kins), At large Natalia
Menendez (Engl)

	<p>StaAna, Zenaida Pilar (DH): Maureen MacDougall (VT) Phyllis Spragge (DH)</p> <p>Weusijana, Baba Kofi (CS): Kathy Armstrong (Chem), Elaine Haight (CS), At large- Bill Ziegenhorn (Hist)</p> <p>Proposed changes to current Tenure Review Committees include the following:</p> <p>Slede, Lisa (CNSL): Anabel Arreola-Trigonis (Cnsl) to step in for Cathy Denver (Cnsl) as chair for Winter '18, while Cathy is on sabbatical. Cathy will still come in as the other faculty representative on the committee. In Spring, Cathy will return to chair.</p> <p>Fong, Jordan (FA): Simon Pennington (FA) chairing Tenure Review Committee, not Mark Anderson (FA)</p> <p><i>Approved by Consensus</i></p> <p>Holcroft clarified that the pool of people willing to serve on the student grievance/due process pool is reset each year. An email will go out to pool individuals asking if they would like to serve again and re-enter the pool.</p> <p>We are in immediate need of an at-large faculty member to serve on the Tenure Review Committee for Dental Hygiene.</p>
<p>8. Unfinished Business (10+1 area(s) indicated):</p>	<p>N/A</p>
<p>9. New Business (10+1 area(s) indicated)</p>	
<p>a. Special Election</p>	<p>Over the summer, Carolyn Holcroft accepted the position of Faculty Professional Development Coordinator and stepped down as the Academic Senate President. The Executive Committee needs to fill the vacant Senate President position for the rest of the term (until Spring '18). There will be an election in the Spring for the position of Academic Senate President for the next full (two year) term.</p> <p>Today, we would need to vote the acting President (Escoto) into the position officially.</p> <p>Appointment of Isaac Escoto as Academic Senate President</p> <p><i>Approved by Consensus</i></p>
<p>b. Fall Finals Exam Schedule (5) #10/2/17-2</p>	<p>Lee offered an overview of the proposed changes to the Final Exam Schedule. The schedule had to be adjusted due to conflicts in hybrid courses that meet once per week. There was no official spot for these courses during Final Exam week.</p> <p>A new Final Exam schedule draft was presented for discussion and possible revision. See the attachment: "FinalExamSchedule_V2" Two changes are proposed in this new schedule</p>

1) **MOVED:** Classes that normally meet on Mon/Weds at noon would now have their Final Exams on Mondays from 1-3pm. The old schedule had this time block giving exams between 10:30am-12:30pm.

2) **NEW SPOTS:** For hybrid classes that meet once per week. See chart below:

*HYBRID CLASSES that meet once per week

Regular Start Time	Final Exam Day	Fall 2017	Winter 2018	Spring 2018	Time
Monday 8 AM	Monday	Dec. 11	March 26	June 25	8-10 a.m.
Monday 10 AM	Monday	Dec. 11	March 26	June 25	10:30 a.m.–12:30 p.m.
Monday 1:30 PM	Monday	Dec. 11	March 26	June 25	1-3 p.m.
Tuesday 8 AM	Tuesday	Dec. 12	March 27	June 26	8-10 a.m.
Tuesday 10 AM	Tuesday	Dec. 12	March 27	June 26	10:30 a.m.–12:30 p.m.
Wednesday 8 AM	Wednesday	Dec. 13	March 28	June 27	8-10 a.m.
Wednesday 10 AM	Wednesday	Dec. 13	March 28	June 27	10:30 a.m.–12:30 p.m.
Wednesday 1:30 PM	Wednesday	Dec. 13	March 28	June 27	1-3 p.m.
Thursday 8 AM	Thursday	Dec. 14	March 29	June 28	8-10 a.m.
Thursday 10 AM	Thursday	Dec. 14	March 29	June 28	10:30 a.m.–12:30 p.m.
Thursday 1:30 PM	Thursday	Dec. 14	March 29	June 28	1-3 p.m.

*For hybrid classes that meet more than once per week, use the schedule for classes held on campus.

Discussion followed on particular courses that might not be represented in the proposed schedule, including:

-A class meeting at 5pm on just Tuesdays that would not have a slot in this new schedule.

-A 3-hour face-to-face hybrid class, meeting once per week from 5-8pm. Lee clarified this would fall under the schedule for a nighttime class that meets once per week.

-An online (not hybrid) class that requires a proctored Final Exam.

	<p><i>-Hybrid class(es) on Sundays need a slot</i></p> <p>Senate members are asked to solicit feedback from constituents regarding the newly proposed Finals schedule for Hybrid classes.</p> <p>Senate members are also asked to let constituents and students know that the Testing Center is highly impacted during Finals Week, and students would need to schedule two weeks ahead of time.</p>
<p>c. President's Report</p> <p>i) Summer Activity</p> <p>ii) Governance Summit #10/ 2/17 -3</p>	<p>i) In Spring, we approved a \$3,000 summer stipend for Summer Academic Senate President work. We concurred we would discuss this in Fall. Escoto and former AS President Holcroft presented a timesheet of duties carried out over Summer.</p> <p>ii) Governance Summit The Governance Summit was and is planning to be held just before the year starts in Fall, looking back on the previous year, going over past goals, seeing if we met these goals, and going forward with new goals. Participants included leaders from all segments of Foothill College, including classified staff, administrators, faculty, and students).</p> <p>The focus from this Fall's Governance Summit included the unveiling of the new College-wide goals: E²SG</p> <p>For a brief overview, E²SG can be broken down into the following:</p> <p>*Equity Plan Develop an integrated plan, identify goals for alignment with equity, student success and support programs, and basic skills; focus on efforts to integrate equity with enrollment strategies (access, retention and persistence) to close equity gaps while increasing enrollments at the same time.</p> <p>*Enrollment Growth Tied closely to Equity. In the next year, try to achieve more than 1.5% FTES growth at 500 productivity (+/- 25) with attention to integrating equity efforts related to enrollment, CTE, Sunnyvale Education Center, and education pathways.</p> <p>*Service Leadership Plan and implement college-wide Service-Leadership initiative for students. Service Learning can include: Service Learning, Leadership Courses, Civic Engagement, Scholarship Research and Publication. We also want our students to be emotionally intelligent, and socially aware, to become competent leaders. In the next certain amount of years, we want to harness student leadership skills to continue making Foothill a Community College leader in the USA.</p> <p>*Governance Plan and implement a review to restructure governance as identified in our Quality Focused Essay.</p> <p>For more on E2SG and additional goals for the upcoming school year, please refer to the document, "2017-2018 Annual College Strategic Objectives"</p> <p>Senators are asked to share out these Governance goals to constituents</p>

	<p><i>A discussion began regarding productivity and anxiety, with a focus on providing faculty chairs additional education in order to determine how to schedule classes and the impact of faculty load.</i></p> <p><i>Lisle clarified that this Fall, our productivity is up and our enrollment is almost equal (we are at -.05%) to Fall '16. We achieved this by looking at individual classes, and applying data at the course level. Productivity is also being looked at using a college-wide approach, so that it is not just one division that can or cannot make it. Getting the productivity down to the program level can help faculty make decisions regarding classes.</i></p> <p>Escoto emphasized the need to revisit our Quality Focused Essay from last year for guidance on how to improve upon our governance structure in 2018.</p> <p>In addition, Escoto will be representing the Academic Senate in the governance leadership council, but we would need the participation of another representative from Senate, familiar with and able to represent the 10+1. The goal for this representative would be to stay engaged throughout the year.</p> <p><i>Discussion began on who would be best suited for this role. A Senate member with a connection to the Faculty Association (FA) was proposed. Mar also brought up the need to have part-time faculty represented. Various other Senators supported both of these points. The group agreed that Amy Edwards (FA senate rep) would be a great second senate representative on the governance leadership council.</i></p> <p><i>Escoto will follow up with college president, regarding part-time faculty representation.</i></p>
<p>d. IP&B Summer Recommendations (9,10) #10/2/17-4 #10/2/17-5 #10/2/17-6</p>	<p>The Integrated Planning and Budget Committee met over the summer. The Body makes recommendations to the Planning & Resources Council (PaRC) in the Fall. This summary of work and recommendations from PARC was shared.</p> <p>Senators asked to share out the recommendations with constituents.</p>
<p>e. Dental Hygiene Resolution (1,2) #10/2/17-7</p>	<p>Prior to every ASCCC Plenary there is a planning meeting for each of the representative state areas, ours is Area B. Across the State, California Community Colleges are divided up into Areas A, B, C, D.</p> <p>For Fall Plenary, we want Senate members (and constituent faculty) to see and discuss our Dental Hygiene Resolution (see attached document). Our Dental Hygiene Bachelor's Program has been running for about a year now, and is currently designed for students coming in without a DH degree.</p> <p>The problem for Dental Hygiene is that there are students with an AS-degree in Dental Hygiene that would like to earn a DH Bachelor's degree. In other similar Programs (e.g. Nursing), content knowledge credit can be granted towards the degree, by showing competencies required in passing board exams. In</p>

	<p>the current Dental Hygiene Program, content credit cannot be earned for the level of expertise demonstrated by passing multiple board Exams. This restriction comes from the current requirements of the Bachelor’s Degree pilot program at the Community College level. This resolution is in support of readdressing the minimum requirements for upper-division units for Community College BA degree programs to reflect the variety of curricular designs required by different programs of study.</p> <p>The goal is for Dental Hygiene completion program to be able to reflect credit awarded for competencies shown by passing board exams. The program feels current upper division unit requirements are too restrictive for some programs.</p> <p>Senators are asked to share the attached Resolution and reasoning with constituents soon, so that our Dental Hygiene program concerns may be supported at the upcoming Area B meeting.</p>
<p>f. Student Success Collaborative Goals</p>	<p>Over the last few years at Foothill, we have had three major workgroups to help our students succeed. These include; the Basic Skills Initiative workgroup, the Student Equity Plan workgroup, and the Student Success and Support Programs workgroup.</p> <p>The State has asked us to compile the output of these three workgroups into a singular report. In response, Foothill has created the Student Success Collaborative.</p> <p>Over the summer, the Student Success Collaborative put together goals for the Senate to consider (please see attached document). These goals would support the integrated plan that would go through the Planning and Resource Council (PaRC). From there, the plan would then be passed on to our Board of Trustees, and from there, to the State.</p> <p>Escoto clarified that at the moment, the goal for the Senate and our constituents is for us to pick 5 proposed goals and possible activities from the Summer Collaborative’s work. Please see the attachment entitled “Integrated Plan Goals_Draft” for an overview of these goals and activities.</p> <p>Our time constraint for discussion is the Board of Governors meeting in early December, since the Board would need to approve the plan, prior to it being sent to the state chancellor’s office. We would need to choose which goals to focus on soon, so that we would have enough time to write the integrated plan, have faculty/college input, and still make it to the BoT in time to make it to the CO on time.</p> <p><i>A Discussion ensued regarding the compatibility of the Goals, and whether or not they could be combined. A point was raised that they were initially separated to attempt to maximize the efforts of those involved. This was explored by another comment that we could think of creative ways to combine the Goals but still make the best use of everyone’s skills. Meshing goals wouldn’t necessarily mean we would be doing less. An observation was offered that the way the Goals template is laid out would allow everyone to take a look at it from different perspectives.</i></p> <p><i>In relation to goals, a concern was addressed on how to use data on student success and completion. The data is numerous, and wading through it without context is a challenge to allowing the faculty to help their individual students. We have all the data, but what does it mean and how do we take action? Lyle clarified that every</i></p>

	<p><i>program will take that data and use it in a different way. We would need faculty and their specific in-class experiences to tell us what that data actually means. From different learning communities and classrooms, what does it mean to you?</i></p> <p><i>Pres. Nguyen emphasized that a 150-word statement on our Goals template should not define our Equity efforts. Our template should be broad enough that we can always get into the details later, and not limit our creativity and ourselves.</i></p> <p><i>Another comment conveyed the frustration with reducing our students to numbers. It would help to unpack the data to show what is systemic that prevents students from getting out of the basic skills rut. What systemic constraints are holding back our pedagogical success?</i></p>
g. Cesar Chávez Day	
h. Professional Development Committee	<i>Next Meeting</i>
10. Committee reports: a) Compiled Reports	<i>Please See Handout</i>
11. Announcements (limited to 3 minutes, Senate cannot take action) a. Join us for the Black Minds Matter sessions! b. Community Building	<p><u>Black Minds Matter</u> – Full-Time faculty will be given PGA or PAA for attendance. For locations, days and times, please see the handout.</p> <p>Please share with constituents</p> <p><u>Community building</u> Building Community amongst faculty, staff, administrators, and students means a better functioning campus, and better support for our collective campus goals. Escoto suggested taking a topic and picking a day and time to invite faculty, staff, and administrators to talk about the topic. The more we can build a community, the more we feel connected, supported, and the better we can help our students.</p> <p>Escoto mentioned having the goal of meeting individually with each senate representative, at least once this quarter.</p> <p>Please share with constituents and ask for ways we can further build a campus community.</p>
12. Adjournment	Meeting adjourned at 4:01pm

