

Foothill College Academic Senate Meeting Minutes
Monday, Oct 17, 2016
2:00 P.M., Toyon Room

ITEM	ACTION
1. Call to Order	Quorum present 1:57PM. Holcroft called meeting to order :PM
2. Roll Call	<p><u>Senators Present</u> Jody Craig (KA) Kimberly Escamilla (LA) Isaac Escoto (AS VP/CCC Co-ch '15) Lisa Eshman (BHS) Donna Frankel (PT rep '16) Carol Josselyn (FA&C) Carolyn Holcroft (AS President '16) David Marasco (PSME) Kathryn Maurer (BSS) Bruce McLeod (FA&C) Patrick Morriss (AS Secretary/Treasurer '15) Jose Nava (BSS) Tobias Nava (CNSL) for Cathy Denver Rosa Nguyen (PSME) Katherine Schaefer (PT rep '15) Mary Thomas (LIB) Voltaire Villanueva (CNSL)</p> <p><u>Liaisons Present</u> - Andrew LaManque (President's Cabinet) Ramiel Petros (ASFC President)</p> <p><u>Guests</u> Jennifer Sinclair (MATH) Sarah Parikh (PHYS)</p> <p><u>Senators Absent</u> Jordana Finnegan (LA) Rita O'Loughin (KA)</p> <p><u>Liaisons Absent</u> Faculty Association - not yet appointed Classified Senate - not yet appointed</p>
3. Adoption of Agenda	Approved by consent
4. Public Comments	Limited to 3 minutes each. Senate cannot take action or respond to items not on the agenda No public comments
5. Approval of Minutes >Oct 3, 2016<	Motion to approve M Thomas S Maurer. Approved by consensus
6. Consent Calendar	Consent Calendar > Student Grievance Panel Pool: Bill Ziegenhorn (HIST) > Student Discipline Hearing Pool: Bill Ziegenhorn (HIST) > College Curriculum Committee: Don MacNeil (K A), Barbara Shewfelt (K A), Leticia Delgado (CNSL) > Permanent VP Educational Resources Search Committee Jay Patyk (BSS), Debbie Lee (MATH) > Interim VP for Educational Resources Search Committee: Kathy Perino (MATH); Mike Murphy (C S)

	<p>> Non-instructional faculty: Equity and Professional Development Search Committee: Andy Ruble (ART), Kim Lane (CNLS), Gillian Schultz (BIOL), Brian Tapia (PHIL)</p> <p>> Behavior Evaluation Strategies Team (BEST): David Marasco (PHYS)</p> <p>> Foothill College Technology Committee: Paul Szponar (LIB), Mike Murphy (C S)</p> <p>Approved by consensus</p> <p>College and District committees in need of faculty to serve as Academic Senate representative(s):</p> <ul style="list-style-type: none"> > Program Review Committee > Professional Development Leave Committee > Student Grievance Pool, Disciplinary Hearing Pool > One faculty for the <u>administrative assistant II</u> for International Student Programs > One faculty for the <u>senior administrative assistant</u> for International Student Programs
7. Unfinished Business	n/a
8. New Business (10+1 areas noted)	
a. Academic Renewal: proposed revision to AP 5060 (5)	<p>Escoto described our current process for academic renewal. A typical student applying for academic renewal is a returning student with one or more blots on their earlier transcript, often due to some life event. One senator who has served on the academic council for many years relayed that academic renewal petitions are not frequent. Escoto clarified that even if/when academic renewal is granted, it only excludes the grades from being included in the GPA calculation; the grades remain visible on the transcript.</p> <p>Currently, students who petition for academic renewal may only omit the entire quarter. For instance, a student with two Fs and an A in a past quarter can apply for academic renewal and it would exclude both Fs and the A from the GPA computation. Under the proposed change, students would be able to apply for academic renewal on a course-by-course basis rather than the current quarter-by-quarter. For instance, the student with two Fs and an A in a past quarter could petition for academic renewal for the two failed courses, (excluding them from a GPA computation) but maintain the successfully completed course in their GPA.</p> <p>Any proposed change in policy will go through the Academic and Professional Matters (APM) committee. Other colleges typically have some policy concerning academic renewal, each school deals with it locally and in a permissive manner.</p> <p>The process is nontrivial for the students, and at least two years must pass before an application can be considered, so even with this proposed change it's not expected that there will be large number of applications.</p> <p>Nguyen shared that two division faculty resist the idea of academic renewal on a course-by-course basis. The concern was that it would work to students' advantage, and could be a source of gaming the system. Escoto clarified that the policy is designed to work to students' advantage. He and McLeod shared that in their experience with the existing policy, gaming the system has not been a problem, rather, it is typically used by students returning to school later after having turned their lives around. Petros shared that students appreciate the policy, see it as a way to recover from an adverse life event. One senator opined that the advantages of the policy change to such students would be consistent with our shared college value of forgiveness.</p>

	<p>In response to a question, Escoto shared that to his knowledge, no receiving institution of transfer students has expressed resistance. DeAnza is also considering this change as well.</p> <p>Senators are asked to solicit feedback from constituents re: proposed policy revision. Please include the details of this discussion in the solicitation, especially point out that this is an adjustment to an existing policy. There is one more senate meeting before this matter comes to APM on November 8.</p>
<p>b. Academic Senate scholarship criteria and allocations (5)</p>	<p>Considering the criteria for the Basic Skills scholarship, Morriss suggested replacing the adjective "lower-level" with "precollegiate" as applied to our courses.</p> <p>There was some discussion and confusion over whether international students are eligible for the Basic Skills scholarship, since we require applicants to demonstrate financial need and ask for a FAFSA that they may not be able to complete.</p> <p>There was a motion to remove criteria 5 re financial need on Basic Skills scholarship M McLeod, S Nguyen. There was some support for continuing to allocate senate scholarships based on financial need, as an expression of senate values. The difficulty in creating a level playing field for students to demonstrate need was acknowledged.</p> <p>Senate asked the officers to research how students, especially international students, demonstrate financial need. Action on the motion was postponed, will revisit at next meeting.</p>
<p>c. Faculty Teaching and Learning Academy (FTLA) (8,11)</p>	<p>Jennifer Sinclair and Sarah Parikh shared some of their experiences with the summer institute in the hopes of building support for offering the course again next summer.</p> <p>Academy curriculum includes appreciative inquiry, building a culture of trust, incorporating student voice, cultural humility, and the hazard of a single institutional story about students. Participants examined the detrimental effect on student success of institutional deficit thinking, the idea that students are unprepared for college, so the college should make resources available to remedy the deficit. As an alternative, FTLA looks at what schools and instructors can do to identify talented students through nontraditional means. In doing so, FTLA directly addresses the goals of the college equity plan.</p> <p>In addition to reading and discussing education theory, FTLA participants wrote (or rewrote) their teaching philosophy, redesigned their syllabi into a welcoming document, and learned pedagogical practices with immediate application in their classrooms.</p> <p>The FTLA experience built a community of faculty engaged in culturally relevant teaching with weekly cohort lunches and monthly Friday afternoon workshops. Both Morriss and Parikh called the experience transformative.</p> <p>One difficulty in implementing FTLA even within the initial cohort is scheduling. To address this, FTLA faculty asked senate to lead a campus-wide discussion of faculty scheduling, to enable faculty collaboration.</p> <p>Senators are asked to gauge interest in inviting FTLA back to Foothill next summer. contact Jennifer Sinclair. There was some desire to offer FTLA again, possibly with compensation, and to include our part-time faculty colleagues.</p> <p>Marasco asked the schedulers to consider those teaching on semester schedules.</p>
<p>d. Hayward award nominations (5)</p>	<p>This year, in Area B, we can nominate part-time faculty. Hayward award nominations are open. Each college can nominate only one, with more than one nomination, senate will decide.</p>

	<p>Links to past FH winners are attached. Senators are asked to spread the word about the award, and to solicit nominations from constituents. Detailed information is available at http://www.asccc.org/events/hayward-award-0 Specifically, the rubric is online: http://www.asccc.org/sites/default/files/Final%20Hayward%20Rubric%202016-17.docx Use it as a guide when beginning to consider nominees.</p>
<p>e. ASCCC resolutions for consideration at plenary session</p>	<p>Based on constituent feedback, resolution 7.01 concerning apprenticeship curriculum and resolution 10.02 concerning the faculty disciplines list were pulled from the consent calendar at last week's Area B meeting. Those resolutions will be debated at the plenary session this fall. Those two resolutions generated the most feedback at Foothill, but it wasn't even necessary for our officers to pull the resolutions. Other colleges felt the same.</p> <p>The area meetings are strictly for clarifying questions on the resolutions, debate will happen at plenary. At our Oct 31 senate meeting, our DeAnza colleagues will join us so that we can, if possible, bring a district voice to plenary to speak on faculty behalf.</p> <p>Resolution 7.01 concerns curriculum in our apprenticeship programs. The point of these programs is to work and learn at the same time. Resolution 7.01 would streamline curriculum processes to be more responsive to program needs,</p> <p>Traditionally, apprenticeship curriculum has been written by the people teaching the courses. Plumbers write plumbing curriculum with little oversight from academic faculty. Apprenticeship faculty would like access to AA degrees for students in their programs, it can be a marketing plus for them. But it's not a big market, in typical cases it takes an apprentice 4-5 years to earn a 45-unit certificate. For this reason, the temptation to equate apprenticeship programs with on-campus CTE programs should be resisted.</p> <p>All apprenticeship programs teach to the same national standards, but locally rewrite the curriculum with differing sequences and emphasis. McLeod and others have been working to fit those variations into our curriculum process.</p> <p>There is much new state money to expand apprenticeship programs. McLeod suggested that whatever the ASCCC decides to do, the unions running the programs will also be in Sacramento talking with legislators.</p> <p>Resolution 10.02 addresses a difference in treatment of faculty minimum qualifications. In most cases, minimum qualifications are housed in the "disciplines list," a document that faculty can amend through a resolution by the statewide academic senate. However, there are a few faculty areas, e.g., EOP&S, with minimum qualification specified in Title 5. Those are much harder to modify, as a Title 5 change requires action by the Community College Board of Governors. Resolution 10.02 asks senate leadership to work with system partners to place the minimum qualifications for these areas on the disciplines list so that they are subject to academic senate-driven change rather than requiring a regulatory change in Title 5.</p> <p>Officers have received feedback relaying much resistance to this resolution from the faculty in the specified areas. By placing those minimum qualifications in Title 5, the legislature indicated its intent that they're important enough to not be subject to change by a simple faculty resolution.</p> <p>Shaefers asked for support for resolution 12.02 allowing faculty to satisfy flexdays requirements with online resources (the Professional Learning Network). She noted that at other institutions, part-time faculty are compensated for their participation.</p>

<p>f. Apprenticeship Curriculum Committee structure (1)</p>	<p>Escoto and McLeod reported that it is no longer feasible to have apprenticeship curriculum housed in the BSS division. Several ideas surfaced at CCC, creating an apprenticeship curriculum committee including an academic faculty member to serve as curriculum liaison gained the most support. McLeod now serves as that liaison between the college curriculum committee and the apprenticeship faculty and curriculum.</p> <p>Current efforts are focused on creating a "career technical education" or "workforce" or "apprenticeship" committee that would function like one of our divisional curriculum committees. McLeod translates what's happening with apprenticeship curriculum into our divisional structure. Administration has begun steps to establish this structure, and McLeod is meeting with apprenticeship faculty.</p> <p>There is a long history in those fields, but the course aspects related to colleges are new. Now with all the new state money available and focused on apprenticeship programs, many stakeholders make for a complex task. McLeod's idea is to corral a very large number of similar certificates to create a few Associate's degree programs. Apprenticeship program faculty usually want an AA degree attached to their program, as an attractive feature to new and existing members. In the long-term, it's possible that academic faculty might teach general education classes at the jobsites. Escamilla gave an example from her experience where she did just that.</p> <p>LaManque reported that the college intends to apply for an apprenticeship grant, and asks academic faculty to please think broadly. Also, he asks that we clearly distinguish career technical education from apprenticeship programs. In particular, he asks that we don't use the locution "CTE curriculum committee." Apprenticeship programs are distinct.</p> <p>Senators are asked to solicit ideas for the apprenticeship curriculum structure. Please think about representation and voting on the college curriculum committee. The issue is also related to the senate restructuring under consideration this year. Escoto will ask again at a later meeting.</p> <p>It was noted that we haven't yet considered incentives for part-time faculty to get involved. We can address this once the structure is decided. Part-time faculty interested in apprenticeship curriculum, should contact Bruce McLeod.</p>
<p>g. Proposed Academic Senate Faculty Service Awards (11)</p>	<p>Holcroft shared an idea for the senate to recognize outstanding faculty service through an annual award.</p> <p>Every response in the room began with positive affirmation of the idea. Some affirmations were followed by a concern.</p> <p>There was expressed a desire that much faculty service should be compensated separately, either through stipends or ideally reassigned time, and that creating an award would preclude such compensation. There was also a concern that awards can sometimes enable bad behavior, with those faculty colleagues not serving able to point to the awards that others receive.</p> <p>The idea here is that, even though service to the college is incentivized in the full-time contract, some faculty go way beyond. An award shouldn't co-opt advocating for stipends and release time.</p> <p>Petros shared that every service organization he knows does this, ASFC in particular. Even with the award, though, the ongoing goal is to equalize the workload among all those serving.</p> <p>The idea of an award for college service above and beyond what's required is</p>

	<p>awesome. What's sad is that too many people have to do that and are doing that because so many of our colleagues fail to step up. There was a question as to whether an opportunity to serve is really "voluntary," considering the consequences if no one were to do so. As an example, if no faculty were willing to serve on the Program Review Committee, administrators would make all the resource allocation decisions.</p> <p>It's clear there are issues to address, the question is should the senate pursue this?</p> <p>Consensus is yes. It's a good idea. It would be an appreciative step.</p> <p>It was suggested that senate officers could review nominations and make the award. And the existence of such a service award could generate some conversations about what it means to serve the college, and what it means when a faculty member declines to do so, as we are permitted under our contract. Holcroft to draft more formal proposal and resolution, and bring back.</p>
9. Committee reports	<p>Chancellor's Advisory Council 10/14 (Morriss) Two items.</p> <p>1. Dorene Novotny announced that EO training will be available beginning Nov 4, with the intent that when enough training has been offered, it will be required of all hiring committee members. Andrew shared his understanding that President Thuy Nguyen expressed hope that all members will be trained before paper-screening for fall 2017 hiring.</p> <p>2. Judy Miner asked faculty for suggestions for opening days. There were two immediate suggestions: > longer sessions (2 hours way better than 1) > would like to have a block of time (~3 hrs) with departmental colleagues. Senators are directed to solicit further suggestions from constituents.</p> <p>District Assessment Taskforce 10/13 (Holcroft) ppd</p> <p>COOL 10/5 (Maurer) Please check out last page, annual priorities.</p> <p>Others compiled and available on the senate web page at http://www.foothill.edu/senate/documents/2016-17/FALL_16/Oct17CommitteeReports.docx</p>
10. Announcements	<p>Limited to 3 minutes. Senate cannot take action</p> <p>a. LAO Progress Report on Student Success Act of 2012 Check out the <u>two-page exec summary</u>. Of note, the LAO finds that in general, granting priority registration has had limited effect. There are other findings and recommendations - it is likely that there will be Chancellor's Office action/mandates coming from this report in the next year or two.</p> <p>b. Statewide Information and Opportunities -- The Academic Senate for California Community Colleges (ASCCC) has a variety of listservs to keep faculty apprised of information and opportunities at the state level. All of these are open – e.g. you need not be a senate president join the “senate presidents” list serv. You may find the list at http://www.asccc.org/signup-newsletters</p> <p>c. Part-Time Faculty Retirement Workshop is Friday Oct 28 from 9:30-noon in the Toyon room, followed by lunch and a financial planning seminar in the Hearthside Lounge.</p> <p>d. From Petros: ASFC has been trying to lower the bar to get students involved.</p>

	<p>After simplifying the application form, they saw double the number of apps. Responding to a student survey question "What would you like to change?" ASFC discovered two issues: 1) communication. It's tough to find out about stuff, everything's a search, and 2) our campus lacks warmth & community. Suggestions to faculty are, can we learn names? Create good classroom vibes? ASFC is still registering new voters.</p>
11. Adjournment	4:10 PM please return nametags...