Academic Senate Approved Minutes November 21st, 2022

Meeting called to order at 2:03 p.m.

Roll call Cormia

Voltaire Villanueva (President) x
Jordan Fong (Executive Vice President) x
Eric Kuehnl (Vice President of Curriculum) (online)
Robert Cormia (Secretary/Treasurer) (online)

APPR
Brian Murphy absent
BSS:
Brian Evans x
Mona Rawal x
CNSL:
Luis Carrillo x
Tracee Cunningham x
DRC/VRC:
Mayra Palmerin-Aguilera x
FA/Comm
Ché Meneses **x**
HSH:
Rachelle Campbell x
Francis Niccoli x
KA:
Katy Ripp (online)
Jeff Bissell (online)
LA:
Stephanie Chan x
Patricia Crespo-Martin x
LRC:
Kimberly Escamilla (online)
Mary Thomas x
STEM:
Sara Cooper (online)
Matthew Litrus x

PT Reps:
Donna Frankel x
Ellen Judd (absent)

Other Members:

ASFC:
Skye Bridges (absent)
Classified:
Janie Garcia (vacation, Adiel proxy)
FacAssoc:
John Fox x
Prof. Dev.:
Carolyn Holcroft (online)
Chair of COOL:
Kerri Ryer (online)
Dean of Equity:
Ajani Byrd (absent)
President's Cabinet:
Kurt Hueg (absent)

David Marasco is a guest, in person, Adiel Velasquez, Lene Whitley-Putz joined online

Agenda was adopted by consensus. Brian moved to adopt Donna second.

Public comment and announcements:

Approval of minutes from November 7th, Mary Thomas moved to approve, Stephanie Chan seconded. Rachelle abstained. The minutes were approved by consensus.

Consent calendar: Voltaire announced the faculty appointments. Search committees were announced. John Fox first, Rachelle second. The consent calendar was approved by consensus.

Item #1

RSI - Regular and Substantive Interaction. Matthew commented that there wasn't a lot of information, in general, about online courses at Foothill College, so it's important to convey to everyone, on campus, what's expected. Matthew commented that the video was very informative. Rachelle commented about a vast array of opportunities for student interaction, and that Foothill faculty go above and beyond what is typical. Voltaire asked Lene if we needed to

standardize what this looks like? Lene answered no, but faculty do need to ask and evaluate if their RSI is effective, and the importance of sharing ideas with other faculty. If we look at RSI as compliance, probably not much effect, but if we engage with each other in a genuine way, RSI could be very beneficial. Donna commented that she created her own teaching videos as part of her online presence, and that there was actually more material for students to study, as compared to pre-pandemic. Donna commented that the pandemic had a silver lining for her online presence.

Patricia commented that it would be helpful and important to get a student's perspective. She commented about a student message that required an instant response (from the student's perspective). Patricia commented that a realistic response by email often occurs in a few hours.

There was a comment that even when a faculty puts something in a syllabus, students often don't read it. Voltaire commented on the need for setting and communicating realistic responses. There are different levels of expertise and availability in an online presence, and what that means for RSI. Sara commented that she's catching up with the RSI video, and that it would be helpful to have some standardization in response. Some instructors might not understand what realistic responses look like. The struggle with RSI might be a resource issue, for instance, if a faculty is teaching a number of courses, and smaller class sizes make a big difference. Sara suggested that division by division or department by department standards are important. Lene commented about a campus culture, and what is disciplinary prudent.

Both at Foothill and nationwide it is still new to think about what effective online proactive looks like, but it's important to think about what is effective for student learning? Effective RSI also underlies some of the equity work that we're doing as well. She commented that we have a group that is very engaged in governance, and in teaching, but some faculty are new to this, and some faculty might be very comfortable with online, but not thinking deeply about RSI. Rachelle suggested an assessment process to see where people are. Frank commented that students aren't (weren't) responding to his outreach, syllabus, modules, etc. Frank asserted Online learning can lead this effort, Sara commented about the benefit of looking at courses, taking POCR, and the benefits of that. If POCR is important, should it be part of the contract?

Voltaire commented on the vigorous conversation that we're having in the Senate, but should we create a special group, or work at the division level. Lene commented that all the parties involved in POCR had a good experience. Frank commented that maybe we should have a "POCR light" that can help upgrade or improve their Canvas course. Voltaire suggested that perhaps we create an "RSI committee" to solicit ideas about "this is what might work for our College" and report that back to the Senate.

Kerri commented that this is squarely within COOL's wheelhouse. Brian Evans commented that more people should attend COOL. Voltaire asked when are the COOL meetings? Kerri replied the first and third Friday (afternoon). Che commented that in addition to getting COOL involved in RSI, have other Colleges' brought RSI into the program review process? Lene answered that POCR (OEI) is just starting to collect this data. RSI will be referred to COOL for development.

Item #8 Student disaggregation core success data

Mallory Newell from De Anza talked about some of their data tools including a data tool that would bring the data closer to the faculty, and automatically email the core success rates for each class, once grades had been posted. Core success rates from the faculty's section would also be compared to other sections and the College as a whole. Each faculty sees their own data versus other individual faculty. Rachelle asked if the cohort could be compared to other cohorts, not just the individual student demographic.

Voltaire asked what faculty might do with this data? Is it part of our 13-55 goals? Voltaire suggested that faculty at Foothill have wanted this for quite a while. Ram asked Mallory if there was a disproportionate impact comparison. Mallory commented that all faculty might not understand what disproportionate impact (DI) was about? Senators should let their division faculty know that this is coming in January and not to be surprised by it.

Item 9: J1

Voltaire shared the J1 evaluation tool, as a request from Karen and Amy in the negotiations committee. Ram commented that the "exceeds expectations" is a new addition to the form. Ram commented that this is an FA proposal, the College administration also has a list of suggested edits, and that this is in negotiation. There was a comment that the J1 has two different roles, one for documenting (evaluating) tenure track faculty, the other is for evaluating part-time faculty. There was a suggestion that the suggested edits by administration.

Sara had a couple questions. First was what were the goals in revisiting the J1, and there was a concern about the addition of "exceeds expectations", is there even room in the contract for a grade of "exceeds expectations". Sara asked if we could get replies from their constituents. There were various comments about the J1s, the pre evaluation conversation. Rachelle asked (suggested) that if we're going to use a form, what will be the value of it? There was a suggestion that there should be separate J1s for face-to-face and a J1 for an online class. There was a comment that this is something that FA has been working on for over a year, it's a negotiated document, and FA will be looking at it. David Marasco commented that the J1 was developed primarily for tenure track faculty, and might not be the best tool for part-time instructors. Voltaire suggested that we continue this conversation at the next meeting.

Item #10

Revised program review - motion to approve the program review template Sara first Second by Jordan, all in favor, unanimous, John Fox abstained. Ram commented that we will execute this in spring, for fall next year

Item #11 Incarcerated students. Ram commented that in vet tech and Frank in horticulture going into Elmwood correctional facility with instruction. The prison facility is interested in art,

sound and communications installation, yoga, cultural program, humanities, apprenticeship programs, etc. Previously, Kristy Lisle was reaching out to the correctional facility, but the pandemic slowed things down. Ram shared the facility in Milpitas has facilities for both men and women, but men and women are kept apart in the instruction. Ram shared we're not the only College working with Elmwood, Ohlone, San Jose City College is also very active. Milpitas isn't in our service are,so we needed permission from San Jose-Evergreen. There was a question about the need for counselors to offer career counseling. Incarcerated persons leaving the facility need support in continuing their education after they leave. Frank met with Dr. Marshall (Milpitas facility) and observed there was only one book in horticulture. There was a question about math support, Frank commented that the math skills in the bidding classes were in significant need of help. Frank also commented that there was a segregation of skills, to extend the horticulture course to women. Ram commented that there are courses for women at the facility that are well enrolled.

Global experiential learning - Katheryn Mauer had come to the Senate in a previous meeting to discuss the Global Experiential Learning (GEL) program. There was a brief dialog about scholarships for students, who might benefit from that scholarship, and how faculty might be able to participate in this program? Voltaire commented that this does come under 10+1, and what role could the Academic Senate play in this effort? John suggested that there might be a report from the GEL group to communicate how the program is working. David commented about the support for these programs, and that Title IX didn't support this anymore, and the risks that might occur if they run into difficulties (Title IX or otherwise). Voltaire commented on the process of how this is getting set up, and how to work through concerns. There was a comment that some College programs (like this) have run independently from the College, and how or why to run GEL in a vibrant way without that faculty being involved or supported in a very strong way.

Leadership reports - Jordan commented about the mission statement, accreditation, and the process of addressing / revising the mission statement. Jordan also discussed the Innovation and Inclusion process, how to incorporate business innovation into the curriculum. There is a $2,000 stipend to assist with the process. David Maraco attended the police chiefs advisory meeting and will issue a formal report in a week or so. Foothill will install a license plate reader, fairly standard at Colleges. There will be some reporting documentation that will be rolled out this spring. Voltaire mentioned soliciting names for the 2023 Hayward Award. Cormia thanked Voltaire for the Presidential candidate faculty forums (in person and on Zoom) last week.

The meeting was adjourned at 3:56 p.m, our next (and last meeting of the quarter) is 2 p.m. Monday December 5th.