

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

ITEM	ACTION
1. Call to Order	Quorum present 1:59PM. Holcroft called meeting to order 2:00PM
2. Roll Call	<p>Senators Present</p> <p>Jody Craig (KA) Kimberly Escamilla (LA) Isaac Escoto (AS VP/CCC Co-ch '15) Lisa Eshman (BHS) Donna Frankel (PT rep '16) Carolyn Holcroft (AS President '16) Bruce McLeod (FA&C) Patrick Morriss (AS Secretary/Treasurer '15) Jose Nava (BSS) Tobias Nava (CNSL) for Cathy Denver Rosa Nguyen (PSME) Rita O'Loughlin (KA) Katherine Schaefers (PT rep '15) Mary Thomas (LIB) Voltaire Villanueva (CNSL)</p> <p>Liaisons Present -</p> <p>Andrew LaManque (President's Cabinet) Rachelle Campbell (Career and Technical Ed)</p> <p>Guests</p> <p>Kate Jordahl (COOL) Kathy Perino Amy Edwards Lisa Markus Judy Baker</p> <p>Senators Absent</p> <p>Jordana Finnegan (LA) Carol Josselyn (FA&C) David Marasco (PSME) Kathryn Maurer (BSS)</p> <p>Liaisons Absent</p> <p>Ramiel Petros (ASFC President) Classified Senate – not yet appointed</p>
3. Adoption of Agenda	Add Russell Wong and Tracee Cunningham to consent calendar. Approved agenda by consensus.
4. Public Comments	Limited to 3 minutes each. Senate cannot take action or respond to items not on the agenda There was no one present who wished to address the senate regarding an item not on the agenda.
5. Approval of Minutes October 31, 2016	Motion to approve M McLeod S Thomas Approved by consensus.
6. Consent Calendar	<u>Student Equity Workgroup</u> : JR Jimenez (CNSL) <u>Program Review Committee</u> : Bruce McLeod (THTR) <u>Professional Development Leave Committee</u> : Sam Connell (ANTH) beginning

	<p>Winter <u>Commencement Committee</u>: Lisa Drake (ACCT) <u>Academic Integrity Committee</u>: Russell Wong (DRC) <u>Facilities Master Plan Committee</u>: Tracee Cunningham (CNSL)</p> <p>Motion to approve M Craig S Villanueva. Approved by consensus</p> <p>Academic Senate committees in need of faculty: Academic Integrity Committee</p>
7. Faculty hiring committee appointment confirmations	<p><u>DRC Supervisor</u>: Russell Wong (DRC) and Debbie Lee (MATH) <u>Full time history faculty</u>: David Marasco (at-large, PHYS) <u>Full time philosophy faculty</u>: Ben Stefonik (PSYC) <u>Full time geography faculty</u>: Sam Connell (ANTH) <u>Education Development Instructor</u>: Beckie Urrutia (DRC), Russell Wong (DRC)</p> <p>It was clarified that EO training for hiring committees is separate from other student equity committee-sponsored events. There was a suggestion, noted, to show the entire hiring committee when additions are brought forward.</p> <p>Motion to approve M McLeod S Eshman Approved by consensus.</p>
8. Unfinished Business	
a. Academic Senate scholarship criteria, allocations (5)	<p>Revisiting the criteria for the Basic Skills Scholarship re: demonstrated financial need (#5 on list). In response to a question concerning financial need, it was pointed out that international students cannot fill out a FAFSA, and as part of the F-1 visa process, must demonstrate a positive lack of financial need.</p> <p>Several senators (Language Arts, Library, PSME, FA&C, Counseling) shared their constituents' expressed desire to retain the need-based criterion on the senate basic skills scholarship. Some English instructors use the senate scholarship letter as a basic skills English class assignment.</p> <p>Motion amended to consider the basic skills scholarship criteria separately from the other two senate scholarships. There was no further discussion. Basic skills scholarship criteria as written were approved by consent.</p> <p>Motion to approve basic skills scholarship criteria as written M J Nava, S Eshman.</p> <p>Concerning the transfer scholarship, there was expressed a concern that we don't know whether student actually transfers. E.g. scholarship monies may be paid to a student whose plans change and no longer transfers. Holcroft to check with Foundation to find out how they verify transfer. There was suggestion that financial aid office procedures may require a student ID from the transfer institution before disbursing scholarship funds, and may distribute directly to the transfer institution. Concern that we do not want to place undue burden on scholarship staff.</p> <p>There was some discussion of adding a financial need criterion to the other two senate scholarships. Concerning the school-to-career scholarship, CTE liaison shared that such a criterion could have either positive or negative effect on students, depending on the length of their program. Further, adding criteria to the selection process cuts the pool of eligible applicants, and we don't always have enough applicants for all the scholarships.</p>

	<p>K&A senator Craig related experiences with students just beyond the threshold for financial need as defined by the FAFSA but still in great financial need as a practical matter. Those students can benefit greatly from a scholarship that is not needs-based.</p> <p>Motion to consider the school-to-work scholarship criteria separately and approve the transfer scholarship criteria as written M Craig S Frankel. Motion carried by voice vote.</p> <p>Experience with students who won't even apply for merit scholarships because they don't think they'll get them was related as common. And in some CTE programs, their fees never stop, so some consideration of need may be desirable.</p> <p>Additional scholarship selection criteria are known to reduce pools applicant pools, as related by accounting faculty, CTE faculty, and former scholarship readers.</p> <p>There was a motion to add a fourth criteria to the school-to-work scholarship, asking applicants for a personal statement of how the scholarship would benefit them, and to approve the existing criteria as augmented M J Nava S Thomas. Adopted by consensus.</p> <p>Motion to adopt the transfer scholarship criteria as written M Eshman S McLeod.</p> <p>Motion to authorize Treasurer to disburse funds to the Foundation for six \$500 scholarships, with stipulation that all monies be awarded to students. M McLeod S Eshman. Approved by consensus.</p> <p>Senators are urged to recruit students to apply for the senate scholarships and to urge their constituents to recruit student applicants.</p>
<p>9. New Business</p> <p>a. Faculty input and assistance for curating accreditation evidence: (7)</p>	<p>Many faculty currently serve on the four accreditation standard teams. They just completed a working retreat, and the work continues. In standard II, several of the substandards ask questions that would be addressed differently in different departments and disciplines.</p> <p>For example,</p> <p>II.A.2 Q2: What teaching methodologies are commonly used? Have faculty discussed the relationship between teaching methodologies and student performance?</p> <p>II.A.2 Q1: How does the college determine what delivery modes are appropriate for its students?</p> <p>II.A.11 Q5 How does the institution assess the competencies in information retrieval/use that it teaches students?</p> <p>Faculty input and artifacts are requested to provide evidence to support our responses to the standards. In particular, minutes from division or department meetings regarding discussions of pedagogy and/or delivery methods would be helpful, as well as examples from individual instructors' syllabi and assessment prompts. The divisionally-adopted quality in distance education criteria would also provide supporting evidence. Senators offered particular colleagues Lawrence Lu and Micaela Agyare as sources of good examples.</p> <p>Student project descriptions in CORs or on individual syllabi can help, as well as</p>

	<p>the OEI applications for new courses, which require much reflection on pedagogy. Our GE patterns also emphasize information competency: define a need, then find and evaluate information, critique sources, etc. Assignments from any GE course that measure student competencies also meet the need. All are suitable for accreditation use.</p> <p>Senators are asked to let constituents know that artifacts are needed and solicit volunteers to share appropriate meeting minutes, assignments, syllabi, etc. Send what's easy to get. Please forward appropriate materials to Carolyn Holcroft as head of the Accreditation Standard II team.</p>
<p>b. J1: specific language for online classes (3:15PM)</p>	<p>The current appendix J1 to the Faculty Association Agreement does not mention evaluation criteria specific to online courses. FA chief negotiator Kathy Perino reported that a remaining point of negotiations with the district concerning the 2016-19 Agreement concerns this language.</p> <p>Perino shared proposed agreement language, based on a document developed by COOL in 2013 that has been in use at Foothill since then. The negotiations team has attempted to incorporate the existing document into J1 contract language. It is desired to provide guidance concerning total time of the evaluator's access to an online course and the arrangement of that time. There is a strong desire to make language for the evaluation of classes taught online as similar as possible to evaluation of classes taught face-to-face.</p> <p>The proposed language is contained in the draft sections 6.2.4.3.1 and 6.2.4.4.1 of Article 6, and section A.2. of Appendix J1.</p> <p>FA offered the draft language to district negotiators on October 5 but has received no formal response yet.</p> <p>Nava from BSS shared division-level standards for online courses that address instructor-generated content. That issue has not yet been brought forward to FA in the absence of general agreement across academic departments.</p> <p>Any new J1 criteria will apply to all faculty evaluations, not just those made as part of the tenure review process. New contractual guidelines may impact tenure committee makeup and training. There will also be issues of training for deans to administer the new criteria.</p> <p>The "written guidance" wording is suggested for out-of-area faculty who would be unavailable for face-to-face meetings, and is open to modification. There is no contractual requirement for part-time faculty to do peer evaluations, and no evaluation done by part-time faculty could be considered for employment purposes, though it could perhaps serve as professional development need.</p> <p>Judy Baker, Dean of Distance Education, expressed administrative appreciation for the work that FA and senate are doing. Please pass comments along to Perino.</p>
<p>c. Hayward Award Nomination</p>	<p>Three part-time faculty names were offered for senate consideration for the Foothill academic senate nomination for the Hayward Award: Katherine Schaefers, Sandy Gregory, and Terri Alana-Hunter. The nominees are asked to send a CV to Holcroft for discussion and selection at the next senate meeting.</p>
<p>d. Draft AP 5300: Student Equity Administrative Procedure – 1st read (ref BP 5300)</p>	<p>First read of proposed Administrative Procedure 5300. Reminder that last year we worked to suggest changes to the existing board policy re: student equity (BP 5300), and that our board of trustees has not previously had an administrative procedure connected to the policy. In brief, the AP specifies the</p>

	<p>(minimum) content and developmental process and authority for each campus' student equity plan.</p> <p>Clarification that The Community College League document was included to help explain where the new proposed AP language is coming from - it contains suggested, safe language for districts to meet legal requirements.</p> <p>Note that the draft AP language reflects current practice in the district, to be codified in this procedure.</p> <p>Senators are asked to share the draft language with constituents, in particular looking for additional considerations to include in the AP. Clarification needed regarding the last line, "The Student Equity Plans shall be developed, maintained and updated under the supervision of the _____." Holcroft suggested that at Foothill College, this would be our Student Equity Workgroup, and that De Anza has a similar group. Clarification needed. This AP will be on our next senate agenda (11/28) for action.</p>
<p>e. Part-time faculty celebration proposal</p>	<p>The proposal for celebration in honor of part-time faculty at end of this academic year is still in the idea phase. Schaefers said she will work to prep a draft proposal to be ready for the next meeting.</p>
<p>10. Committee reports</p>	<p>Officers' reports from plenary session attached.</p> <p>Library faculty's expressed desire for an opt-in provision for Resolution 16.01 establishing a statewide integrated library system lost in a close vote. Apprenticeship faculty wishes concerning resolution 21.01 were met.</p> <p>Three resolutions directed local senate actions:</p> <p>> Resolution 9.02 urges faculty consultation on the development and implementation of dual enrollment programs. Two frequent problems are scheduling and enrollment. The legislature just changed some Title 5 sections to make such programs easier to set up. With enrollment decline, there is increased interest in developing dual enrollment opportunities; reminder that this involves 10+1 areas (curriculum, assessment of student learning, grading criteria, etc.) thus faculty should be collegially consulted.</p> <p>> Resolution 12.01 directs local senates allow use of Professional Learning Network resources to satisfy ongoing professional development requirements, and to disseminate information about the resources, a robust set of ASCCC developed resources for professional development. The feeling in the room was that our community might be OK to allow faculty to earn PD credit online.</p> <p>> Resolution 15.01 directs local senates to distribute the Quantitative Reasoning Task Force report to our math faculty colleagues to keep in mind when developing new math curriculum.</p> <p>Other committees reporting</p> <p>Committee on Online Learning</p> <p>In January, COOL will bring a document on accessibility to Senate for faculty discussion. The committee also asks Divisions to revisit their policies on Online Quality developed last year. At that time, most were in draft form, Divisions are urged to bring them into a final form and/or be ready to report on their implementation status.</p> <p>Other committee reports are compiled in the accompanying document.</p>

11. Announcements	<p>Limited to 3 minutes. Senate cannot take action</p> <p>a. Foothill Faculty – Ethnicity by Division, document attached, please disseminate to constituents for review.</p> <p>b. Classified Senate Book Drive for Foster Youth, now through December 15. See flyer for drop-off sites.</p> <p>c. State Academic Senate – Rostrum article re: diversity in faculty hiring, complement to the EO training. Please share with constituents.</p> <p>d. Jose Nava announced a community discussion panel concerning deportation and immigration laws.</p> <p>e. Drop-in academic senate office hour Mondays and Wednesdays 12:30 – 2PM, Tuesdays and Thursdays 11AM – 1PM, room 1929 in the admin building breezeway. Call in to x7202 at those times, or leave a message anytime.</p>
11. Adjournment	3:45 PM