

Academic Senate Minutes
February 13, 2012

Meeting Called to Order at 2:03 p.m.

Members present: Dolores Davison (President), Carolyn Holcroft (Vice-President/CCC Chair), Robert Cormia (Secretary/Treasurer), Katherine Schaefer (Adjunct Faculty), Teresa Ong (ADL), Russell Wong (ADL), Karl Peter (BHS), Eta Lin (BSS), Sam Connell (BSS), Tobias Nava (CNSL), Fatima Jinnah (CNSL), Bruce McLeod (FA), Kate Jordahl (FA), Richard Morasci (LA), Pam Wilkes (LRC), Don MacNeil (PE), Dixie Macias (PE), Patrick Morriss (PSME), Debbie Lee (PSME), Kurt Hueg (Cabinet Liaison), Darya Gilani (Classified Liaison), Meredith Heiser (FA Liaison)

Members Absent: Russell Wong, Kurt Hueg

Guests: Elaine Kuo and Leslie Noonan

Agenda Approved by consensus

Announcements: Robert Cormia announced attendance at State of the Valley attendance and the discussion regarding revisiting Proposition 13, which 'is not serving the needs of the people'

Meredith Heiser will not be doing PDL committee anymore, so we need a replacement. Any full-time faculty member can serve and the committee meets on Thursday afternoons.

Approval of Minutes from January 30th, approved with changes as noted.

Consent Calendar: Approved with amendments.

Allison Lenkeit will serve on the Facilities master plan steering committee

Karl Peter on sabbatical - leaving two committees Gillian Schulz and Dan Swenson will fill in

Debbie Lee forwarded P/T faculty from astronomy to Dolores, Debbie Lee's name on the scheduling committee (but needs to see the schedule)

Item 1: Elaine Kuo (Institutional research) discussed the CCCSE (Community College Survey of Student Engagement). Why should we do the CCSSE survey? It closes the Loop on ILOs, establishes benchmarks; identifies areas for improvement, and helps with the accreditation follow up report. How is the CCCSE survey administered? During spring quarter, a random sample of 75 face-to-face classes will be selected. The survey is a pencil-paper measure and it will take approximately 50 minutes to complete. Student blocks will be chosen randomly, and all face to face sections to get more participation. The CCSSE timeline is very tight, especially for

quarter systems. A sample survey will be available to review on April 25, 2012. Surveys will be available for pick-up by faculty on May 4th, and they need to be returned by May 15th. Survey results will be available by July 31, 2012. The survey can be previewed at www.ccsse.org. We have added questions to the survey to help us prepare for the fall accreditation report follow up. Foothill is participating in this survey for the first time. Timing of survey was discussed, and what fraction of students would be surveyed. The goal of the survey was to measure the time in and out of the classroom that students are spending related to class. Holcroft noted that it ties into the student success taskforce and the 'A Matter of Degrees' document, i.e. parallel goals. Matter of Degrees is a document about best practices in education. Some practices did not make it forward into the final document. The survey has been described in the Chronicle of Education, as an effort to ask students about the time and energy they invest, in and out of the classroom.

Questions were asked about how information would be shared with other colleges, ~~and~~ if data could be ascribed to a faculty or to a classroom, the cost of the survey (approximately \$10,000), whether the survey could be administered earlier in the quarter, and whether online classes would be selected. Elaine stated that the cost is approximately \$10,000 and online classes will not be surveyed. Meredith, our FA rep, stated that the survey results cannot serve as an official evaluation. ILOs (Institutional Learning Outcomes) will also be addressed in this survey. De Anza College is doing this as well, and asking questions about their ILOs. ACCJC will be using this data, which could be very important to the colleges and community college system, and faculty should consider the importance of these data when considering the time investment for the survey. Senators please let faculty know that this survey is coming.

Item 2: Academic integrity committee - Patrick Morriss read the mission statement resolution for senators prior to a vote on the resolution. The mission of the committee is to model the six core values of the campus into the charge of the committee (7 points) which include inviting faculty to share policies and practice collaborate with ASJC, and present faculty with professional development activities. Patrick stressed that the mission of the committee would be to model academic integrity as an example, and have faculty join the effort through collegial example and excellence. Committee really wants to have faculty involved. A senator commented that the mission is very large, and perhaps it could be unpacked into smaller easier to see ideas. The resolution to approve the resolution passed unanimously.

Item 3: Romeo Paule from the Foothill College bookstore came to talk about the HEOA (Higher Education Opportunity Act) and the mandate to have a list of textbooks available for students to see what books are required for a class. Deadline for submission for Spring 2012 is March 12th. Posting required textbooks helps in meeting a notification requirement by HEOA, which was passed in July 2010. This is done through the textbook adoption, and a key message for faculty is to go in and do the textbook adoption as early as possible – when we wait until the deadline for the bookstore, the deadline for HEOA has already passed. One senator asked 'why don't just move the bookstore deadline'. A suggestion was made to have a higher member of the administration announce to faculty the importance of faculty textbook adoption, rather than

just email reminders from the division. A senator commented that the faculty adoption website is not the easiest to use, so please consider using email to reach the college bookstore. Other questions were asked about allowing multiple editions for a class textbook. Clarifying questions were asked about bundled books, and details of book purchases that could save students money. Faculty would need to send information about bundled offers to the bookstore, and additionally faculty can include information about e-books. There was a comment about EOPS and required or optional textbooks.

Item 4: COOL report from Kate Jordahl - Kate presented information about documenting hybrid hours. Any class that has any meeting times that are partially online, meaning face to face time that has been replaced by online, is called hybrid. Kate reviewed the 'draft guidelines for documentation of hybrid course hours.' Documentation of hybrid hours must be turned in at the end of the quarter. The syllabus must also indicate the number of hours required online each week, and if the hybrid hour is mandatory. Syllabi must clearly delineate hybrid hours, or TBA location, and activities. Course descriptions should include:

- * Number of hours that are hybrid and
- * whether the hybrid is lecture lab

There was a question about where on the syllabus TBA hours should be listed. Students want to know when and where they have to meet (online or other physical location). COOL is looking for a document that is faculty driven and explains what represents a complete process of filling in all the requirements. Some of this information and verbiage is right out of the distance education approval document. Assignments and attendance sheets from student activities are good to document and complete as an artifact. The State is looking for full accountability, evidence that the student is actually participating, and looking for an artifact that the student actually created. Audits do happen, and sometimes audits fail when evidence of participation is not given. We are trying to satisfy state and federal auditors for different reasons. Classes can be audited for financial aid reasons (financial aid and student attendance).

Student activity meters in ETUDES may help. De Anza chose to 'schedule' hybrid hours as a fixed time and location. This exercise/issue underscores that online courses can be quite an effort to account for, and especially as financial aid (in both traditional and online courses) can be a fraud prevention issue. There are problems of synchronicity that are involved in scheduling courses, such as an online course with TBA hours that overlap with a physical course. A question was asked about 'what is homework' vs. having an activity that students do as part of an online activity. This issue is all about 'time on task'; if a lab has time online, then the activity should have faculty involvement to supervise the output of the student activity. There were questions about homework vs. supervised time, and how do we know what students are really doing in an online / hybrid course. If you want to have a hybrid hour in a class then you have to be very specific about what it is that you (faculty) expect your students to be doing, and how to account for that time. This document needs to be shared with constituents. Please send feedback directly to Kate or Dolores.

Item 5: Commencement reception. The cost of the event is ~\$750; the bookstore will pay a third, classified senate will pay a third, and it was hoped that Academic Senate would pay a third. The topic of funding faculty cap and gowns for newly tenured faculty was discussed again. Funds could come from a part of Pat Hyland's budget. For the onetime money, what are the expected caps and gowns cost? A suggestion was made that faculty could request a cap and gown if they intend to attend commencement. Please ask if faculty constituents would be okay with Senate putting in \$250 for the commencement?

Item 6: Committee reports

Curriculum committee – Carolyn clarified the wording in the most recent CCC Communiqué: it was not meant to imply that English 1A does not contribute to student success. Carolyn commented that Foothill faculty are working to develop a significant number of transfer degrees in alignment with vetted TMCs. Highlighted ideas from the ‘Matter of Degrees’ document, particularly opportunities for incorporating experiential learning into our curriculum. Expanding service learning would allow faculty to explore fresh ideas for curriculum, such as teaming up with local groups to provide learning experiences for our students. Carolyn also noted faculty are needed to serve on GE review subcommittees, especially need help in area 3 natural sciences, and area 4 social and behavioral sciences. Please consider and ask faculty constituents if they want to be involved. Workload should not be very large going forward. Subcommittee members review applications for inclusion in the Foothill GE pattern.

Student Learning Outcomes – ACCJC report stressed need for improvement particularly in program-level SLOs process. Gillian and Carolyn are also trying to facilitate faculty exchange of fresh ideas in student engagement. A brown bag lunch will be held this Wednesday at noon in the president’s conference room on student learning outcomes, to help or enrich in your class. There were comments and questions about putting SLOs on the syllabus; FA is saying you should not be evaluated for what is on the syllabus. Academic Senate passed a resolution a number of years ago supporting putting SLOs on the syllabus. Not to put SLOs on the syllabus puts College accreditation at risk. However, the accreditation team last fall suggested that SLOs be used to evaluate faculty.

Questions were asked about having part-time faculty participating in SLOAC and Carolyn acknowledged that they are not contractually obligated to do so, but if they don’t then another faculty member must take responsibility for assessing and reflecting on the SLOs for the part-timer’s course. Carolyn suggested that there could be cross fertilization of ideas about SLOs across divisions.

Meeting Adjourned at 4:02 p.m.