

# Foothill College Academic Senate Meeting Minutes

Monday, March 9, 2015

2:00 P.M., Toyon Room

<b>ITEM:</b> <b>Call to Order</b>	
The meeting was called to order at 2 p.m.	
<b>1. Roll Call</b>	
<p><b>Present:</b> Steve Batham (BSS), Roseann Berg (PT rep '16), Robert Cormia (AS Secretary Treasurer '15), Lisa Drake (BSS); Isaac Escoto (AS Vice President/CCC Faculty Co-chair '15); Meredith Heiser (Faculty Association Liaison), Lauren Hickey (K A), Carolyn Holcroft (AS President '16), Kate Jordahl (F A), Andrew LaManque, Scott Lankford (L A); Debbie Lee (PSME), David Marasco (PSME), Kimberlee Messina (Cabinet Liaison), Richard Morasci (LA), Tobias Nava (CNSL); Katherine Schaefers (PT rep '15), David Sauter (BHS), Mary Thomas (LRC).</p> <p><b>Guests:</b> Stephanie Tran (English), Judy Baker (Foothill Online Learning), Kristin Tripp-Caldwell (F A), Chen Lee (college Equity researcher), Elaine Kuo, Choi Hou Leong (Representing ASFC in Josh's absence).</p> <p><b>Absent:</b> Craig Gawlick (Classified Liaison), Kimberlee Messina (Cabinet Liaison), Josh Rosales (ASFC President).</p>	
<b>2. Approval of Minutes: February 23, 2015</b>	
Approved by consensus	
<b>3. Consent Calendar</b>	<b>Action</b>
The following faculty appointments were approved by consensus:	
<p><b>Technology Trainer Hiring Committee:</b> Hilary Gomes (Fine Arts)</p> <p><b>Instructional Designer Hiring Committee:</b> Carolyn Brown (Fine Arts)</p> <p><b>3SP Advisory Council:</b> Lan Truong (CNSL)</p> <p><b>Basic Skills Workgroup:</b> Sam White (L A)</p>	
<b>4. Unfinished Business</b>	
<b>a. OEI and Foothill College Course Management Systems (Judy Baker &amp; Kate Jordahl)</b>	
<ul style="list-style-type: none"><li>• Jordahl was on the committee that chose Canvas as the common CMS for OEI; as chair of COOL she will also facilitate a campus conversation about our CMS options.</li><li>• Main points of presentation:<ul style="list-style-type: none"><li>◦ Foothill houses the OEI project and is also a pilot college for the OEI, so we have three classes in the course exchange; they will be taught next fall in Canvas.</li><li>◦ Beyond the OEI exchange, we now have to decide if Foothill campus wants to stay with Etudes or change to Canvas.</li><li>◦ FAQ on the Foothill Online Learning website (as well as a place to submit additional questions): <a href="http://www.foothill.edu/fga/oei_faq.php">http://www.foothill.edu/fga/oei_faq.php</a>.</li><li>◦ Short video on the cool things you can do with Canvas: (<a href="https://www.youtube.com/watch?v=bDCxk-c2vkk">https://www.youtube.com/watch?v=bDCxk-c2vkk</a>).</li><li>◦ Other colleges who have migrated to Canvas report a smooth transition</li><li>◦ Canvas was chosen for the OEI because it's mobile friendly, has student-friendly interface</li><li>◦ Canvas would offer cost savings for Foothill<ul style="list-style-type: none"><li>▪ Etudes offering a 28% discount for Foothill to sign a three-year contract at \$95,000 per year, but Canvas (through OEI) will be free for at least the next four years and possibly longer</li></ul></li><li>◦ Canvas provides instructional design and tech training from OEI and @ONE.</li><li>◦ An accessibility coordinator on OEI committee commented that the accessibility community would choose Canvas.</li><li>◦ Jordahl presented possible pros and cons:<ul style="list-style-type: none"><li>▪ Canvas has several advantages over Etudes: peer review with audio and video, learning outcome mapping, online rubrics, learning analytics, SpeedGrader, Canvas Commons, drag and drop editing),</li><li>▪ Etudes has a familiar users group, a process for student evaluations, and ability to push "High Priority" announcements to student email.</li></ul></li></ul></li><li>• Question: is the interface also instructor friendly? Jordahl answered that she found it intuitive.</li><li>• Question from Baker: How soon can Senate (faculty) realistically expect to make a recommendation on whether to change?<ul style="list-style-type: none"><li>◦ Sooner would be better in terms of economics but we want enough time to make a good decision.</li><li>◦ If decide very soon (spring quarter), faculty might be able to use Canvas in Fall 2015 but this would likely require faculty to work on conversion over summer</li></ul></li></ul>	

- Ultimately the decision will have to be vetted through shared governance, must build in time for that process. Judy Miner is the ultimate decider, but this is a matter of joint reliance between faculty and administration
  - Faculty responsibility to make an informed recommendation. Holcroft asserted there needs to be campus-wide discussion; Jordahl and Baker noted:
    - FAQs are available online and can be sent to online faculty,
    - The FAQ includes a link to a course site for CNSL 90 that has been migrated from Etudes to Canvas; other example sites in Canvas available as well
    - Town halls will be held, Kate and Judy can visit division meetings in the spring;
  - Potential process: COOL would make a recommendation, bring to Senate as a resolution, (would need to go through two readings); it would be possible to have a concurrent process at PaRC.
  - Heiser noted FA will oppose unless there is a process for conducting student evaluations.
  - Question: How easy is the migration process?
    - OEI promises tech support and that the migration would be as painless as possible, but it depends on the nature of the course (e.g. images will add to difficulty)
    - Some Foothill instructors have as many as a dozen courses to migrate.
    - Clarification that the migration process would also be a time for us to review equity and accessibility, and faculty would be encouraged to review pedagogy (COOL continuing discussion of evaluation of online course quality and how converting to Canvas might present opportunity)
  - Question: Is the company viable? What if they're bought by a larger company? The company's financials are strong, and they are committed to a clear, student-centered vision.
- Summary – there are two big questions: Are we going to change? How can we manage the transition? Greatest concern now is the ability to conduct anonymous online evaluations: if Canvas can't do it, OEI should provide a third-party solution.
- Motion to charge COOL with facilitating campus discussion about potential conversion to Canvas and then bringing their recommendation to academic senate: M (Marasco)/S (Thomas); approved by consensus.
- **FOLLOW UP ACTION NEEDED:** Baker to contact FA and OEI to continue explore solutions to online student evaluations in Canvas. Senators to share FAQs with constituents, collect feedback/concerns

**b. Online Delivery Addendum Process**

- Discussed [resolution](#) on the “addendum to the Course Outline of Record course approval application for online/distance learning delivery.”
  - Supports review and renewals
  - 1 of the addendum on the same schedule as Title 5 updates
  - Asks Foothill Online Learning to work with the Office of Instruction to create a repository of these forms that will make them available to all faculty, particularly adjunct faculty.
- Jordahl noted the only change to the form is that there is now a checkbox option to indicate approval for course designation as online, hybrid, or both.
- **FOLLOW UP ACTION NEEDED:** Senators to share resolution with constituents and gather feedback. Will be on next agenda as action item.

5. Reports of Officers	Information
a. President's Report (Holcroft)	Information / Discussion
<ul style="list-style-type: none"> <li>• SLO follow-up           <ul style="list-style-type: none"> <li>• Research request for a needs assessment regarding SLOs submitted to Elaine Kuo</li> <li>• Holcroft solicited suggestions for PD speakers on statewide listservs. Collected many names, will forward to SLO coordinators</li> <li>• <b>FOLLOW UP ACTION NEEDED:</b> Holcroft to follow up with Kuo and forward speaker suggestions to SLO coordinators</li> </ul> </li> <li>• <a href="#">PaRC 3/4/15 – link to agenda is provided FYI</a> <ul style="list-style-type: none"> <li>• <a href="#">Emergency hire request</a> – library faculty (Pam Wilkes retiring)</li> <li>• <a href="#">Institution Set Standards</a> 1<sup>st</sup> read</li> </ul> </li> <li>• <a href="#">BoT Meeting 3/2/15</a> <ul style="list-style-type: none"> <li>• New tenured faculty: congratulations to Zach Cembellin, Teresa Zwack, Kathryn Maurer, Hilda Fernandez, Sandhya Rao).</li> <li>• <a href="#">2<sup>nd</sup> quarter report</a> (FYI only)</li> </ul> </li> </ul>	Information / Discussion
b. Vice President's Report (Escoto)	Information / Discussion

- Curriculum Committee discussed GE and AP. Continuing to talk about content credit for general education, not major preparation;
- As a campus, we need to determine how to market ADTs while making sure students understand what an ADT is and know that they need to file a graduation petition if they want one.
  - Escoto confirmed that CSUs still accept students who don't have an ADT, but some faculty are confused about this;
  - Students also have the misperception that an ADT might improve their chance of getting accepted at a preferred campus
- **FOLLOW UP ACTION NEEDED:** Please check with division CCC reps, ensure timely communication regarding these items

<b>c. Sec/Treas. Report (Cormia)</b>	<b>Information / Discussion</b>
• No report.	
<b>6. New Business</b>	
<b>a. Campus Climate Survey results (Kuo)</b>	<b>Info / Discussion</b>
<ul style="list-style-type: none"> <li>• <a href="http://prezi.com/c0euaspyn65y/?utm_campaign=share&amp;utm_medium=copy&amp;rc=ex0share">http://prezi.com/c0euaspyn65y/?utm_campaign=share&amp;utm_medium=copy&amp;rc=ex0share</a></li> <li>• Survey asks students what it's like to be at Foothill and originated last year to provide information for an EEO report. All students enrolled last spring and all employees at FHDA were invited to participate. It contained 70 questions.</li> <li>• 2% response rate among Foothill students, 9% among Foothill employees; respondents tended to be female, more whites, fewer Asians, fewer Latino/as, older, and to spend more time on campus; 11% of student respondents were only enrolled in an online class.</li> <li>• This is a snapshot, but may suggest areas for improvement.</li> <li>• One area to examine further is students felt that faculty did not make them feel a part of the campus community;           <ul style="list-style-type: none"> <li>◦ This is important because perceived faculty interaction is the top predictor of student success</li> <li>◦ Possible explanations: 30% of our classes online, block scheduling (many faculty are not on campus everyday), 60% of faculty are part-time.</li> <li>◦ Choi, the guest student rep, advocated paying part-time faculty to hold office hours</li> <li>◦ Holcroft cautioned against assuming we understand how students are defining "campus community," (Classroom? Extracurricular activity? Etc.), suggested further study</li> </ul> </li> <li>• Another area of concern is students report they did not have an easy time getting questions answered (grade of C).           <ul style="list-style-type: none"> <li>◦ Comments that it is not easy for students to find information they need on the college website and that it's difficult to reach someone on the phone to ask a question.</li> </ul> </li> <li>• Regarding student learning, 73% of students have an increased appreciation for seeing others' only 50% for understanding their own cultural background.</li> <li>• 80% of employees have a sense of meaning and purpose in their work and are committed to promoting respect, but were dissatisfied with class/status issues.</li> <li>• Areas for improvement:           <ul style="list-style-type: none"> <li>◦ Professional development (for employees) in dealing with students, especially students with mental health issues, understanding evaluation processes (esp. among PT faculty), consistency in evaluation processes, planning cycle</li> <li>◦ Type of support that full-time faculty offer to part-time faculty (no standardization among department and reports of bullying),</li> <li>◦ Career development (among classified staff);</li> <li>◦ Communication (students would like more vehicles to evaluate faculty);</li> <li>◦ Diversity in recruiting employees.</li> </ul> </li> <li>• Of concern was that approximately ten students responded to an open-ended question by commenting on the large number of Asian students on campus; Elaine recommends more investigation.</li> <li>• Comment that faculty used to have interest groups, but we lost support for that, and fewer faculty participate in the heritage months.</li> <li>• Possibility of surveying students who have left Foothill to find out why they left?</li> </ul>	

- LaManque commented that when DeAnza did a similar survey the most common answer was that students left because classes did not match their schedule, next most common was for family/personal reasons, but answers at Foothill might be different
- Student Equity Workgroup is also interested in this.
- Choi suggested Early Alert may help and that we work with DeAnza to improve retention.
- Comment that Foothill actively recruits international students, but doesn't have a program to help them integrate into the campus community; many international students are afraid of going into classes with native speakers, fear being ridiculed.
- Revision of our master plan gives us a chance to address some of these issues.
- **FOLLOW UP ACTION NEEDED:** senators to share link to presentation with constituents, foster discussion.

**b.** Hosting [ASCCC Noncredit Curriculum Regional Meeting](#) (March 20, 2015) – senate to donate coffee and fruit reception? (Discussion/Action)

- Approximately 100 attendees are expected, and cost would be \$2.90 per person; we have sufficient funds. MSA (Jordhal/Thomas) that the senate will donate money for a coffee and fruit reception.

**c. Program Review Concerns**

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- Discussion tabled, will prioritize for next meeting.

**7. Committee Reports**

**Information**

- a. Academic Integrity
  - Holcroft communicated with Pat Hyland and Thom Shepard re: motion from last senate meeting that staff in the center who witness violations of the honor code take responsibility for reporting violations to Pat Hyland with a CC to the instructor. This procedure has been implemented.
  - Please look at [AB 968 \(Williams\)](#): proposing to mandate notation on transcript when student suspended or expelled for integrity violation. Currently these actions are not noted on the transcript. **FOLLOW UP ACTION NEEDED:** Share with constituents. Will discuss at next Senate meeting.
- b. Academic and Professional Matters (APM) – did not meet
- c. Assessment/Placement Ad Hoc
  - Met Feb. 24, 2015:
    - Discussed Title 5 requirements around assessment/placement
    - Reviewed Foothill's [current A/P policies](#); discussed history and rationale
    - Much discussion of importance of letting students know that they need to review before test
    - Math/English/ESL faculty to facilitate discussion among discipline faculty about re-testing policy
    - Some discussion about using multiple measures for placement, to be continued
    - Next meeting Tuesday, March 24<sup>th</sup>, 1-3PM (Altos)
- d. Chancellor's Advisory Council (CAC) – did not meet
- e. COOL (Jordahl)
  - Next meeting March 17<sup>th</sup>. If you want to be a friend of COOL, let Jordahl know
  - Course on applying OEI rubric to your own online class on March 27<sup>th</sup>, four spots available for Foothill faculty
- f. Student Equity
  - Met Thursday, Feb. 26 2:30-4:30PM
    - Discussed planning for Beyond Diversity seminar
    - Micaela Agyare/April Henderson previewed Equity Web Page draft
    - Discussed equity research needs
    - Student Voices symposium this Wednesday, March 11, 10AM – 10:50AM and 11AM – 11:50AM in the Hearthside Lounge
  - Next meeting Thursday, March 19, 2:30-4:30PM
- g. Professional Development Committee
  - 7x7x25 Reflective Writing Challenge completed; blogs can be viewed at [http://www.foothill.edu/staff/development/pdf/ReflectiveWritingChallenge\\_2015\\_Draft.pdf](http://www.foothill.edu/staff/development/pdf/ReflectiveWritingChallenge_2015_Draft.pdf)

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- Next meeting tomorrow, March 10 from noon-1PM (Altos), beginning to plan Opening Day
- h. BEST (Behavioral Evaluation Strategies Team)
  - An online form will be available in Banner for students and employees who are concerned about a student (but call 911 in an emergency)
  - A number of bills were introduced in the Senate about informing VAWA; we will wait and see which move forward.
- i. Commencement: Newly and recently tenured faculty will be offered the opportunity to receive subsidized regalia first; if fewer than ten accept, the offer will be extended to all faculty.

<b>8. Announcements (limited to 3 minutes, Senate cannot take actions)</b>	<b>Information</b>
	<ul style="list-style-type: none"><li>a. Early Alert system demo April 9 before or after lunch (Starfish) – review email announcement from Holcroft, share with constituents</li><li>b. DRC new accommodations approval/ booking system: “Clockworks”<ul style="list-style-type: none"><li>• Will launch April 1</li><li>• Training for faculty from 12-2PM on: March 18, 19, 20; April 9, 10, 16,17 (DRC - 5400)</li></ul></li><li>c. FA: voting on salary on March 17<sup>th</sup> and 18<sup>th</sup>; faculty needed to staff election. Attend workshop March 11, 12-2, in the Toyon Room if you have questions.</li><li>d. \$3000 still available for part-time faculty to attend an ASCCC institute. If the funds not spent, please brainstorm how we can spend the rest to support part-time faculty involvement and leadership?</li><li>e. Campus abroad in Fall 2015 will be in Florence; <b>FOLLOW UP ACTION NEEDED:</b> advertise to your students.</li><li>f. Lee announced STEM innovation grant to fund scholarships for parents who are returning to college to study STEM; applications will be through regular scholarship application process</li><li>g. Discussion re: need to meet on March 23? Plenty of outstanding business to tackle. Consensus to meet on March 23<sup>rd</sup>, burning items:<ul style="list-style-type: none"><li>• Discuss notation of academic integrity violations on transcripts</li><li>• Program review</li><li>• Priority enrollment</li></ul></li><li>h. Foothill and DeAnza academic senate officers will meet on April 6<sup>th</sup> to discuss resolutions for plenary, and anyone is welcome to attend.</li></ul>
<b>9. Adjournment</b>	

The meeting was adjourned at 4:11 p.m.