

Academic Senate Minutes

October 15, 2012

Meeting Called to Order at 2:10 p.m.

Members present: Robert Cormia (Secretary/Treasurer), Katherine Schaefer (Adjunct Faculty), Kathy DePaolo (BHS), Karl Peter (BHS), Lisa Drake (BSS) Eta Lin (BSS), Tobias Nava (CNSL), Lety Serna (CNSL), Bruce McLeod (FA), Janis Stephenson (FA), Scott Lankford (LA), Richard Morasci (LA), Pam Wilkes (LRC), Don MacNeil (KA), Katy Ripp (KA), Debbie Lee (PSME), David Marasco (PSME), Kimberlee Messina (Cabinet Liaison), Meredith Heiser (FA Liaison), John Lazzarini (ASFC Liaison)

Members Absent: Dolores Davison, Carolyn Holcroft, Darya Gilani

Announcements:

Dolores Davison is traveling on statewide business, Carolyn Holcroft is ill, so Robert Cormia is acting president. Scott Lankford took minutes.

Agenda approved by consensus

Guests: Brian Evans (ECON), Jay Patyk (ECON), Mary Thomas (Library), Lawrence Lew (Adjunct in BSS)

Consent Calendar - Debbie Lee asked that Zwack be removed from Academic Integrity Committee on the consent calendar. Amendment--Beckie Urritia-Lopez will now be serving on Jess Miller's (CNSL) tenure review committee, replacing Russell Wong.

Approval of the minutes from October 1, 2012: will bring back in two weeks with corrections (additions) from PSME regarding the PSME director position.

Item 1: SLO Presentations

ECONOMICS: Patyk and Evans presented the document detailing the FH Economics Dept Student Learning Outcome Procedures (see attached). They stated that they provide their part-time faculty members with a 10-page packet with directions about SLOs. Their Economics 1A and 1B classes are assessed every winter quarter and the faculty all utilize the same grading rubric. Questions emerged about how to incorporate part-time faculty -- who are not paid to do the SLOs -- could / should be included in the process. Kimberlee Messina stated that FT faculty can "invite" PT faculty to reflect in TracDat.

LIBRARY: Mary Thomas presented SAOs (Service Area Outcomes) as part of the SLO Process for Library Faculty. Library SLOs work differently for classroom instructors. First step was to define overall goals (i.e., conducive learning environment, provide services, provide resources, collaboration with other groups). Next they had to define Service Areas: information resources; library orientations; Next they discussed the difficulty of assessing these outcomes--especially given the one-on-one, difficult-to-track nature of most Library Interactions. Part of the answer is quantitative (how many books, how many books checked out, how many resources, are the resources sufficient, how many orientation sessions, student satisfaction with books/journals/online resources/orientations, how many faculty/staff); part of the answer comes from Surveys (weblink and paper form in library); part of the answer comes from usage of resources/Library class enrollments. They emailed 4500 students with 10 units or more. They received over 300 responses and they found that students in general were satisfied with the resources. There has also been an increase in the usage of online resources and the circulation reserve books. Surveys were also given to faculty who used the library orientations. Mary also acknowledged support from Carolyn Holcroft, Gillian Schultz, Darya Gilani, and Elaine Kuo.

NANOTECH: Robert Cormia presented Nanotechnology PLOs. 4th year in an NSF grant-funded program. In this case curriculum goals and criteria were developed from the ground up prior to formulation of the specific courses. PLOs also include a pathway toward engineering degrees and workforce skills. Program Outputs include technicians who understand science; technicians who can design experiments; and technicians who can integrate science, technology, and materials engineering. Robert Cormia stated the importance of applications ("think like a scientist and act like an engineer"). What was learned? Younger students typically flounder at the level of moving to applied engineering. Older students with prior degrees "get it" but need additional assistance to enhance their skills as a "career booster" (i.e., take on new skills to be more effective in their company). They will possibly franchise with high schools (Palo Alto High School).

MATH: Debbie Lee presented the evolution of SLOs in the Math Dept. Steps included learning to focus on a smaller number of overall SLOs; making a dropbox with access for all full-time faculty with lists of SLOs for each course. PT faculty are given the SLOs to include in their Green Sheet. The other document in the dropbox is an Excel Spreadsheet so that faculty who take "ownership" of a particular course can log their data. Fulltime faculty are responsible for contacting/communicating with PT faculty who teach that course--including formulating the appropriate questions. PLOs were especially difficult because "programs" are hard to define in Math. Even the new AA-Transfer degree may not entirely fit the definition of a Program. Questions: how can Math department design assessments that don't depend on multiple choice problems? How can discussion be fostered between faculty in multiple courses, especially

those courses which are taught largely or entirely by Part-Time instructors? What about the ambiguity of “a target percentage” in our assessments?

Item 2: ONG: New Online DRC Notification System

Teresa Ong came to present/discuss the new online Notification System for DRC accommodations. 445 students presented requests for accommodations and 200 student requests came during the first 3 days of school. 180 responses have been received from Faculty so far. Note that Accommodation Requests will be closed one week before finals unless extenuating circumstances. Take-home exams should be discussed between the student and instructor (it is a case-by-case basis). DRC is considering opening the requests one week prior to the beginning of each quarter. Faculty would provide class syllabus before the quarter begins. Meredith Heiser (FA rep) stated that they contractually cannot require faculty to do that, however they can “request” faculty to do so. Teresa stated that younger students need to “love” this new online system, but older students “do not like it.” Please have faculty directly email Teresa with questions and/or comments (ongteresa@foothill.edu).

Suggestions from Senators:

- 1) Make sure students “own the process”
- 2) Put the burden of determining test dates on the students, not the faculty
- 3) Written guidelines needed for requesting Note Takers
- 4) More precise guidelines needed for recording lectures
- 5) ASFC might do some outreach to gather student perspectives on the process
- 6) More flexibility with exam dates

Item 3: Student Success Recommendations for Professional Development

Maureen Chenoweth presented a report on new statewide recommendations for how to respond to the new Student Success mandates regarding Staff Development. See attached for a summary. There’s a handy website that lists Staff Development Opportunities statewide. There was a separate discussion last year at the campus level about our “local” staff development efforts, and need to strengthen faculty ownership under primary reliance. It was suggested that a larger Senate discussion of Staff Development structures be agendaized.

Item 4: DRAFT PaRC Document Discussion Program Creation / Discontinuance

Cormia presented highlights of the proposed PaRC guidelines. See attached. Suggestion was made that the difference between a “yellow” and “red” designation be more carefully delineated. A senator mentioned that the wording “....and adhere to the communication guidelines and timelines with De Anza, the district, and the collective bargaining units” was left

out in several part of the draft form. Kimberlee Messina stated that she would re-check the wording.

Item 5: Scholarships:

Currently budgeted for \$3000, with \$1000 scholarships proposed to basic skills, transfer, and workforce. We have a \$30,000 surplus, and could afford to provide more. It was proposed that we double the scholarship amount for this year only. Discussion on other options ensued. Item tabled for further discussion. Suggestion that we agendaize an overall discussion on Senate Budget Priorities early this year.

Academic Integrity Committee: Eta Lin reported that the committee reviewed the college's website on Academic Integrity. It was conveyed in a negative way (e.g., the word "dishonesty" was frequently used). The committee members are striving to cultivate/foster a "climate of academic integrity, honesty, and trust." They are considering rewriting the Foothill Honor Code in a more positive way. The committee has also been actively investigating Honor Codes at other colleges and universities (e.g., Washington & Lee University has a student-run executive committee that oversees academic integrity on their campus). Several of the committee representatives also attended the last ASFC meeting. It was a very productive meeting with student reps on the same topics. Eta Lin will report on the ASFC student feedback at a later date. Next Meeting Oct 22 (Monday) 2:00-3:00 in the President's conference room.

Interdisciplinary Seminars by BSS on offer (Lin).

For the good of the order

Eta Lin announced that Ben Stefoni came up with the idea of having an interdisciplinary lecture series. The first Interdisciplinary Lecture series was held on Monday, Oct. 15 at noon in the Hearthside Lounge. The topic was "fiscal cliff notes and the presidential candidates economic policies." The speakers were Brian Evans (Economics) and Meredith Heiser (Political Science). They both did a fantastic job and it was well-attended by students and some faculty members.

Adjourned at 4:15pm