

Foothill College Academic Senate Meeting Minutes
Monday, March 21, 2016
2:00 P.M., Toyon Room

ITEM	ACTION
1. Call to Order	Quorum present 1:54 PM. Holcroft called meeting to order 2:00 PM
2. Roll Call	<p><u>Senators Present</u> Steve Batham (BSS) Roseann Berg (PT rep '16) Sarah Cooper (BHS) Cathy Denver (CNSL) Isaac Escoto (AS VP/CCC Co-ch '15) Lauren Hickey (K A) Carolyn Holcroft (AS President '16) Kate Jordahl (F A) Scott Lankford (L A) David Marasco (PSME) Kathryn Maurer (BSS) Richard Morasci (LA) Patrick Morriss (AS Sec'y Treas '15) Rosa Nguyen (PSME) Simon Pennington (F A) Katherine Schaefer (PT rep '15) Mary Thomas (LRC) Voltaire Villanueva (CNSL)</p> <p><u>Liaisons Present</u> – Meredith Heiser (Faculty Association) Kurt Hueg (President's Cabinet)</p> <p><u>Guests</u> Dorene Novotne Pat Hyland Cleve Freeman, Transfer Center Karen Oeh, Transfer Center</p> <p><u>Senators Absent</u> Rita O'Loughin (KA)</p> <p><u>Liaisons Absent</u> Andrew LaManque (President's Cabinet) Allison Largent (Classified Senate) Breeze Liu (ASFC President)</p>
3. Approval of Minutes: March 7, 2016	Approved by consent
4. Consent Calendar	<p>Tenure Review Committee for Anand Venkataraman: Sarah Munoz will now serve as chair Elaine Haight will serve as department/Division faculty</p> <p>Tenure Review Committee for Bitu Mazloom: Mike Murphy will now serve as chair Elaine Haight will serve as department/Division faculty</p> <p>Approved by consent</p>
5. Unfinished Business	
a. LGBT Resolution	Second read

	<p>Some disagreement was expressed with the document as written, though specifically not with its spirit. It was felt that focusing professional development on one community might appear to value diversity over inclusion, and that it's possible aligning professional development with the Heritage months can further marginalize groups, contrary to our intent. There was a request to redirect the resolution specifically toward inclusion rather than distinction.</p> <p>It was pointed out that much professional development is already aligned with heritage months and pride events. The paradigm is well-established and effective. In addition, professional development activities are optional, not required. Foothill can move far on this.</p> <p>There was much support for ongoing cultural competency training. With respect to the resolution under consideration, practical training with respect to creating safe spaces and using gender-neutral pronouns was felt to be helpful, even necessary. Professional development on the general issue of identity was also suggested.</p> <p>DeAnza's recent trans-focused event in response to threatening graffiti provides some urgency for action. Foothill is behind the curve within our own district, not to mention compared with where the UCs & CSUs are.</p> <p>It's the position of the District's Equity and Diversity Action Committee that what seems to work is cultural competency, other than the one most familiar to an individual. An effective approach is to highlight the distinctive and attractive features of a subculture on campus so that the inclusion seems desirable, to enrich us all.</p> <p>There was more indication that practical training is desired. It was acknowledged that it's possible to create a "safe space" that makes some feel less safe. Topics of interest mentioned were the use gender-neutral pronouns, how to have constructive conversations in general, and how to compose appropriate syllabus language.</p> <p>The anthropologists in the room asked for a resolution from all of us, with no "them." "Inclusion" starts with what we ourselves think and say. Language like "Norm" vs. "Other" may get quickly outdated.</p> <p>Any marginalized group starts with labels, generally given from outside. We're a little ahead of that now, since the LGBTQIA acronym is self-selected, not placed from outside. There's a sense that we're at the beginning of a process on the way to full integration. "Specificity gives us generality."</p> <p>Language from Foothill's mutual respect policy from 1993 that led to Board Policy 4110 was shared and offered as a model.</p> <p>It was acknowledged that there is room for more conversation. A facilitated discussion was suggested, perhaps a short presentation with Q&A and a followup email circle of interested parties to redraft the resolution.</p> <p>Cultural competency training will happen regardless, but Senate resolution is meaningful. It was generally agreed that Senate action on the record is important.</p> <p>Senators are asked to engage interested constituents on this issue.</p>
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b. Update on Part-time and probationary faculty in grievance/due process pools	Resolutions in development, to address senate discussion.
6. New Business	
a. District EO plan	<p>Dorene Novotny, Vice Chancellor of Human Resources and Pat Hyland, Director of Equity and Employee Relations presented a draft of the district's Equal Opportunity plan.</p> <p>The Chancellor's office (CCCCO) used to identify complex metrics for affirmative action assessment. The model plan is still on file at CCCCCO, but since 2007, CCCCCO no longer tracks those metrics. There's a 2013 letter redirecting focus. CCCCCO is now refocused forward on equity, diversity, and inclusion within a consistent framework across districts, addressing how to improve outcomes, remove barriers, etc. There are grants available, up to \$45K, to colleges and districts with an EO plan in place by June 1.</p> <p>The district's draft plan is a placeholder, in document in process. The District Diversity and Equity Advisory Committee (DDEAC) & Human Resources Advisory Committee (HRAC) are continuing to research. DDEAC will bring data to hiring committees.</p> <p>The action plan is limited to employee information, and does not deal with students directly. For instance, Latinos are overrepresented among the custodial staff and underrepresented among faculty. Grant funds can provide for outreach, a comprehensive plan is the next step.</p> <p>Pat works with DDEAC, called the "EAC" in the draft plan. The committee has been expanded in scope, now comprising 17 people. Its actions are included in the committee reports. DDEAC is looking at hiring policies and procedures, outreach, and hoping to generate a larger district conversation.</p> <p>It was observed that unlike other local colleges, Foothill has an overwhelmingly white senior administration, and that our tradition of mentoring our own personnel has been lost. It was felt that returning to a "grow your own" mentality should be an open point of discussion.</p> <p>It was noted that getting data to hiring committees would be a better way to address this issue than with the former "heritage rooms." Diverse faculty have far more impact on students.</p> <p>An issue was raised about the transcripts required of all job applicants, and how that can be a burden on candidates out of the mainstream. It was suggested that hiring committees be selective about which transcripts are necessary for the paper screen phase and which could safely be supplied later.</p> <p>Division-level scrutiny was also suggested, as a single college-wide analysis could easily mask a lot of variation among divisions.</p> <p>Senators are asked to solicit constituent feedback on the draft EO plan.</p>
b. Proposed board policy and administrative policy	<p>Novotny and Hyland continued with a presentation of the new draft Board Policy (BP) 3510 and Administrative Procedure (AP) 3510 concerning workplace violence. The drafts at this point contain mostly language from the Community College League of California (CCLC). BP 3510 is a revision of the old BP 4515, AP 3510 is new. The main revision is to create a more general document in the Board Policy, leaving definitions and procedural matters to the Administrative Procedure.</p> <p>The legal paper trail starts as the legislature delegates authority to a person (the district Chancellor) for accountability. The Chancellor may then delegate authority but not responsibility to Human Resources and shared governance bodies.</p>

	<p>Recent victims did not feel comfortable contacting campus security, and administrative response made them feel less safe. Security personnel asked students and faculty to stand under threatening scrawled message while giving reports. It was acknowledged that this is a protocol and sensitivity issue for police that should be covered by AP. Response timing and tone matter.</p> <p>There exist local informal codes for workplace violence alerts. An alert triggers a CIVRA 35 risk assessment. Risk questions are not for faculty to sort out. If you're worried about an unsafe situation, report it to administration to get it on the radar. When reported, the BP and AP are to ensure that appropriate followup occurs.</p> <p>The BP & AP mention reporting requirements for victims and witnesses but (so far) is silent on consequences of failure to report. There are cases that involve personal liability, as in, you knew something but failed to act. The point is to impress upon everyone that failure to report with the idea of obstructing the district in becoming aware of danger is not the same as reluctance to get involved because of fear of retaliation.</p> <p>The District is responsible to take action to be sure a reporter is protected against retaliation. The BP & AP are more about education about being aware of surroundings, and identifying threats. We have responsibility to each other to keep each other safe. "It may turn out that I'm getting you help."</p> <p>Senators are asked to urge constituents to communicate every suspected unsafe situation to administration.</p>
c. ASCCC Resolutions	<p>Support was expressed for resolutions 1.01 – Mentoring Programs for Part-Time Faculty, and 3.01 – Diversifying Faculty to Enhance Student Success.</p> <p>A question was raised about whether resolution 9.06 – Student Learning Outcomes Assessment is a Curricular Matter is a move away from the original intent of SLOs, to improve instruction, and toward use of SLOs for evaluation of teaching. This resolution is actually meant to strengthen the original purpose, and to focus it specifically on improving student success as opposed to meeting accreditation standards.</p> <p>Senators are asked to share resolutions with constituents and ask them to direct feedback Carolyn Holcroft and Patrick Morriss, who will represent Foothill at the Area B meeting April 1.</p>
d. Transfer Center collaboration	<p>Transfer Center personnel Cleve Freeman and Karen Oeh shared the center's mission, to help underrepresented groups transfer. In May, they will coordinate activities with Latino heritage month. Staff are available for class presentations about the Transfer Center, they are especially targeting students who have not yet completed 45 units, the minimum required to obtain a Transfer Admissions Guarantee (TAG agreement), and perhaps direct them to summer coursework to help them meet the minimum.</p> <p>Transfer center staff will make nametags for all faculty and staff, including name, degrees, majors, and schools. During April, email Oehkaren@foothill.edu, tell her what's to go on your nametag. Will also make transfer posters for office or classroom. They will also hang a flag from your college in the transfer center.</p> <p>Transfer day will again be celebrated in May. Students who have applied to transfer will have heard by then.</p> <p>Student appointments are available through the transfer center website, 11:30-12:30 for drop ins, room 8329.</p>

e. District Mission Statement	<p>Faculty input is desired for the district mission statement.</p> <p>A question was raised concerning our recruitment of international students. It does not seem to fit into our district mission statement as drafted.</p> <p>It was acknowledged that the official "mission statement" serves many demands, principally from accreditation, and that a short statement that people can remember and use to drive action would be helpful.</p> <p>Senators are asked to direct constituents to the district mission statement and provide input as desired.</p>
f. Treasurer's Report	<p>Senate Treasurer Morriss reported that the regular annual discretionary budget allocation to Academic Senate (the "B" budget) is \$7052.28, with unused funds rolling over from year to year. Last year's B budget rollover was \$5355.91, and expenses thus far this year amount to \$3336.26 for the officer summer stipend plus benefit expense, \$1729.36 for Senate conference and travel, and \$198.31 for refreshments at the Professional Development Days, leaving a current balance of \$7144.26.</p> <p>He also reported obtaining the list of Senate dues-paying supporters from Payroll. In addition to 100 full-time faculty, ten part-time instructors and two administrators also pay senate dues, including all members of the Academic Senate Executive Committee. He will forward a list of dues-payers in each division to that division's Senators shortly, along with a short list of what the dues support.</p> <p>There was a request for proportional dues for part-time instructors. Morriss will draft a resolution and Constitutional amendment on the matter and bring it to the first meeting in the Spring quarter.</p>
7. Committee reports	<p>Attached in separate document. Additional items:</p> <p><i>Academic Integrity Committee</i> There was a desire for more information concerning the social networks mentioned in the AIC report. It was acknowledged that students are creative, and those who do not share our academic integrity values gravitate to pockets to lax enforcement. The networks simply facilitate that gravitation.</p> <p>The committee reiterated its position that the key to supporting integrity in our classrooms comes down to assessment, and that authentic assessment is hard to beat. When instructors ask meaningful questions requiring significant response that students are free to construct, it becomes much more difficult to cheat. The result is to support those students who work with integrity, reemphasizing the positive aspects of our values.</p> <p><i>Committee on Online Learning</i> The time to get your online or hybrid course checked for accessibility is now. Video, audio, and .pdf materials all need to be accessible. Migrating a course from Etudes to Canvas may be better after the migration tool is available. More on this later.</p> <p><i>Commencement Committee</i> Met last Monday. Thom Shepard reported that ASFC unanimously favors expanding speaker pool. At the request of the faculty on the committee, the Commencement Committee recommended that this decision be made in PaRC.</p> <p>There remains the question of whether transfer students should participate in graduation. ASFC brought a resolution on this issue to us earlier this year, we</p>

	addressed it and sent it back, so at this point it's up to student government to take the next step.
8. Announcements (limited to 3 minutes, Senate cannot take action)	<p>a. Julie Horst, (part-time librarian) has prepared a guide to OER: http://libguides.foothill.edu/OER</p> <p>b. Courageous Conversations May 26-27 (part 1 again)</p> <p>c. Spring PD Day: renowned educator assessmetn L. Dee Fink April 22</p> <p>d. District Master Plan Revise opportunity</p> <p>e. President candidate open forums: http://foothill.edu/presidentsearch/finalists.php Senators are urged to attend either the general college session or special Senate session.</p> <p>f. A petition to get Prop 30 on the ballot was circulated.</p>
9. Adjournment	4:05 PM