

Foothill College Academic Senate Meeting Minutes
Monday, May 23, 2016
2:00 P.M., Toyon Room

ITEM	ACTION
1. Call to Order	Quorum present 2:01PM. Holcroft called meeting to order 2:02PM
2. Adoption of Agenda	No changes suggested. Approved by consent.
3. Public Comments	Limited to 3 minutes each. Senate cannot take action or respond to items not on the agenda. No comments from the public
4. Roll Call	<p><u>Senators Present</u></p> <p>Micaela Agyare (LRC) Steve Batham (BSS) Roseann Berg (PT rep '16) Isaac Escoto (AS VP/CCC Co-ch '15) Carolyn Holcroft (AS President '16) Scott Lankford (L A) Joanne Lopez (BHS) Bruce McLeod (F A) Patrick Morriss (AS Sec'y Treas '15) Rosa Nguyen (PSME) Rita O'Loughlin (KA) Katherine Schaefers (PT rep '15) David Sauter (BHS) Voltaire Villanueva (CNSL)</p> <p><u>Liaisons Present -</u></p> <p>Karen Erickson (Faculty Association) Kurt Hueg (President's Cabinet) Andrew LaManque (President's Cabinet) Breeze Liu (ASFC President)</p> <p><u>Guests</u></p> <p>Hilda Fernandez (LA faculty, Student Equity Workgroup) Jennifer Sinclair (PSME faculty, SLO Committee) Sam White (LA faculty, Umoja) Kimberly Escamilla (LA faculty, Umoja)</p> <p><u>Senators Absent</u></p> <p>Cathy Denver (CNSL) Lauren Hickey (K A) Kate Jordahl (F A) David Marasco (PSME) Kathryn Maurer (BSS) Richard Morasci (LA)</p> <p><u>Liaisons Absent</u></p> <p>Allison Largent (Classified Senate)</p>
5. Senate Charge	Holcroft reviewed the charge of the Academic Senate, why Senate exists and what it means. Title 5 and Ed Code establish senates and define purview, an academic arrangement nearly unique to California. No other state vests such authority and trust in community college faculty.
6. Approval of Minutes: May 9, 2016	No discussion. Approved by consent.

7. Consent Calendar	<p>DRC Counselor hiring committee temp fulltime (back fill LeeAnn Emanuel on PDL): LeeAnn Emanuel, Janet Weber</p> <p>Committees in need of faculty: Professional Development Leave committee Academic Integrity committee Campus Center Board (replacement for retiring Naomi Kitajma) The charge of this board is being reviewed.</p> <p>Interested faculty please contact your senate representatives</p>
8. Unfinished Business	
a. Senate structure	<p>The ad hoc committee on senate representational structure (Lankford, Morris, Schaefers) presented several items for discussion.</p> <p>It has been noted that our voting practices do not align with our constitution, which is why we established this ad hoc committee. Our senate as currently constituted is an academic body with structure dependent on administrative needs. The distinction was made that all faculty are members of the Academic Senate, and that the Executive Committee is the representative body.</p> <p>The first question driving voting structure was framed as whether the Executive Committee is more of a senate or a house. That is, do members of the Executive Committee represent people or functions? At the moment, some senators represent divisional functions and others, the part-time reps, represent people. The questions in front of the ad hoc committee, and the senate as a whole, are 1) Should senators represent people, or functions, or both? and 2) Should the Executive Committee have a fixed number of seats?</p> <p>There was some support for maintaining divisional representation, and some recognition of the problems it brings. In particular, some divisional senators represent departments aligned with different college missions, like transfer and workforce. There was also a concern for maintaining senate voice of shrinking or realigning divisions were we to continue with our administrative voting structure.</p> <p>The ad hoc committee presented four options. In short, they are 1) patch the constitution, 2) patch the constitution and make future patches easier, 3) reorganize from divisions into academic schools with fixed representation, and 4) reorganize into academic schools with proportional representation.</p> <p>The simplest option is to amend our constitution to define our representational structure to reflect our current practice, and to provide for representation of faculty serving outside our current divisional structure.</p> <p>A slightly less simple option would be to also amend our constitution to invest authority in the Executive Committee to modify our representational structure by supermajority resolution, and to provide for election procedures for any new structure.</p> <p>More complex work is required if we are to align our representational structure with our academic nature. The ad hoc committee presented two options for doing so, both entail forming academic "schools" by grouping departments and faculty with shared interests. The two options differ in whether representation of schools on the Executive Committee is to be fixed in number or proportional. Proportional to what measure is at this point an open question.</p>

	<p>One possibility for a five-school academic structure might be Academic Support, Career and Technical Education, Liberal & Creative Arts, Life and Physical Sciences, and Social Sciences. There are many other possibilities.</p> <p>There was a request for guidance grounded in our history. The Senate's original division structure was created to represent academic interests, but administrative needs of the college have moved us away from that ideal. Some current administrative divisions comprise disparate academic interests.</p> <p>There was general acknowledgement that, for instance, counseling and library faculty are a part of all academic areas of the college.</p> <p>It was generally agreed that any action we take must result in a functional structure. The concern was shared that we have no time to change/discuss our very structure every year. That discussion could easily fill our agenda for an entire quarter</p> <p>The prospect of an academic grouping for what is at its essence an academic body generated some positive comment. Schaefers spoke positively re integrating part-time faculty into senate through an academic structure, as an expansion or replacement of our current structure based on employment status. It was noted that adjunct faculty comprise over half of our instructors. They do not currently have representation in their academic roles.</p> <p>Senators are asked to solicit feedback and ideas. The big question at this point is for our constituents: how do they, as members of the Academic Senate, want to be represented when faculty are asked about 10+1 issues?</p> <p><u>Agenda reordered to accommodate visitors.</u></p>
b. Commencement	<p>Liu presented student-generated list of Foothill-employee speaker candidates.</p> <p>Senators please confirm with your constituents on the list that they would agree to speak if asked. Notify Liu at ASFCPres@fhda.edu by noon Thursday of any deletions from the list.</p>
9. New Business	
a. Faculty Professional Development (Equity) work	Representing the Student Equity Workgroup, Fernandez described the upcoming Faculty Teaching & Learning Academy, a facilitated professional development program running this summer and through the next year. Details are available in a flyer, interested faculty should contact Fernandez. She also announced an effort to evaluate Program Learning Outcomes in the Psychology, Sociology, and Biology departments using disaggregated course-level Student Learning Outcomes.
b. SLO committee work	<p>Sinclair shared current efforts of the Student Learning Outcome Committee, to synthesize reflective improvement and make connections more explicit to faculty. SLO coordination with accreditation continues. The committee is developing communication and support tools for program improvement, building an SLO handbook, trying to collect information into a useful resource, and discussing professional development activities with the Professional Development Committee. Coordinating with Fernandez and the Student Equity Workgroup, the SLO Committee wants to integrate efforts across campus toward student success. Effective communication remains a challenge.</p> <p>Fernandez shared her view that the two committees' work can be useful to faculty but can also seem overwhelming. The goal is to build a structure that feeds us and allows us to make what we do sustainable and aligned with our mission.</p>
c. Umoja	White and Escamilla presented on Umoja. The program model was launched in

	<p>2008, with the approval of the California Community College Chancellor's Office (CCCO) in Sacramento. Currently 42 colleges have established Umoja programs, with the mission and goals of increasing participation, success, and transfer rates of African-American students, and establishing transfer agreements to historically black colleges and universities. Articulation officer Bernie Day is leading work on those agreements. It was noted that success rates among African-American students differ by gender and also by course modality, online vs. face-to-face.</p> <p>White and Escamilla described that with shifting administrative priorities they see no clear path forward in establishing this program. The college has no clear procedure to set up a learning community such as this or any other. Securing counseling resources has been especially challenging. Roles & timing are being worked on, but there appears to be some reluctance to support Umoja, perhaps by association with the demise of the Mfumo program.</p> <p>It was noted that the senate's work addressing our voting structure may help.</p> <p>Ongoing efforts include attempting to establish a mentorship community and looking for space. The Memorandum Of Understanding from the CCCO concerning Umoja emphasizes "occupying a space." Sharing space with other learning communities such as Puente and First Year Experience was considered.</p> <p>LA gap between accreditation/program review and faculty who want to speak of Senate leadership?</p> <p>PaRC has discussed organizational communication and decision-making issues, but there is some reluctance to act before the new president takes office July 1. There appear to be no clear-cut communication channels between various groups acting on issues important to us. "In transition" is unsatisfying, continued discussion and advocacy is needed.</p> <p>McLeod suggested that if anyone tells you to move slowly, don't. Small room? Take it. Combining forces with Puente and FYE can help.</p> <p>Senate needs to take leadership on establishing programs, to emphasize and exercise faculty prerogative. There are many demands for space on campus, and established shared-governance processes to address them. The Umoja team was encouraged to continue their advocacy for a dedicated counselor, citing the reliability of adult contact and its well-established positive impact on student success. Ongoing funding has been an issue, as have recent changes in available counseling resources available.</p> <p>What can senate do? Faculty can work with administrators to create a clear process for how to establish a learning community. Governance survey is coming out, senators should be sure to fill it out. Senate also asked Umoja team for guidance in this area. There was consensus in the room to help this process move more smoothly.</p> <p>A student success theme was noted in today's discussions, present in all issues that have come before us.</p>
d. District Academic Senate President 2016-17	In accordance with district senate procedures, Foothill senate officers have nominated Isaac Escoto to serve as District Academic Senate President for the 2016-17 academic year, subject to the confirmation of both colleges' local senates.
e. Officer summer stipend	<p>Motion to constitute summer cabinet to deal with APM when we're not here. Duties outlined. Cabinet has not recently met face-to-face, mostly email work.</p> <p>Co-chair IP&B, this summer there will be accreditation work</p>

	For action next meeting.
10. Committee reports	<p><i>Elections</i> Ballots have been sent to all eligible faculty, check the "primary" email. Please vote on the two proposed constitutional amendments.</p> <p><i>College Curriculum</i> CCC team put out a document of background & options re: faculty oversight of apprenticeship curriculum. Options under consideration include establishing a technical review team, establishing an "Apprenticeship Division" curriculum committee, creating an "Inter-Disciplinary Division" curriculum committee, or designate the existing CCC to provide faculty oversight.</p> <p><i>Planning and Resources Committee</i> The Operations Planning Committee made its resource request ranking. Funding depends on budget.</p> <p>Program Review Committee presented suggestions for program reviews. The list is posted on the PRC site. Senators are asked to review the suggestions before the next meeting.</p> <p><i>District Academic Senate</i> Meets Wednesday. District faculty hiring procedures review on the agenda.</p> <p>Others in attached document</p>
11. Announcements	<p>Limited to 3 minutes. Senate cannot take action</p> <ul style="list-style-type: none"> a. Faculty Teaching and Learning Institute. Faculty peer cohort, with intense eight-day introduction in August, plus one morning a month all year. Participants build a portfolio. Four units of PGA credit for participants. b. Additional Professional Development Funds available through summer. Conferences before July 1 still eligible. Conferences after that are funded in the 2016-17 academic year budget. c. Please review Draft Tech Plan and provide feedback to Judy Baker before 5PM on 5/31. d. Please direct interested part-time faculty to contact Katherine Schaefers to join the Google group. e. Regalia day 5/31 & 6/1 f. Faculty willing to serve on summer cabinet please email Holcroft g. Senate off-site Friday June 17 2PM-4:30PM New senators? Bring them. McLeod will contact the scheduler regarding off-site location. h. There are still a few spaces left in Courageous Conversations professional development seminar Thursday and Friday. i. Look for accreditation survey this week.
12. Adjournment	Meeting adjourned at 3:56 PM