

Foothill Academic Senate Minutes March 7, 2022

#'s represent items numbered on the [Agenda](#)

1. Meeting called to order at 2:01 p.m.

2. Roll call

Executive Committee

Officers:

Kathryn Maurer (President)
Eric Kuehnl (VP Curriculum)
Robert Cormia (Sec/Treas)

Division Senators:

Alexis Aguilar
Brian Murphy (absent)
David Marasco
Donna Frankel
Ellen Judd
Frank Niccoli
Jordan Fong
Katy Ripp

Kelly Edwards
Kerri Ryer
Kimberly Escamilla
Mary Thomas
Matthew Litrus
Mayra Palmerin-Aguilera
Milissa Carey
Patricia Crespo-Martin
Sara Cooper
Stephanie Chan
Tracee Cunningham
Voltaire Villanueva
Extended Exec Committee
Adrienne Hypolite

Ajani Byrd
Carolyn Holcroft
Fatai Heimuli
John Fox (absent)
Kurt Hueg

Guests

Trizha Loren Aquino
Yasmine Malboub
Jeremy Peters
Aaron Korngiebel
Simon Pennington
Josh Pelletier
Janie Garcia
Hilary Gomes

3. The agenda was adopted by consensus. There were comments about the minutes from 2/28/22, with an update requested by Stephanie Chan in the hiring procedures discussion. Kathryn made changes to the minutes, which were approved by consensus.

4. Resolution to continue meeting remotely: Donna Frankel was first, and Melisia Carey second. The resolution passed unanimously 25 Y (1 advisory vote)

5. Public Comment: Kurt welcomed the new dean of Business & Social Sciences Division Aaron Korngiebel, who introduced himself.

Trizha Loren Aquino, Yasmine Malboub and Jeremy Peters from Foothill Library gave some updates, including having now loaner Chromebooks, Wacom tablets, and more course textbooks. They want faculty to know that their goal is to have any material a student may need, so faculty should contact them with their course materials needs. If they don't have it, they will work on trying to acquire it.

Kerri Ryer gave an update about the District housing committee, and shared that the CA Department of Finance recommended approval of a \$132,000 grant to conduct a feasibility study for on campus housing. This is an exciting development.

Hilary Gomes shared that she had heard a number of comments about people who can't meet on flex day, and would like to have another way to bring community. She is concerned about what seems like an assumption that building community has to be in person.

6. Faculty hiring procedures. Kathryn said we would start where we left off last week, with a discussion of the clause inserted into the draft AP language that did not come from DDEAC about guaranteeing an interview to a minimum of two PT faculty with Re-Employment Preference (REP), if there are two or more in the pool of applicants. She asked those who had either contributed to the language or had strong positions for/against to share their rationale before opening up the discussion to the senate for debate.

Jordan Fong read a statement authored by FA Acting President, Kathy Perino:

FA Position on Part-time right to interview

FHDA part-time faculty with reemployment preference includes skilled, dedicated faculty, many of whom have been teaching at the college for years. Due to the relatively high workloads they take on in order to surmount inferior pay, inferior benefits, and a lack of job security (even with reemployment preference), our adjuncts are systematically barred from doing their best work as teachers. In spite of this, many of our adjuncts have been regularly evaluated by administrators and by faculty supervisors, and regularly found fit to do the work of teaching in our community. Recall that part-time faculty with reemployment preference regularly undergo administrative and student evaluations in order to retain REP.

The proposed language does not require that ALL part-time applicants receive an interview. It requires that the committee give the top two part-time faculty with REP an interview. This is a courtesy that is regularly extended to internal applicants for other district positions and a total of two hours of the committee's time is the least we can do for internal part-time applicants.

Allowing at least two of our qualified, re-employed part-time faculty be allowed to compete with outside applicants who have not necessarily taught in our community is good sense. It's a way to honor the work of our existing colleagues. It's a way of serving our students by including in the competition process faculty whom they already know -- faculty who have already been evaluated and found to be a good fit for the students' needs. More than that, it's a way of serving our actual students by allowing the people who are already, actually their teachers to do their work under better paying, better supported circumstances.

Kathryn then read a statement prepared by David Marasco, who is the academic senate representative to DDEAC:

On the DDEAC/HRAC side of the house, I'm unhappy that new language has been inserted into the proposed faculty hiring policy. This was not discussed, debated, nor vetted at the DDEAC/HRAC table.

As faculty of color, I have strong issues with the equity implications. In departments where there are a majority of face-to-face classes, this advantages people who live within a certain distance from our campuses, and given cost-of-living in the Bay Area, acts as an economic filter. We would never approve of language that said "give preference to folks who can afford to live closer to campus," but that ends up being a

side-effect of this policy. Secondly, while we are seeing improvement, for many years PT would be hired outside of the official HR process via old-boys networks. This also has deep equity implications. One can argue how big those two factors are, but the result is that our PT faculty are less diverse racially than our FT faculty.

At the end of the day there are better ways of helping our PT get FT jobs. Workshops on how to apply and interview would help PT not only in our own district searches, but also get jobs across the California community colleges. That's a far better solution, and wouldn't undermine the equity aspects of our new hiring policy.

Ellen Judd commented that she was in support of the FA statement. P/T faculty have been hired to teach our classes, and have been reaffirmed over and over again before getting REP. We have processes that assure we have good P/T faculty, and having spots reserved for two P/T faculty in the interview pool, could attract more PT faculty to even apply for the position. Ellen talked about her hiring process at Foothill, that it was professionally handled (no HR problem) and that 57% of all sections at Foothill are taught by P/T faculty.

Donna commented that in the Bay 10 Districts we're the only College that doesn't have a policy for interviewing P/T faculty for F/T positions. Donna questioned David's statement about the diversity of our PT vs FT faculty, and thought that P/T faculty are more diverse than our F/T faculty, and said she would like to see the data.

Carolyn commented that she agreed with all the statements made in the meeting on both sides, but there is some tension with the thoughts about what quality, and qualified, and best mean. She commented further about encouraging internal candidates to interview, and said there was a policy for other positions to guarantee an interview to internal candidates. It would seem like that courtesy could be extended to part-time faculty. That said, she also understood that the hiring process of PT faculty could be very different than the hiring process of other full-time employees. For P/T hiring, a dean often has to scramble quickly and at the last minute to hire a PT faculty member to teach a section, so processes aren't as complete, and it's understandable.

Voltaire talked about being F/T faculty for more than 15 years, and not getting an interview for administrative jobs even though he's an internal candidate, so he's not sure about that policy. He also spoke about the need to provide proper mentoring to applicants.

Matthew Litrus spoke about his hiring process at Foothill, and how he was so fortunate to be offered the FT job after teaching PT at different institutions. He was mindful that he did not have REP even though he was a PT faculty at Foothill when he applied, so with this new clause, it might mean he wouldn't have been interviewed, if priority had been given to PT faculty with REP. He also agreed that there are many issues with the P/T hiring process.

Due to time constraints Kathryn asked to suspend this discussion until after the next topics since there were guest presenters.

7 & 8. Kathryn explained the new draft AP was related to the dual enrollment update, but giving the update was going to be referencing events coming up, she asked senate for permission to hold off reviewing the AP until a future meeting.

Simon Pennington gave a presentation on Dual Enrollment & Marketing. The Dual Enrollment Summit is coming up on Friday (March 11), and is an opportunity to meet with Dual enrollment partners, and communicate with our dual enrollment partners about our challenges. A dual-enrolled student is a high school student who is enrolled in a College class. Some dual-enrolled students are (CCAP). CCAP agreements affect how a class is offered. Dual enrollment population has been growing. Simon showed a calendar of activities. We'll have a driverless car demo on the 22nd of April. High school field trips are coming. Simon shared statistics, showing that success rates of dual-enrolled students have been increasing. He also commented about parents and students coming to middle college events. Dual enrollment is part of our increasing enrollment trend.

He then shared a marketing redesign update, and an RFP to overhaul the website with the goal of increasing usability, ADA compliance, and will drive enrollment. Working on new interactive maps on the website. Emphasizing digital marketing and radio, and working hard to get the community back on campus.

Josh Pelletier (dual enrollment) and Janie Garcia in the outreach department also introduced themselves.

Kathryn asked if we're keeping up with the needs of our student population if they are getting younger? Simon commented on the support that the dual-enrollment students are getting. Josh addressed Kathryn's question by answering yes, we should be addressing the special needs of dual-enrollment students, the home high school offers the students support, and we also have student support services at our college. Guided pathways also reaches out to high school students.

<break>

6. Senate agreed to allow 5 more minutes on the conversation of faculty hiring. Sara Copper asked about the timing of when we need to approved the AP. Kathryn said that originally we had been asked to finish our review/approval prior to the March 9 APM meeting, but then she learned that Pat Hyland is writing a new draft that we should review, and Kathryn hasn't received that yet, and this item is not on the APM agenda. That said, Kathryn is hoping we can finish our review soon so we can communicate our position on these items rather than waiting for new language. Sara expressed concern about the quick turnaround time with meetings every week, and that there isn't a lot of time to get input from division faculty. Kathryn said she understood and said this is the same language that was given to senate back in November, however senate could ask to delay if they didn't feel ready.

Ellen commented that there isn't a lot of mentoring of P/T faculty. She asserted that if P/T faculty are teaching over half the classes, that any issue that affects P/T faculty affects over half our students.

Stephanie Chan commented on her hiring experience, coming through the P/T ranks, and the fundamental (structural) problems that exist with so much reliance on PT faculty. She is concerned if adding more language like this might not be sending the right message, that we should not be working to make this reliance the norm.

Kathryn commented that given no motions for action today, she will bring this back, but hopes we will finalize in time to advocate for completion of the new language prior to the end of this academic year.

9. Faculty engagement - disengagement topic. Voltaire spoke about a recent (policy) initiative to get faculty back on campus, wondering how this decision was made, and were faculty involved in making that decision? Hilary commented that many faculty are VERY engaged in an online presence, so does engagement require you being on campus? Kerri commented that burnout is real, and especially with Zoom. She suggested hearing from our counselors and mental health professionals, and others about how to address some of the issues facing faculty to assist in this topic. Voltaire talked about the unspoken thing, the mental issues we're facing. Alexis also commented about the issue of engagement, what is the evidence or measure of how we're determining what is engagement? He wanted to know why this was even on the agenda as an issue. Kathryn explained that she had heard a number of people talking about this issue and then had read that article so wanted to share it with the senate, and when we first talked about it there was a request to bring it back since we ran out of time. Trying to find enough faculty to fill needed service positions is also an ongoing issue. But, she does know there is a lot of great engagement by many, which is why the topic is both faculty engagement and disengagement. Millisa suggested that we also reflect on the "volume" of what is going on, and what's coming at us. We haven't returned to a trustful environment. While in-person may have an advantage, where are we now, how do we get back to spaces where we can talk about smaller topics and build momentum. Carolyn reminded us that we have some faculty that teach entirely online, and are amazing at creating community, so we need to be careful about assumptions that in person is better to create community.

Kathryn said she heard so far one idea to have a presentation from our Psych Services faculty, but asked if there was anything else senate would like to see or action we wished to take.

Kathryn said that it seemed that there was not a lot of interest to continue this discussion so she would not bring it back unless people reached out to her.

10. Online Equity Affirmation. Carolyn and Kerri presented the [document/tool](#) that was coming to us from COOL. Carolyn suggested we frame this as a foundational lens for (mindfulness) in teaching and learning, it's not a destination, it's a method of constant engagement. Tenants of universal design for learning. Table for racial equity - nine different overarching principles. Intentional process of thinking about how your (teaching) is landing. We might say there are

equity gaps, but how do we address it? Kerri commented that the document isn't cast in stone. Carolyn talked about creating your own personal equity plan, working with POOCR (Peer Online Course Review). Carolyn suggested the document (helping) see how content and course outline of record can affect student engagement and equity. Kathryn commented that so much of this document isn't only for online instruction. Carolyn commented that this is a good document, for equity, no matter what you're teaching.

Kathryn asked Carolyn and Kerri what the ask to senate is. Kathryn said one option might be just to get feedback and consider approval of the document and reminded us there's an area on our website (under Resolutions) to post documents we approve. Another option is a resolution. Carolyn supported the idea of a resolution because it's a formal adoption of stated values. It represents that the majority of faculty feel this document states ideas and values that are shared at our College. Kathryn said it can also help clarify its intended use. There was agreement that Carolyn and Kerri would work on a draft resolution to bring back to senate for a second read of the Equity Affirmation. Kathryn said this document might also be of interest to the College curriculum committee, given its reference to COR and Title 5 review. Kathryn said we will bring the topic back once senators are ready with constituent feedback.

11. Announcements: Milissa announced there's a musical in person opening this week (murder mystery) and next week we'll have a college night on Wednesday, March 16th.

Carolyn put a plug in for a workshop that will be going on this Thursday, engaging students through Zoom. Show how it's not tiring to be on Zoom all day.

Kathryn put a flyer in the chat about Foothill's Global Medical Brigade going to Honduras this summer. The organizers need faculty's help recruiting more students. Please share the flyer.

12. Meeting was adjourned at 4:01 p.m.

Next meeting is next Monday March 14th

Roll call vote - reaffirmation of the resolution to meet remotely

25 yes votes (one advisory)

Kathryn Mauer	(not voting)
Eric Kuehnl	x
Robert Cormia	x
Brian Murphy	?
Alexis Aguilar	x
Kerri Ryer	x
Sara Cooper	x
Frank Niccoli	x
Tracee Cunningham	x

Voltaire Villanueva	x	
Mayra Palmerin-Aguilera	x	
Milissa Carey	x	
Jordan Fong	x	
Kelly Edwards	x	
Katy Ripp	x	
Stephanie Chan	x	
Patricia Crespo-Martin		x
Kimberly Escamilla		x
Mary Thomas	x	
Matthew Litrus	x	
David Marasco	x (proxy via Matthew Litrus)	
Donna Frankel	x	
Ellen Judd	x	
Fatai Heimuli	x	
Adrienne Hypolite	x	
John Fox	x (proxy via Jordan)	
Carolyn Holcroft	x	
Ajani Byrd	(not present for vote)	
Kurt Hueg	x	