

Academic Senate Minutes

January 28, 2013

Meeting Called to Order at 2:02 p.m.

Members present: Dolores Davison (President), Carolyn Holcroft (Vice-President/CCC Chair), Robert Cormia (Secretary/Treasurer), Katherine Schaefer (Adjunct Faculty), Lisa Drake (BSS), Eta Lin (BSS), Tobias Nava (CNSL), Lety Serna (CNSL), Bruce McLeod (FA), Kate Jordahl (FA), Richard Morasci (LA), Pam Wilkes (LRC), Don MacNeil (KA), Katy Ripp (KA), Debbie Lee (PSME), Kimberlee Messina (Cabinet Liaison), Craig Gawlick (Classified Liaison), Meredith Heiser (FA Liaison), Jocelyn Diaz (ASFC Liaison)

Members Absent: Scott Lankford, Karl Peter

Announcements

1. The PDL committee still needs two faculty members from Foothill College to serve. The committee meets every other Thursday at 2:30 pm (alternating campuses).
2. The Program Review Committee (PRC) is now scheduled for Tuesday, February the 5th from 10:30-11:30 in the President's Conference Room. The PRC is the result of the summer task force to determine whether programs have green, yellow, or red status. We have a vocational faculty but need a basic skills or transfer faculty for PRC. Carolyn Holcroft volunteered to serve on the PRC as the transfer faculty on a temporary basis until a permanent representative steps forward.
3. We still need division SLO coordinators.—The position was not originally open to part-timers but Messina clarified that part time faculty may serve now. The position pays \$1000 stipend per quarter, and is a pretty big job. There can be multiple faculty from the division that serve as SLO coordinators and it is hoped that these faculty members can commit for the entire year. There will be on the job training starting in winter. Senate needs to step up and support this effort. Faculty need to stay up with the SLO effort, SLOs should be faculty-driven. Short discussion about the difficulty of having time to do this work, and the need for disciplined faculty doing the SLO work.
4. Katherine asked that we could announce the Google group for part-timers to our division faculty. She will be sending out an email with the Goggle group invitation.
5. Meredith reminded people about the March in March in Sacramento on March 4th and to please let students attend that if requested. There is also a FACCC workshop on leadership in higher education. You need to sign up by February 1 in order to receive the discount.
6. Carolyn announced an event on February 8th from 12-1 p.m. in the President's Conference Room. Faculty from SJSU and West Valley will be talking about their collaborative general education pathway, "Global Citizenship"
7. Dolores announced room for a faculty member at the Accreditation Institute on February 8 in San Jose.
8. There are two additions to the consent calendar. Bob Cormia (PSME) and Jeanne Thomas (BSS) will be serving on the hiring committee for the Dean of Onizuka Education Center. Due to the brown bag last Wednesday on enrollment priorities, we learned from Andrew LeManque that a district taskforce for enrollment priority was convened. De Anza has a faculty member representing their college, whereas Foothill College did not have any faculty represented on the committee. Lety Serna will be serving as FH faculty on the enrollment priorities committee. Carolyn Holcroft will temporarily serve on program review committee to represent transfer mission.

Agenda approved by consensus. Approval of the minutes from January 14th with changes as noted.

Item 1: Chief Ron Levine addressed the Senate on campus security in the context of the shooting in Newtown Connecticut. He has been the District Police Chief for 9 ½ years following almost 26 years in the Santa Clara sheriff's department. His responsibility at FHDA is campus security, including property and personal safety. Ron gave a general overview of campus security and emergency procedures and what we need to do. Lock down, code red, and 'active shooters' are still emerging topics. The K-12 system has a big advantage over community colleges as every classroom has a speaker, roles by school employees are taken, and you know who is on campus.

There is a 'district plan' and each college has an 'all hazards plan' (worst case scenario) that is exercised twice a year, ~~and~~ which include earthquake, flood, airplane crash, and active shooter, ~~etc.~~ situations. There is a plan with detailed information on a flash drive (handed out in fall 2011 Opening Day), and a checklist. In an ideal world, everybody has a role and a job to do, and we strive for 'three deep' for each position. We have tried to train as many key people across the District as possible. In an emergency, the administration manages the incident at an 'administrative' level, i.e., Board, District, Colleges, etc. Where do we as faculty fit into that plan? They are trying to push it down to all levels (e.g., faculty, staff, students), but there is no simple fix. There is a large commuter population, hard to get students up to date and informed about the emergency plan. The Foothill College website, under faculty and staff, has a tab for emergency preparedness with training videos. UC Davis has prepared a video call 'Run, Hide Fight'. Bob—was this video was put out by UC Davis? There is information for earthquakes, one for pandemic flu. There are a number of venues and assemblies where we can get together and talk about various threats and strategies for preparedness. We are working with ETS to try to get people informed, and trying to find a training venue that works for everyone.

What happens if we have an active shooter? It's a scary concept. We normally have one officer per campus per shift, so law enforcement officers are limited on each campus. In an emergency we call for emergency aid from the Sheriff's office and/or local police. In an emergency everything seems like it takes forever. The District has a deficit in that not everyone knows where to go (exactly) for other agencies that might respond. The officers from outside agencies may not be familiar with our campuses and Ron has sent out campus maps to these agencies. The issue of "lock down" is an issue that has come up. What is a lock down? It is when you lock your classroom door, draw the shades, barricade, then hide (low), and wait for an 'all clear' sign before coming out. As an example, San Jose City College took hours to clear a four story building with 60 officers. In a lock down, you could be in a room for hours. We have a deficit in that we don't have a PA system, in classrooms or in open areas, but an order will be put in for ETS. The new emergency poles will have speakers that will be capable of receiving announcements, and we ~~have~~ will put more emergency phones on campus. It is in our future to update our system, but we have no idea when it will actually happen. The electronic sideboards on the bookstore could also be a place to send a message. There are some people in the District that understand this problem, and some who don't. The expense of reworking infrastructure can be a problem, as hundreds of doors need to be retrofitted. Solutions include a dual core door, or a locking mechanism on the inside. Some doors have crash bars, which are problematic to lock in a hurry. Do you keep your doors locked at all times? Locking a door at all times is not a good solution for everybody.

In the K-12 system most rooms have drapes, but we are in a different environment. Ron recommended that we take a look at public resources for training, such as DHS (Department of Homeland Security) website. There isn't a list of things that will work uniformly across campus. Ron will send a link for best practices. Faculty may need to work through a list to see what they should do to prepare in our offices

and classrooms.. Police do not know how every classroom works and not all doors are classroom or equipment doors. There are significant labor and financial costs involved in getting doors retrofitted.

During the November 19th armed robbery incident there was a broad and at times confusing perception of events by students to the messages that were sent out. The campus was never ordered to be locked down. The issue is that there always a 'fog' during a response to an event like this. The Foothill robbery message was re-tweeted and unexpectedly De Anza thought there was an active shooter on their campus. There were 17,000 message sent out on that day. There was a comment that the UC Davis police training event on active shooters in May was very effective. Doing an event on opening day could be very effective; perhaps doing it as a breakout. Senates help plan opening day. There was a comment that there was an alarm in the 8000 building that required evacuation but the message did not reach the entire campus. It appeared that there was a problem with getting information relayed between the upper and lower campus.

A question was asked about emergency response training for student employees and/or student government. At the beginning of each quarter, faculty should inform their students on what to do in an emergency. Ron suggested that the Senate could make recommendations to college administration, and CAC, APM, etc. Dolores mentioned that the Senate can also bring this to the board's attention. Ron is the focal point for safety concern, and has been vocal about security, and needed improvements. Unfortunately "security" concerns were left out of the bond measures. There was a comment that workplace violence has increased. However, some faculty have complained about having to do fire drills, as they take time away from classroom instruction, so how would lock-down preparedness be perceived? There already is a date that has been discussed for a drill in spring.

There was concern about what to do if someone comes in with a gun, have we been prepared through an effective drill? If you are not in a room, leave campus immediately, or go to the farthest point away on campus. Having a public address system would be good. There was another reference to the Run, Hide, Fight 5 minute video. A senator made a comment about the importance of the mental health status of these perpetrators as well as the importance of our Psychological Services on campus (e.g., increase in students who are depressed, anxious, displaying suicidal ideation). Ron mentioned that each college has a Behavioral Assessment Team. Pat Hyland and Melanie Hale do their best to get the students in the system to look at their mental health and criminal history. There is a software program to help track these students. After meeting with the group - what type of intervention needs to be done. Ron said his job is to protect life and safety, and not put people in jail (as a first course of action, unless they violate the law in which case he has no choice) or getting them into the criminal justice system. Ron commented that FHDA also tries to get students in for help, and has behavioral assessment teams that were developed after Columbine and after Virginia tech. On opening day, we should have a session, and perhaps training in spring. Dolores may also address the Board about general faculty concern on this issue. The Senate and Faculty Association could also pass a resolution (as a workplace and student issue) that when bond measures are 'scripted' and about to be passed that security is always an issue. All agreed that it was a positive thing for police to come and talk with us about security.

Item 2: Motion to approve the prerequisites policy was passed unanimously. The professional development policy was also passed. There will be a planning meeting sometime next week. It is open to anyone interested.

Item 4 3: President's report out (Davison)

Dolores met with Karen Chow, Academic Senate President at De Anza College, to discuss the finals

schedule, changing number of days etc. Rich Hansen suggested that FH and DA could have separate finals schedule. We could ask Elaine Kuo from the research office to look at the block scheduling and see how that overlapped with the finals schedule. If there are limited 9 and 11 a.m. classes, maybe reset the final schedule. In two weeks Dolores will be at San Mateo, and Carolyn and Bob will take over. Dolores discussed changing the meeting times for the Senate, but that would conflict with the March on March.

Item 3 4: Curriculum report out (Holcroft)

Carolyn reported that at their most recent meeting the CCC talked about various problems with curriculum process. A discussion ~~that~~ has evolved over a number of years about rethinking the division-level structure/process at Foothill, and at this time we need feedback to see what faculty would like to do. At every other college, there is a centralized curriculum committee whereas at Foothill we decided to have division-level committees. Much of the college curriculum work is not being done effectively anymore, and must solve issues going forward. We have several options, including intensifying the effort to train and support the current division structure. One thought was that if we do some really serious training we might get to where we want to be. The other option is to go back to a centralized process (pre-1994). Carolyn stated that she does not favor one option over the other option, the only goal is that the curriculum process to function effectively under whatever structure we have. The big take home message is it can be one way or the other, but it would be good (the primary goal) to just 'have it work', and that it can't stay broken as it is. One senator noted with curriculum sometimes you get information and sometimes you don't, and it also depends on the knowledge of your divisional curriculum representatives. Faculty involvement matters too. The bulk of information and knowledge goes into a limited number of people, and there might not be a large amount of people who really know it well. Cori commented that curriculum has become removed from the (faculty driven) curriculum process, and we need to rethink the process so that every single person learns what the process is. Carolyn stated that she and Cori are revamping the resource materials and will offer much more curriculum training for all faculty members. Sometimes faculty get very upset about not understanding the rules, and have gone to Cori with Bernie, sometimes 'venting' their frustration, rather than looking for solutions, or trying to find understanding.

Faculty have to be responsible and deal with curriculum on an ongoing basis. There was a question about how part-time faculty can get involved in the work. A senator stated that part-time faculty are always welcome to their divisional curriculum meetings and they are regularly invited to attend. The first thing a part-time faculty should do is ask to see the curriculum (Course Outline of Record). There was a comment about 'distributed expertise' that includes faculty but not all faculty have the same knowledge about curriculum. Another comment was that many faculty do not want non-discipline faculty having a say over their curriculum, as might be (or was) the case in a centralized process. This was the reason that the divisional curriculum level was initially created. A senator commented that faculty, administrators, and staff are all working very hard and we all get frustrated (e.g., sudden changes at the State level), however we need to be careful in how we communicate with each other. We have to refrain from blaming groups of people (e.g., stating that "all faculty" or "all staff" are behaving in a negative way). We need to work with each other to get at the issues and find solutions.

There was a question about stepping back and asking, 'what are the problems that we are being asked to solve'? Is it a fixable problem, or is it systemic? The curriculum team identified a large number of issues ranging from major to minor .. It is hard for faculty who are overwhelmed to be able to stay on top of everything. A major role of the curriculum committee is to move everything as a package all the way across campus, and it is harder for divisional curriculum committees to develop the holistic view of curriculum over the entire campus. The curriculum process rules and guidelines are set up to make

things work better, and aren't intended to slow things down or cause frustration. There was a discussion about where the work gets done, and how it's funded. Are there too many people looking at the process now, but do we have enough people with compensation to do it well? Curriculum team is going to start doing more training sessions (training of people). As an aside, it was mentioned we are the only district that does not have something in their faculty contract about doing service.

If curriculum were moved to a central system, how would it work? There was a comment that Carolyn is leaving the VP/curriculum position, and how would the next person work without knowing the entire process. There was a comment that the curriculum paperwork and software is sometimes very burdensome, or challenging (not intuitive) to learn (C3MS), etc. There are many new things to do, and added duties without added staffing and support. Most of the curriculum laws (rules?) and standards are not new, but until recently haven't been enforced, and now they are being enforced and we are being held accountable. There is a shift in emphasis now (from Sacramento) and we are being held accountable. Kimberlee commented that whether we stay with one system or the other, we need people to understand how to manage curriculum correctly. Kimberlee briefly described how things work(ed) at Santa Rosa. Lety commented that their division committee met and they will advocate for keeping it at a divisional level. It is important to have the training done. Faculty need to take responsibility for their own activities, from reading curriculum and GE criterion, there is a lot to know and everyone needs to be on the same page.

A senator brought up the question about how to get the process back on track? Where does the decision get made, 'what to do next'? Plan is to try to have divisions make it work, leave it in place for a year and then see how to make improvements along the way. Curriculum is a subcommittee of the senate, but the Senate should wait until curriculum reps bring the discussion back to the Senate, and then have an informed dialog about options, recommendations, etc., We will reassess the situation early next Winter quarter after another full cycle. The curriculum committee is very strong and knowledgeable, so Senate should listen to their advice.

Item 5: APM report out (Cormia) library taskforce will be formed to address technology issues (i.e., digital literacy) in building efficiency and synergy between the two College libraries

CAC report: Kevin McElroy discussed declining enrollments: in the past we were able to attract more students from outside of our district, but now there is more competition between colleges. There is also a policy coming forward about allowing alcohol to be served at certain events.

Academic Integrity Committee report (Lin):

Lin reported that the committee has not met physically, but the members are in contact with each other via email. They are discussing two items: 1) adding language to the Academic Honor Code brochure regarding the importance of creating a culture of academic integrity and 2) adding language about academic integrity to our Mission statement.

Meeting Adjourned at 4:15 pm