

Foothill College Academic Senate Meeting Minutes
Monday, November 16, 2015
2:00 P.M., Toyon Room

ITEM	Action
1. Call to Order	Quorum present 1:58PM. Holcroft called meeting to order 2:00PM
2. Roll Call	<p><u>Senators Present</u></p> <p>Steve Batham (BSS) Roseann Berg (PT rep '16) Sara Cooper (BHS) Cathy Denver (CNSL) Isaac Escoto (AS VP/CCC Co-ch '15) Jordan Fong (F A) Carolyn Holcroft (AS President '16) Debbie Lee (PSME) Kathryn Maurer (BSS) David Marasco (PSME) Richard Morasci (LA) Patrick Morris (AS Sec'y Treas '15) Tobias Nava (CNSL) Simon Pennington (F A) Katherine Schaefer (PT rep '15) Gillian Schultz (BHS) Mary Thomas (LRC) Stephanie Tran (L A)</p> <p><u>Liaisons Present –</u> Meredith Heiser (Faculty Association) Kurt Hueg (President's Cabinet)</p> <p><u>Guests</u> Courtney Cooper (ASFC representative for Breeze Liu) Bernie Day (Articulation Officer) Andrea Hanstein (Marketing) Jerry Robredo (Marketing) Karen Smith (Classified Senate President) Teresa Zwack (PSME Faculty, Tri-chair Basic Skills Work Group)</p> <p><u>Senators Absent</u> Lauren Hickey (K A) Rita O'Loughin (K A)</p> <p><u>Liaisons Absent</u> Andrew LaManque (President's Cabinet) Allison Largent (Classified Senate) Breeze Liu (ASFC President)</p>
3. Approval of Minutes: October 26, 2015	Motion to approve (M Schultz/S Marasco). Approved by consent
4. Consent Calendar	<p>Math FT faculty hiring committee: Zachary Cembellin; Debbie Lee; Phuong Lam; Rachel Mudge.</p> <p>Accounting FT faculty hiring committee: Jose Nava (Acct) and Sara Seyedin (Acct)</p> <p>Philosophy FT faculty hiring committee: Brian Tapia (Phil), Dolores Davison (Hist), Ben Stefoni (Psyc) and Jay Patyk (Econ)</p> <p>Acting DRC Supervisor Hiring Committee: Janet Weber (DRC)</p>

	<p>District Budget Committee: Lisa Drake (Acct) replacing Konnilyn Feig (retiring December '15) Tech Task Force: David McCormick (ESL)</p> <p>Approved by consent</p>
5. Unfinished Business	
<p>a. Registration prioritization resolution</p>	<p>Review of largest takeaway from David Ulate's presentation: most students are not taking advantage of enrollment priority.</p> <p>The resolution would ask the senate urge the enrollment priorities committee to remove distinction between full- and part-time students in setting priorities. If we decide we'd like to develop and propose alternative enrollment criteria, we could craft a separate resolution later.</p> <p>Potential problem: removing distinction may place a large number of students in same priority grouping. Administration has stated that allowing too many people to register at once would crash our system. It was asked whether system capacity can really be a problem, and if so, could we arrange to rent space on other servers? How much might that cost? An alternative of simply offering enrollment priority based on membership in underserved populations has been suggested. It was pointed out that such populations are self-described, and there may be unintended consequences of such a move.</p> <p>One senator offered that this resolution seems smart. There are many things we can't control, but this we can.</p> <p>We have potentially competing directives from the state: the student success task force recommendations encourage students to attend full-time, because FT students are demonstrably more likely to succeed. On the other hand, we're trying to create a culture of equity, and our underserved populations are overrepresented among our part-time students and it is logistically impossible for many PT students to rearrange their entire life to attend full time. Which do we want to prioritize?</p> <p>This resolution might allow some PT students to get into hard-to-get courses. ASFC representative Courtney Cooper told of faculty contact that made a positive impact by personally reminding her of her enrollment priority.</p> <p>Representatives were asked to solicit feedback on the resolution, and to ask what the academic senate should suggest as our alternative enrollment priorities. Faculty can have a great impact one-on-one with underserved students without requiring policy change at the college or district level. Courtney Cooper concurred. Senate should encourage faculty, maybe with specific tips on what to do.</p>
<p>b. District Senate Description</p>	<p>It was mentioned that this proposal is needed to create a single district faculty voice to speak to the chancellor. Motion in support (M Marasco/S Shultz). Approved by consent</p>
6. New Business	
<p>a. Program Collaborations with Marketing</p>	<p>Andrea Hanstein (Marketing) shared observations of last year's program reviews, including many remarks like, "our enrollment is down...need help from marketing." She offered three main avenues for assistance and collaboration with our marketing department:</p> <p>"The Hoot" is published on the first of the month, is aimed at a student audience and emailed to every student, and is also linked from the college home page. Courtney Cooper requested that the content be at least presented to ASFC beforehand so that the student government can answer questions about it. Foothill Fusion (the in-house marketing publication) has been reinstated, and The Heights (marketing to the</p>

	<p>community) continues. Faculty should contact Andrea to get items in those publications.</p> <p>Plasma screens on campus are available to make announcements (contact Jerry Robredo to get your message posted).</p> <p>The college has hired a company to redesign our website, and they will begin holding focus-groups soon. Anticipate launch of the new site next Fall (2016). A new system will also allow faculty to update their own college webpage. Marco Tovar will also be available to assist with outreach.</p> <p>A senator asked whether marketing could coordinate with HR, especially with respect to advertising faculty job openings to build more diverse applicant pools. Andrea responded that it is happening informally with the job descriptions she gets from deans.</p> <p>Senate reps were asked to remind their constituents that when they complete their program reviews this quarter, they could consider ways in which marketing might help them and be sure to include those ideas and resource requests.</p>
b. Online Course Standards	<p>A joint memo from senate, FA, and the Office of Instruction was sent out regarding the academic senate's resolution charging faculty to develop online course standards. It clarifies that these are not the same as the previously developed Guidelines to inform judgments of J1 criteria in online course evaluations.</p> <p>President Holcroft urged senators to be proactive in contacting faculty about this. The announcement has gone out, it should alleviate most concerns that have been voiced. Curriculum Committee reps or their designees are directed to take action, and they meet tomorrow. Curriculum Co-Chair Isaac Escoto asked for suggestions from faculty.</p>
c. SSCCC Resolutions	<p>Courtney Cooper (ASFC representative) led a presentation of the resolutions being considered by the statewide student senate. Resolutions concerned fossil fuel divestment, gender-sensitivity training, smoke-free campuses, gender-neutral restrooms, safe spaces, and academic success for homeless youth.</p> <p>Senators expressed support for the student government's resolution process and their candor to ask for exactly what they want. Concerns expressed were that smoke-free campuses can alienate students addicted to nicotine. Age limitations on homeless youth were a political compromise.</p>
d. Transfer and Basic Skills Workgroup Goals	<p>Articulation Officer Bernie Day informed the senate that a new transfer center director is on the horizon. At a recent curriculum conference Foothill got a callout as being a strong and successful transfer school. We're 14 years behind in updating our transfer plan. Without a director, nobody's driving the bus. DeAnza has pulled it together. TWG took charge last year and began work but later discovered student services was also developing plans separately. It was suggested that the transfer work group collaborate with student services and have input with the transfer center program review and the 3SP plan.</p> <p>Workgroup goals for the year include working with senate to increase awareness, creating professional development opportunities for faculty, increasing services for online students, increasing awareness of ADTs (the number of ADTs that Foothill awarded tripled in the last year), and it was again suggested that we include transfer students in commencement. Of the 1400 Foothill awards made in 2014, over 500 were for transfer students, as documented on the transfer workgroup web page.</p>

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	<p>It was asked what steps are the most effective for senate help for TWG, and in what venue they take place. Bernie replied that the transfer landscape has changed for our students, and not for the better. It's increasingly difficult to get in, especially in impacted majors. She asked about the possibility of professional development to illustrate student difficulties for faculty.</p> <p>A motion was made for senate to ask the Professional Development Committee to design activities for faculty and staff concerning difficulties faced by transfer students (M Morris/S Lee). Passed by consent. It was suggested that help with letters of recommendation be included, and several letter-writing tips were offered. It was also suggested that financial aid tips for students be included.</p> <p>Teresa Zwack (Faculty Tri-Chair, Basic Skills Work Group) presented BSWG goals</p> <ol style="list-style-type: none"> 1. Expand math summer bridge. It's shown promise in helping students (especially underserved populations) improve their math placement and so shorten the time they spend in basic skills math. There's a need for instructors. The bridge program uses ALEKS software, so ideally the workgroup is looking for PT instructors who have taught Math My Way. Alternatively, the workgroup could offer training. Pay is at the NCBS rate. 2. Increase retention in the English summer bridge program, established this year. That program focused less on placement, more on skills development. The four-week program lost several dropouts who simply retested for placement. 3. Support students throughout their pathway. Embedded tutors have been used in this regard. <p>Senators asked what the body can do to support BSWG work? Basic skills students take all kinds of classes, so even if we don't teach English, ESLL or math, we can share what we need from basic skills students is the workgroup <u>(not sure about this clause)</u>. Senators were asked to solicit feedback from faculty.</p>
e. Proposed Board Policy: OER	<p>Senators wanted to know what this policy would mean for faculty. That depends on the outcome of this discussion, as the actual plan for adopting/implementing OER would follow later. A question was raised about the requirement for the bookstore to report on OER usage, when the bookstore may not even hear about the materials faculty use. The policy states that the bookstore is supposed to get a hard copy of all materials.</p> <p>A question was raised about articulation, with a concern that CSU and UC faculty may not agree that materials chosen are appropriate and so might deny articulation. It was pointed out that that was the point of the Textbook Affordability Act, direction from the legislature. Faculty are also reminded that our course outlines contain only "representative" texts, and that UCs and CSUs are obligated to make all articulation decisions on the basis of the course outline of record. Faculty should direct any questions about course materials and articulation to our articulation officer, Bernie Day.</p> <p>Senators expressed desire for someone from the De Anza OER task force to attend our next meeting to answer questions. It was also suggested to include in our discussions Judy Baker, our dean of distance education.</p>
f. College Mission Statement revision	<p>A new draft of the college mission statement was shared, one that has been presented to PaRC. One senator suggested that it takes a college degree to read the thing and asked for a shorter, usable version. Our student Courtney Cooper opined that it was not difficult to understand. There was some discussion of the competing demands on a mission statement, from accreditation requirements and from usefulness considerations. It was observed that this one is about as good as it gets.</p>

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	This one isn't too long, so that's good. It was suggested that we at least correct the grammatical error in the last sentence, a missing antecedent for the pronoun phrase "these experiences".
7. Committee reports	One faculty member reported taking an issue with Canvas to COOL, who relayed the concern to the vendor, and was told that it was low priority and would take at least six months for resolution. Kathryn Maurer reported that supporting faculty is a top goal of COOL, but she was unaware that this issue has yet come to COOL, though it likely will soon. Kate Jordahl will return as chair of COOL winter quarter.
8. Announcements	<ul style="list-style-type: none"> a. Need faculty to serve on hiring committees at-large (outside division). b. Thank you to Senate from FHDA foundation for scholarships. Need to check amounts. c. ESLL faculty would like input from discipline faculty about ESLL students' speaking and listening skills. Rich Morasci will send out a Survey Monkey. c. Others on attachment.
9. Adjournment	<p>Meeting adjourned at 4:12PM</p> <p>Next meeting scheduled for Monday November 30 at 2:00 PM</p>