Foothill College Academic Senate Notes

## February 25th 2019, 2:00 P.M., Toyon Room

|  |  |  |
| --- | --- | --- |
| **ITEM** | **Notes** | **ACTION** |
| 1. Call to Order | Escoto called meeting to order 2:02PM |  |
| 1. Roll Call | **Senators Present**  Isaac Escoto (AS President 20’)  Ben Armerding (AS Vice President/CCC Faculty Co-Chair 19’)  Katherine Schaefers (AS Secretary 19’)  Voltaire Villanueva (Cnsl)  Kathryn Maurer (BSS)  Micaela Agyare (Library)  David McCormick (LA)  Hilary Gomes (FA/Comm)  Jordan Fong (FA/Comm)  Donna Frankel (PT rep 20’)  Robert Cormia (PSME)  Sara Cooper (BHS/FA Rep)  Tracee Cunningham (Cnsl)  Mimi Overton (SRC)  David Marasco (PSME)  Mary Anne Sunseri (PT rep for Winter/Spring 19’)  Rita O’Loughlin (KA/Athletics)  Don Mac Neil (KA/Athletics)  **Liaisons Present**  Kristy Lisle (Admin rep)  Carolyn Holcroft (Professional Development)  Chelsey Nguyen (ASFC President)  **Senators Absent**  Natasha Mancuso (BSS)  Amber La Piana (LA)  **Liaisons Absent**  **Guests**  Lene Whitley-Putz  Ben Stefonik  Simon Pennington  Kurt Hueg  Jon-Michael Kowertz |  |
| 1. Adoption of agenda | Approved by consensus | Action |
| 1. Public comment on items not on agenda (senate cannot discuss or take action) |  | None |
| 1. Approval of Minutes: | ASdraftminutes2-11-18  **\*Fix Micaela Agyare’s name**  **With changes, approved by consensus** | Action |
| 1. Consent Calendar | Biology Search Committee: Jeff Schinske (BHS), Gillian Shultz (BHS), Sara Cooper (BHS).  Chemistry Search Committee: Rosa Nguyen (PSME), Sandhya Rao (PSME), Londa Larson (PSME).  Articulation Officer Search Committee: Bernie Day (Articulation Officer), Cleve Freeman (CNSL)  ESLL Search Committee: Najwa Jordali (LA), Richard Morasci (LA), David McCormick (LA), Kimberly Escamilla (LA). **One at-large faculty members still needed**  DEDAC (District Equity and Diversity Advisory Committee): David Marasco (PSME) Carolyn Holcroft (Equity and Inclusion Office)  Note on training: Members of these search committees must have gone through EO (Equal Employment Opportunity) training within the last 2 years to be eligible to serve.  The next training is this Wednesday, February 27th in the Toyon room from 9am-12pm.  EEO related resource are available at http://hr.fhda.edu/diversity/e-training-materials-hiring-for-equity.pcf.html  **Approved by consensus**  **Faculty needed!**  **Community and Communications committee** still needs another faculty member. We also need a recorder for this group.  **Faculty needed!**  **District Budget Advisory Committee** | Action |
| 1. Unfinished Business (10+1 area(s) indicated): |  | N/A |
| a. Part Time Faculty Sub Committee | PT Subcommittee  Schaefers and Escoto presented an overview of the PT Subcommittee proposal  This group is being proposed as a sub-committee of the Senate.  Comment: This type of group has precedence at other Colleges.  Comment: From an FA perspective, would this be compensated?  Comment: Would this be informal or would this be more a formal appointment from each division?  Schaefers: Part time faculty needs have arisen over time, increased discussion over past several months. The committee structure is TBD and would be part of what the committee would determine. The committee would collaborate and share ideas re: how to communicate with part time faculty. The committee would provide a way to organize ourselves to better communicate with our part time faculty constituents.  Schaefers has also been working on the Community and Communications Committee. A major committee goal is to increase quality communication across the College. The proposed part time sub-committee of the Senate could partner with the Community and Communications Committee to help build community and communication amongst part time faculty.  Comment: Why is an additional committee needed? We already have paid part time Senate representatives. Isn't that their charge?  Schaefers: Part time senators do not have direct access to constituents. This is a challenge when asked for feedback from the part time faculty as a group. Part time faculty representatives within the four major governance groups have the same challenge. The main purpose of the part time faculty sub-committee of the Senate is to build a structure for communication amongst PT faculty leaders and to/from the part time faculty constituency.  Comment: Is the difficulty the responsiveness of the part time faculty? How would this committee help to solve that? Will it address the actual communication problem?  Schaefers: Part time senators have attempted to address this issue as individuals in the Senate, and individual efforts have not been successful. This part time sub-committee would hopefully create a base group to poll decisions from the adjunct community. This part time sub-committee could also create a welcoming community for part time faculty on campus. Increase their engagement in the college. Currently, there is no onboarding/orientation/community.  Escoto: Hearing that part time faculty want to try something different. What we have isn't working effectively. Hope to try something more structured and supportive. Having it be placed as a sub-committee of the senate might add interest, help attract more faculty.  Comment: Trying something different does sound like a good idea, but is forming a sub-committee really different? What about temporary task forces to identify part time faculty needs/gaps, and to develop recommendations or a work plan going forward? At the end, though, I am supportive of what Schaefers thinks would help.  Comment: I am hearing a need for increased faculty engagement. Is Senate the proper venue for this?  Comment: Engagement is also a challenge for full time faculty. This is a bigger issue than a part time sub-committee. We need more engagement overall. Would the part time sub-committee be made up of part time faculty already serving on governance committees?  Schaefers: This specific proposal isn't meant to address community building, but rather for the governance committee reps to come together to address communication. Schaefers clarified the request for the committee/structure to come through the Academic Senate was by request from President Nguyen.  Comment: It seems like this group would be better as a study group for Community and Communications committee?  Escoto: Time for today’s discussion has ended, we will bring this back for more discussion. | 1st Read/Discussion |
| b. Task Force for Online Course Standards | Ben Stefonik (Psychology) and Lene Whitley-Putz (Dean, Online Learning)  Background:  In June 2015 the Academic Senate adopted a resolution regarding divisions creating online course standards. The resolution included adoption of the Online Education Initiative Online Course Review Rubric as the exemplary standard for evaluating and improving the quality of online classes.  Student experience of being able to google multiple choice tests and find the answers – is quality learning really occurring here?  Task Force Proposal:  Goal: To get a snapshot of what students are thinking in regards to online course standards. Are our standards meeting what students need?  Goal: Create a task force on quality standards  The work to build this type of system will take a lot of bandwidth, most likely beyond the efforts of COOL. To create this type of policy will include collaboration with FA, with administration, faculty, and other entities. This would probably take multiple years.  Comment: Would this be better placed within one of the governance committees?  Comment: Developing a system to support online course quality has taken much effort. This feels like it would best be part of a governance committee. If this Task Force gets created as separate from the COOL committee, it seems there might not be a need for a separate COOL committee.  Comment: Where should this live, and how should this interact with the bigger structures of our campus.  Comment: Would this Task Force have the authority it needs if it is just a Task Force of the Senate?  Comment: Would this best be a study group under the Equity and Education committee?  Note: On the governance committees, study groups are created to assess specific issues that can then be brought to the President via their respective governance committee  Comment: The Academic Senate’s position is that faculty have purview over curriculum (online or in person). The Equity and Education committee is a shared governance committee, therefore should not be the leading body over online course standards.  Comment: This Task Force *does* seem to have a different nature than COOL, and there is a need for it.  Comment: There is specificity to this Task Force -Aligning our assessments and making sure that formative assessments support teaching and learning.  Comment: It seems this Task Force would create something specific that COOL could then take and adapt.  Moving forward, it would be helpful to be a bit clearer on the specific reasons why this task force would be helpful as existing separate from COOL. Further discussion to follow. | Info/Discussion |
| 1. New Business (10+1 area(s) indicated) |  |  |
| * 1. Marketing/Enrollment Efforts | Simon Pennington, Interim Associate Vice President, presenter.  Faculty are instrumental in marketing our courses, but how do we do this effectively? When we market our courses, getting students the information they need when we have the opportunity is more effective.  Enrolling early in courses is beneficial to students so they have time to deal with financial aid, registration, or other difficulties.  Priority Registration starts February 25th. Classes begin April 8th.  <https://foothill.edu/schedule>  We will also be rethinking the way our website looks as far as enrollment, making is as easy as possible to navigate. Making is simpler.  More activities on campus, messaging to our students with something for them. Using phone and text. We will also be refocusing on our Los Altos and Mountain View service areas.  The faculty and Senators are requested for feedback and ideas as far as marketing and outreach.  Jon-Michael Kowertz, our Student Outreach and CTE Transition Supervisor, has been tabling events at high schools around our area raising our profile. Dual enrollment is of key interest in our feeder schools. We are growing dual-enrollment.  We are also looking to bring our adult learners, our community learners, our non-credit learners, back.  Digital and physical copies of the enrollment handouts will be available to Division Deans to hand out to faculty.  Comment: 20 years ago database marketing became very important to business, how are we doing here?  We just had 455 students new to our website we were able to message directly.  Comment: We are tightening up some of our processes in regards to priority registration - how we look at pre-requisite clearance. Making sure we are more efficient/effective.  Comment: We have a challenge with face-to-face scheduling. Are Deans going to be given a new direction as far as scheduling? Currently, if a course did not have enough students enrolled last year, it will not be scheduled for this year. This has been hurting enrollment, with a higher priority on productivity.  Comment: We are over our budget allowance in Part Time faculty sections and full time faculty overloads “the 1320 budget”, which is why these historically low-enrolled sections are not allowed to go.  Comment: If we cannot offer a robust menu of face-to-face classes, a lot of these new dual enrollment students will then be pushed in to online or to courses which are not convenient for them. This will not be effective for growing enrollment.  Comment: We need to offer classes when our students want to take them.  Comment: We are trying not to cancel as many classes, which is also why are we are not offering as many historically low-enrolled courses. We have become a more data-driven institution as far as class scheduling, and we are building to be even more precise.  Comment: We are looking across the whole year, instead of making decisions on the fly. On March 21st, the District should be given our Foothill College budget.  Comment: The unfortunate perception is that we cannot be innovative and help, but we are getting better, and the goal is we will get there and be able to be innovative.  We hope to get to the point where cutting will be brought to a minimum, and adding classes where there is student demand. | Info/Discussion |
| * 1. AP 4100 Graduation Requirements for Degrees and Certificates | Draft AP 4100 Graduation Requirements for Degrees and Certificates  Back for a second read and action.  In general, we have a sense that we are meeting this Administrative Procedure in spirit.  We are not currently offering ethnic studies TOP coded courses (we have few that are deactivated) , but we do offer courses in our local GE American Cultures and Communities area. We will continue to follow-up on this with the state-wide Academic Senate (ASCCC) to see if this is a problem.  In Curriculum Committee, there is recognition that we do not have Ethnic Studies specifically, and we might look at offering courses that have these as their TOPS code.  **Move to approve: Villanueva**  **Seconded: J. Fong**  **Approved by consensus** | 2nd Read/Action |
| 1. Committee reports: |  | Information |
| 1. Announcements (limited to 3 minutes, Senate cannot take action)   a. Elections committee update  b. Need a recorder for Community and Communication  c. Looking ahead 10 years | a. Elections committee  Comment: There is a concern that the role of Vice President will be up for election, without a continuing candidate. This position requires candidates to have served on the Curriculum Committee within the past 3 years.  Comment: The Curriculum Committee has drafted a resolution on Auto-awarding degrees and certificates  **Comment: We need another member on the elections committee**  Comment: We need to vote on our constitution  b. **Faculty representative and a recorder needed for the Community and Communication committee**  c. “High Tea with the President” event  A free-flowing conversation with the President. What will our College look like in 10 years?  Next event: March 6th 1:30-2:30pm in the President’s Office. Please RSVP on the Outlook Calendar invite.  d. 1-3 Equity and Education Committee: This Friday from 1-3pm in the Student Council Chamber – welcome faculty input in discussions around how to include equity and culturally-relevant pedagogy in the hiring process.  e. Faculty Prioritization Tool – This Spring, we agreed to work more on the tool so it can be used more effectively during this next hiring cycle.  Quantitative Data from the Faculty Prioritization Tool was pulled for discussion in the recent Dean’s meeting on faculty hiring.  Faculty present were asked to give feedback on the process.  Comment: The qualitative data section was not used, as there was no time to disseminate and then collect that data before the decision was to be made.  Comment: When the Senate put forth the agreement to use the prioritization tool, it was agreed to use the tool as best as possible and then to work on it in Spring.  Comment: There is some process fatigue from Administration, and a true intent to follow the process as faculty would like.  Comment: The data from the form was there in the meeting, but faculty are interested in having both the narrative responses and the quantitative data present to make hiring decisions in the future.  Comment: Faculty present in the Dean’s meeting were supportive of the process in the meeting.  Comment: A rubric could help in prioritization discussion.  Comment: From a department that has been continually requesting a position, not even seeing the form or having a chance to offer qualitative data may have hurt the prioritization.  Comment: Happy to have the discussion on what narrative and what data is being used to inform faculty prioritization, compared to what came before.  Comment: Around the last meeting, the question was brought up if we are using this right now. The seeming answer was that we weren’t.  Comment: There were some clarity issues.  Comment: How much the faculty narrative section would have changed things is unclear. Every Dean argued knowledgeably for the departments represented.  Comment: Hopefully in Spring we can have some time to refine this tool. From those present in the meeting, what data was useful and prioritized in the decision? Creating a rubric, what data is weighted above what? Making sure the group is aware of the weighting of each of the data points.  Comment: Now that the Deans have a wider College-view, they are more able to effectively argue for each program.  Escoto: All departments can and do make great arguments as to why they should get a hire. During faculty hire discussions, there is constant back and forth and a complexity in discussion that would be difficult to perfectly align with a rubric. Even with a rubric, faculty would likely still contest how the rubric was applied. Prioritization is a messy process. As we work to refine the faculty prioritization tool and better utilize it in the future, we will also discuss the amount of time faculty would like to fill the form out in preparation for the next faculty prioritization cycle. | Information |
| 1. Adjournment | Meeting adjourned 4:00PM |  |