Foothill College Academic Senate Meeting Minutes
Monday, February 8, 2016
2:00 P.M., Toyon Room

ITEM	ACTION
1. **Call to Order**	Quorum present 1:57PM. Holcroft called meeting to order 2:00PM
2. **Roll Call**	Senators Present 　Steve Batham (BSS) 　Sara 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) 　Richard Morasci (LA) 　Patrick Morriss (AS Sec'y Treas '15) 　Rosa Nguyen (PSME) 　Simon Pennington (F A) 　Katherine Schaefers (PT rep '15) 　Mary Thomas (LRC) 　Voltaire Villanueva (CNSL) Liaisons Present – 　Meredith Heiser (Faculty Association) 　Andrew LaManque (President's Cabinet) 　Breeze Liu (ASFC President) Guests Courtney Cooper (ASFC) Senators Absent Roseann Berg (PT rep '16) Kathryn Maurer (BSS) Rita O'Loughin (KA) Liaisons Absent Kurt Hueg (President's Cabinet) Allison Largent (Classified Senate)
3. **Approval of Minutes**: January 25, 2016	Approved by consent
4. **Consent Calendar**	**Hiring Committees:** Early Alert Student Success Specialist 　　Andy Lee (CNSL) Director, International Market Development & Student Experience 　　Cathy Denver (CNSL) Interim Dean Fine Arts/Kinesiology 　　Ron Herman (Phot) Assessment Specialist 　　LeeAnn Emanuel (CNSL) GID/Art faculty 　　Simon Pennington, Joe Ragey, Carolyn Brown Due Process Pool 　　Tom Gough (F A); Scott Lankford (Engl); Michelle Palma (Geog); Steve

	Batham (Hist); Falk Cammin (Hum); Rosa Nguyen (PSME); Kella Svetich (L A); Natalia Menendez (L A); Zach Cembellin (PSME)
	Committee Needs: There is a need for more faculty to serve on the Professional Development Leave Committee. Must be full-time and not applying for leave. Workload is heaviest in winter quarter, lighter at other times. PDL Committee meets alternate weeks on alternate campuses, though remote access via zoom may be available.
5. Unfinished Business	
Open Ed Resources Discussion: Feedback from division faculty ASFC resolution	Student government (ASFC) has asked senate to pass a resolution to reduce the cost of textbooks to students by applying for a grant to incentivize use of Open Educational Resources (OER). There was much discussion. Several senators reported constituents expressing uncertainty about locating OER of high quality. Others questioned implementation logistics. Quite a few expressed a need for more information, perhaps through professional development. There seems to be much interest in exploring OER among faculty, but there also seem to be barriers. Some faculty still worry about transferrability of courses although Foothill articulation officer Bernie Day has previously clarified the use of OER has not created any problems to date and the CSUs and UCs have been supportive of OER. There are ways to minimize that concern through intersegmental groups like the OER Consortium, where community college, CSU, and UC faculty have assembled and vetted materials. In particular, the BioHealth division expressed much support for OER, except perhaps for sequenced/majors courses, and some allied health program faculty consider textbooks to be student resources after the class is over. Accessibility of OER was brought up. With publishers, faculty feel like ADA compliance is taken care of, though a particular counterexample of noncompliant publisher's materials was given. If OER are not ADA compliant, faculty need institutional support to bring into compliance, otherwise the increased workload is a barrier to faculty. It should be easy for faculty to adopt OER. It was suggested that OER already vetted by consortium already meet accessibility requirements, but President Holcroft will verify. Faculty teaching ESL, for instance, expressed a need for printed materials, and asked for institutional support to create hard copies. Printing costs can be additional burden on financial aid students, but it's also possible to arrange bookstore printing and sale of OER, so that students can purchase them with financial aid vouchers. Further, the Student Equity Workgroup funds full textbook costs for students with demonstrated need, so that may be a way to help accomplish our goal. It was pointed out that OER must be available to students without internet access. Quite a few faculty have already adopted OER, and others work to reduce student textbook costs by allowing the use of older editions of textbooks. There was a concern about the effect on articulation agreements of using textbooks more than five years old. It's true that the representative textbooks listed in our course outlines of record need to be published within five years, it's often correct that the current edition is representative of the earlier version (it is up to discipline faculty to make this determination). In many cases, the editions

are substantially identical, though this is phenomenon is field-specific. In other disciplines, recent advances impact curriculum profoundly. Buying used copies of older editions can save students a lot of money.

The goal of zero cost for textbooks may not be an unadulterated good. It's not always a bad idea to reward authors for their intellectual work.

Adjuncts hired at the last minute might have a different point of view about OER, more input needed.

Some faculty do not sense any urgency with respect to adopting OER, though still feel commitment to reducing textbook costs for students. For instance, at least one division's response to OER was negative overall because they do not see materials available of sufficient quality, though they offered that this may change.

From student perspective, even $30 can be a significant barrier. There's less financial aid available at CCCs than CSUs and UCs.   Students appreciate faculty who consider student expense, and there are many aspects of that problem, like calculators and printing costs to name two. OER are just one part of a solution.

Lowering textbook costs for students is a different goal than simply encouraging faculty to use OER.

ASFC has brought a resolution to us. It asks us to write a grant for adoption of OER. A senate resolution affirming the desirability of reducing student textbook costs would be necessary, but not sufficient by itself without an action plan. Perhaps we should ask the Professional Development Committee to provide workshops on OER, or senators should speak about OER at department and division. To increase OER use would need something beyond a resolution.

Alternatively, we could write a grant. The grant opportunity in front of us requires a plan that counts sections, computes expected savings to students, and appoints a campus textbook affordability coordinator.   One senator pointed out that the grant money seems to be necessary to pay for the activities necessary to get the grant.

It was generally acknowledged that we first need to raise faculty awareness of OER. We need professional development first off, even before we apply for a grant.

Instructors of the Physics 2 sequence plan to adopt an OER text next year, replacing a $300 textbook. Some astronomy instructors plan to do the same. Those actions alone might get the ten sections required by the grant.   But by creating a structure and coordinator, a grant might inadvertently erect barriers to using OER. Equity money is already available, perhaps that's another way for us to proceed.

OER materials are available from many sources, and students have asked us to join them in seeking an OER grant. There seems more support among faculty for the goal (reduced textbook costs) than for the means (writing a grant).

Another challenge faculty mentioned is not having a sense of ownership of OER materials. Institutional resources to modify/augment/update materials would be helpful. OER doesn't have to be free, just low-cost. Some OER are regularly updated. Onus shouldn't be on students to seek out low-cost options.

There was support for a survey of textbook costs, beginning with the bookstore,

	and to find out who is currently using OER. There was also a suggestion for ASFC to create a textbook-affordability report card. The ASFC resolution supports textbook affordability along with encouraging adoption of OER via an OER grant. It seems we're heading toward a resolution on reducing textbook costs, with OER one direction among possibly several, but not sufficient support for pursing grant until we gather more information. Student representatives asked what student resolution might better express the faculty resolution? Holcroft suggested waiting until we have the requested data about textbook cost and OER usage first, and tailor a resolution from there.
Holiday observance resolution	Second read. Five academic divisions reported a significant number of faculty weighing in on the resolution, overwhelmingly in favor. At most one faculty per division expressed reservations, and two divisions reported 100% support. Faculty Association liaison indicated that FA is totally in support. Classified senate also plans to bring a similar resolution. Motion to adopt the holiday observance resolution (M Lankford, S Cooper). Resolution passed unanimously. Heiser to relay the adopted resolution to the Faculty Association.
Faculty service on grievance and due process hearing panels	Board policy does not prohibit part-time faculty and/or probationary faculty from serving. The academic senate currently has no formal position to guide our appointment decisions. For the sake of consistency and transparency, Holcroft requested the senate take a formal position. Tenure provides protection against administrative consequences of disagreement. Part-timers should have the option to serve. The opportunity to serve is appealing to our part-time senators, they would appreciate the option. They are free to choose whether or not to serve when specific opportunities arise. Due process panels make recommendations only. The process ends with the president's decision, so in a sense, no part-time or probationary faculty member would ever be "in disagreement" with administration. It was also pointed out that the decision should also be free of undue influence. It's conceivable that a part-time instructor on a panel with their dean might feel influenced to agree with the dean. If part-time faculty are allowed to serve on due process panels, we should pay them. On another matter, it was questioned whether part-time faculty be allowed to serve at-large on hiring committees outside their division as well. Senators are directed to speak with constituents about the issues of part-time and probationary faculty service on due process and grievance panels. The senate will prepare a resolution as appropriate n response to feedback.
6. New Business	
Diversity statement on district application for employment	The district's Diversity and Equity Advisory Committee asked for feedback on a revised prompt to be part of every district job application. The minimum qualification for an "understanding of and commitment to … diversity" will remain in place, but DEAC proposes to replace the current prompt, "Provide a statement indicating your understanding of and commitment to diversity…" with "Explain how your life experiences, studies or work have influenced your commitment to equity and inclusion."

	Web-link glossary will be available to assist candidates understanding our use of the terms "equity" and "inclusion." The reasoning for the word "inclusion" was questioned. It is intended to represent a step beyond simply acknowledging or tolerating diversity, to valuing and actively including diversity and diverse viewpoints. For instance, a community can be diverse yet fractured, with various factions acting largely separately. "Inclusion" is meant to reflect a diverse community working together. It's a definite step beyond "tolerance," toward a functional diversity. It was pointed out that the word "diversity" is in the minimum qualification, so it may be prudent to include it in the prompt. Senators are directed to solicit constituent feedback with respect to the proposed change to district employment applications.
Curriculum Committee: **General Ed pattern** **Cross listing policy**	Senate Vice President and College Curriculum Committee (CCC) Co-Chair Isaac Escoto brought the senate up to date on a big question facing the CCC concerning our local General Education (GE) pattern for a Foothill Associate's degree. Is our pattern similar enough to IGETC and CSU-Breadth? Should it be more so? CCC accepts either transfer GE pattern as meeting the (less stringent) GE requirements for a Foothill Associate's degree. The Associate's Degrees for Transfer already require either the IGETC or CSU-Breadth GE patterns. The local pattern is shorter, and a local GE pattern can be one thing that sets each college apart. It's important to distinguish between "Associate's degree applicable" courses and transferrable courses. Math 105, for instance, meets the former but not the latter. Not all students transfer, and counselors see an Associate's degree option without transfer as good. Streamlining has its charms. For instance, History classes count as humanities and social sciences on transfer GE patterns, but only as social science locally. It takes a lot of faculty work to get a course approved locally. And sometimes courses accepted for transfer GE get declined locally, e.g., some art classes were not counted as humanities locally, but they are accepted for transfer. Here are some questions for senators to share with consitiuents. Please direct any thoughts to your divisional CCC reps. Are we leaning toward accepting any transfer pattern area for the comparable local area? When do we decide whether a course is cross-listed? What reasons are there from a student's point of view? From faculty point-of-view? Do you anticipate that cross-listing might cause problems with transfer credit, program review data accounting, enrollment, or anything else?
7. Committee reports	Written committee reports were distributed with the agenda. Additional reports: **Commencement Committee** Met earlier today, Monday February 8, with no students present. A faculty representative to the committee reported some hostility toward the bookstore's practice of purchasing commencement regalia for faculty,

| | especially when there are students who can't afford to attend commencement because of the gown rental charges. There is a scholarship possibility: students receiving Board of Governors fee waivers can get commencement regalia free. In addition, Bookstore Manager Romeo Paule provides gowns to students in need, but only those he finds out about. He is reluctant to make a general announcement for fear of creating demand beyond his resources.

The committee also expressed grave reservations about the method of choosing a faculty speaker for commencement, a process worked out several years ago between student and faculty senates whereby the students choose the faculty speaker from a list they compile that is vetted by the academic senate for tenure and willingness to speak. The committee wants the Senate to instead invite faculty to volunteer, and to perhaps also invite part-time and probationary faculty and classified staff as well. The committee noted that they vet the student speaker, and would like to do so for the faculty speaker as well.

May 1 is the deadline for faculty to be measured for gowns.

FA liaison pointed out that for years, there has been an effort to require faculty attendance at graduation. |
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| **8. Announcements** (limited to 3 minutes, Senate cannot take action) | Basic Skills Funding Request Form Workshop: Wednesday, February 10th from 1:30 - 3 pm in Rm 4402: If you need funding for anything that will benefit basic skill students but haven't found time to fill out the funding request form, then this workshop if for you. The Basic Skills workgroup wants to hear your ideas and will help you fill out the form. Even if it is just the start of an idea, please attend the workshop. Bring your computer if possible. Together we will get that form filled out and submitted.

Scholarship readers needed: Please review letter for details of what is required.

Disciplines List Revisions: two year cycle begins now.

April 11 meeting will be at De Anza, 2:30PM – 4PM at De Anza College

AS Secretary Patrick Morriss will present questions and ideas for senate voting structure realignment at the next senate meeting. If you or your constituents have thoughts and ideas of how it should be done, please direct them to him. |
| **9. Adjournment** | 4:05PM |