

Foothill College Academic Senate Meeting Minutes
Monday, May 15 , 2017
2:00 P.M., Toyon Room

ITEM	ACTION
1. Call to Order	Quorum present 2:01PM. Holcroft called meeting to order 2:03PM
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) Jordana Finnegan (LA) 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> – Steve Batham (Faculty Association) Andrew LaManque (President's Cabinet) Ramiel Petros (ASFC President)</p> <p><u>Guests</u> Rome Paule, bookstore Paul Starer, AVP Instruction</p> <p><u>Senators Absent</u> Rita O'Loughin (KA)</p> <p><u>Liaisons Absent</u> Classified Senate – not yet appointed</p>
3. Adoption of Agenda	Request from ASFC to add an item to the agenda concerning the faculty commencement speaker. No discussion, amended agenda approved by consensus.
4. Public Comments	Members of the public may address the senate concerning items not on the agenda. Limited to 3 minutes each. Senate cannot respond or take action.
5. Approval of Minutes May 1, 2017	Note that Tobias Nava is serving as senator from the counseling division, not in place of Cathy Denver. Minutes as amended approved by consensus.
6. Consent Calendar	<p>Tenure review committee – Pawal Szponar (Phase III, lib): Katie Ha (ESL) to replace Kay Jones (retiring)</p> <p>Tenure Due Process Pool: Steve Batham (HIST)</p> <p>Consent calendar approved by consensus</p>

	<p>College and District committees in need of faculty to serve as Academic Senate representative(s):</p> <p>> Academic Council (2 instructional faculty): see http://www.foothill.edu/senate/documents/2016-17/SPRING_17/AcademicCouncilMemo.docx</p> <p>> Tenure Due Process Pool: one additional tenured faculty needed</p>
7. Hiring Committee Appointments	None to consider today.
8. Unfinished Business	
a. Spring Senate Elections	<p>For the elections committee, Rosa Nguyen moved to nominate Rachelle Campbell as faculty co-chair of the College Curriculum Committee and Vice President of the Academic Senate. Nguyen reported that Campbell has agreed to serve. Nomination approved by acclamation.</p> <p>The election this spring will consist of a single constitutional issue, to amend the preamble. Nguyen will arrange for the election to take place.</p>
b. Spring event honoring part-time faculty	<p>Event to take place this Friday in the cafeteria, 5-7PM, with food available at 5:30 at a long table on the side of the room, with dietary options. Cafe will close at noon that day for setup.</p> <p>Schaefer presented cost estimates for custodial service (including setup and takedown), food, award certificates, name badge holders with clip (not stick-on), photography, and selected Foothill merchandise for part-time faculty who serve as club advisors. Pens, mugs, lanyards, bookstore discount cards with academic senate logo, and business-card holders were suggested.</p> <p>Schaefer reported 55 RSVPs and forwarded that figure to the caterer. She reported ~10 late RSVPs and asked how to handle them. It was suggested that they be welcomed to attend to form community, but that there will likely not be food enough for them.</p> <p>Schaefer will serve as event emcee, and give a short welcome speech at 5:30. She will be followed by Carolyn Holcroft to express the senate's appreciation of our part-time faculty colleagues. The formal program will end with presentation of certificates of appreciation.</p> <p>When Schaefer asked whether the cost estimates were appropriate and reasonable, there was a motion to authorize the treasurer to pay expenses associated with the event that she deems appropriate M Maurer, S Eshman. No further discussion. Motion passed by consensus.</p>
9. New Business	
a. Accreditation	<p>Associate Vice President of Instruction Paul Starer shared portions of the latest draft of our accreditation self-study. The draft is nearly finalized, to be ready for the Board of Trustees approval that's needed in June. The accreditation team will visit our campus this October.</p> <p>Accreditation is one way we document our work on behalf of students to our elected representatives and the public. This accreditation cycle, we've adopted a new mission statement, to make it known that we now offer a bachelor's degree in Dental Hygiene. Accreditation standard I.B.5 requires that all college actions are tied back to our mission statement. Program review is the big part of how we hold ourselves accountable.</p>

Starer offered a recent situation in the Spanish department as an example. Classes in the department had been facing declining enrollment. Through the program review process, faculty and administrators made a plan to address the difficulty.

The first cohort of students in our new bachelor's degree program started this fall. The college submitted a substantive change request to the ACCJC to allow for it within our mission, which the accrediting agency approved.

Accreditation standards require (and the visiting accreditation team will verify) that every faculty member notifies every student of the SLOs for each course, so accreditors can ask for anything with respect to SLOs, from course-level to program level to institutional-level outcomes, and how they're connected

It's almost a certainty that the site visitors will meet with senate, they may also select a few classes, either face-to-face or online, and they have the authority to access all materials associated with them. They could also look at previous quarter's documents (syllabi, CORs, etc.).

The Quality Focus Essay is where the institution can identify the issues most in need of attention. It's not a get out of jail free card, accreditors will still demand that the standards be met, even for items in the QFE. Any issues so identified must be actionable.

From last fall's accreditation retreat, two issues were identified for our QFE, concerning campus governance and student pathways.

Concerning campus governance, the need was acknowledged to find a way to bring more people into the governance process. Would also like to incorporate more student voices, especially to build in student input to policy-making. Year-long scheduling could help, so that regularly-meeting groups could plan regular meetings. The College Curriculum Committee was offered as a good model of onboarding new faculty into college-wide service.

Clearly-defined student pathways are beneficial to students in many ways, not the least that students can predict their entire educational trajectory. Health sciences offer a structured model. More structured patterns of courses available can make it easier for students to plan their educations and to make informed choices, with potential to increase persistence and completion.

Counselors pointed out that our CNSL 5 course contains much information about charting a pathway, but that we can no longer require it of students. It was also noted that tech solutions like EDUNAV only serve students with a technology foundation. Adding a layer on our side, like year-long schedules at the institutional level, can help student planning. The physics department recently completed work on their Spring 2018 course schedule, with positive results for student planning as well as for part-time instructors.

Through EDUNAV, pathway maps are available for FT and PT students, with different maps for plans of 3 courses/yr, or 6 units per quarter, or full-time with summer session, all indicating how long a particular pathway will take at Foothill.

There was a question about the tools available to make scheduling consistent across departments. Deans have talked about bringing schedules to the college level to look at conflicts, especially in basic skills math & English. Room booking software might also help to look at courses at the college level.

There are ongoing efforts to incorporate student voice into institutional scheduling, for instance, through looking at student histories. The DegreeWorks program was originally sold in part to inform scheduling, but that is hasn't shown much promise

in that regard. There was some insight to gain from examining student histories in the Genreal Studies - Science program.

There is much interest in coordinating pathways with college scheduling. This should be an ongoing effort in the coming year.

The accreditation discussion moved to one-minute summaries by individual senators of each substandard of Accreditation Standard II Student Learning Programs and Support Services, substandard A, the one most closely associated with faculty purview. There are some good questions to keep in mind. What's most important about this substandard? Is there missing evidence? Do you know of any evidence that would support our narrative? Also, there is value in simply reviewing our own document.

Standard II.A.1, concerning the location and means of delivery of our academic courses. No matter how we deliver the course, we ensure it's a good course by following our documented process to ensure it.

Standard II.A.2, that all faculty ensure content and pedagogy meet standards of currency, use current methods, and focus on improving teaching & learning strategies to improve student success. Faculty are at the heart of every course in terms of content and method, overseen by many layers: division and college curriculum committees all working through C3MS, evaluated by SLOs and reported and reflected on in the cyclical program review process. It all meshes.

Standard II.A.3, concerning SLOs. Faculty regularly assess and reflect on course level outcomes. There are SLOs on every syllabus of every course. SLO development and approval process have defined assessment cycles, yet SLO management is thin. From faculty perspective, not much guidance beyond "put them on your syllabus." Some faculty don't even have TracDat access, seems as though not much has happened since the original implementation in 2011. The self-study response did not contain much documentation of the SLO revisions process that's supposed to be part of program review.

Standard II.A.4 concerning precollegiate curriculum, that is to be distinguished from college-level work, and it's sole reason is to set students up for success at the college level, and that students are supported in their efforts. We have precollegiate curriculum in ESL, English, and Math. The ESL department recently added ESL 249 to meet challenges students faced with critical reading. College provides direct support through pathways such as English 1S and 1T and Statway, and through learning communities such as Puente, Umoja, Owl Scholars, and First-Year Experience.

It was suggested that we also mention STEM Core as evidence we're meeting this standard.

Standard II.A.5, concerning standards common to American higher education, including depth, breadth, etc. In response, we wrote much about curriculum procedures, the SLO-ILO connection and SLO assessment cycles. As part of our plan for action, we can do more to address time to completion, and this could be a good connection for our QFE. There was a point about consistently measuring units (quarter vs semester units.)

Standard II.A.6, concerning pathways that allow for predictable time to completion. This is a major theme in our QFE, much discussed above.

Standard II.A.7, that we use all instructional modes, methodologies & support services for equity. We use program level equity data, tied to equity plan, to plan support services. COOL has brought attention to equity in online instruction. The

	<p>TLC, Foundations Lab, and Owl Scholars all operate with an equity lens.</p> <p>Standard II.A.8, concerning validity and reliability of examinations, with processes in place to reduce test bias and give credit for prior learning. As we incorporate the Common Assessment and Multiple Measures for placement, it was noted that high school transcript data is useful for in-state students and some from other states, but not so for our large international student populations. Concerning validation, we're supposed to look for implicit bias, but not really sure how we do or even how to. Even though we're in transition as we move to the CAI, it was suggested that we give ourselves a deadline.</p> <p>It was also suggested that we offer personal examples, as in this person did this at that time. Without such examples, our evidence seems weak.</p> <p>For time constraints, examining the rest of Standard II.A from our accreditation self-study was postponed until next meeting.</p>
<p>b. Apprenticeship Min Quals</p>	<p>McLeod related the background for this resolution. The legislature, through the Strong Workforce Task Force, directed the state chancellor's office (CCCCO) to reexamine minimum qualifications (MQs) for credit courses in apprenticeship programs. The California Apprenticeship Council (CAC, the industry trade organization) took it up, and created what they thought was a reasonable set of MQs. CCCCCO then referred it to the state academic senate (ASCCC) per Title 5 rules on faculty purview. Put under a very tight deadline, the ASCCC process included a quickly-called meeting that included apprenticeship faculty, to suggest appropriate MQs. At that CAC and apprenticeship faculty and leadership balked, feeling that they had already developed an extensive set of MQs, including several points not covered by ASCCC.</p> <p>The CAC is also connected with national trade organizations that periodically re-certify instructors in apprenticeship courses, requiring ongoing professional development, in ways that don't typically show up in a typical academic process. At a recent hearing with ASCCC, local apprenticeship curriculum representatives, and the CAC, the CCCCCO indicated that it would like all groups to agree.</p> <p>There is friction between apprenticeship and academic faculty, likely stemming from the disparate backgrounds in respective disciplines. McLeod relayed that our local apprenticeship faculty appreciate our local academic senate support, and expressed gratitude for creating an Apprenticeship Curriculum Committee and granting representation to the apprenticeship program division on our academic senate. They asked that we add a clause to the resolution referring to the Education Code section that instructs CCCCCO to consult with practitioners.</p> <p>McLeod further indicated the understanding among apprenticeship faculty that we're part of one organization (local and statewide academic senate) and trying to work with another (apprenticeship programs and the CAC). McLeod shared his observations that apprenticeship faculty are engaged in academic processes, are updating curriculum, are mindful of deadlines, and want to work with our systems. Their curriculum already includes SLOs, but they as yet have no process in place to assess and reflect on them, so that'll be new. They have discussed ways to streamline apprenticeship curriculum, especially across different sites. They all meet national standards in their respective fields, and would like to find commonalities with us, their academic colleagues. The collaboration increases engagement on all sides.</p> <p>Senators are asked to poll constituents concerning the resolution. Officers will post a comparison table for MQs.</p>
<p>c. Inclusive Access pilot</p>	<p>Rome Paule talked about "inclusive access" adaptive digital content as another way</p>

	<p>to bring course materials to students in digital form. He cites lower materials costs for students (up to 50% savings over printed text, with same prices at Foothill and DeAnza), and there is some evidence of good learning outcomes. The Bookstore is partnering with publishers in this effort. Cengage is on board, Wiley and Pearson are interested, and preliminary talks are underway with McGraw Hill</p> <p>With "adaptive learning solutions" students buy access to materials for a specified time (length of time depends on specific contract). Codes are sent to students early, and they have two weeks to pay.</p> <p>The Bookstore is looking for faculty volunteers to opt-in to this form of digital adoption. To see what it looks like, go to http://books.deanza.edu/SiteText.aspx?id=42539</p>
d. Dual/concurrent enrollment BP 5010, AP 5011	Due to time constraints, this item was postponed until next meeting.
e. Commencement speaker	<p>ASFC President Ramiel Petros shared that students had nominated 265 people to speak at graduation, through a survey included with student election materials. ASFC then selected those people who had been nominated three or more times, then through discussion, pared the list down to six names, all faculty, that they would like to hear speak at graduation. He brought the list to academic senate so that we could remove anyone who would not like to speak at graduation. Jose Nava asked that his name be removed, and division senators indicated that Cleve Freeman and Karen Erickson wish also to be removed from consideration.</p> <p>It was noted that all four remaining candidates on the ASFC list are white, the top three being male, and that six of the last seven graduation speakers have been white males. Ramiel and five other ASFC membes have gone through the EO training for hiring committee work. Part of EO training is to ask questions about process when we observe patterns like that in our potential candidates.</p> <p>In response to a question, Petros indicated that ASFC had not yet noticed this pattern, so had not yet had the conversation. He indicated willingness to lead such a conversation when he returns to ASFC to make their selection.</p>
10. Committee reports	<p>District Assessment and Placement Task Force has agreed on districtwide retest policy, attached.</p> <p>Others compiled.</p>
11. Announcements	<p>Limited to 3 minutes. Senate cannot take action</p> <p>a. Human Library June 7, 8AM to 3PM in library quad, see Allison Herman or Mary Thomas. Looking for "books," also inviting classes. And there's food trucks.</p> <p>b. A lecture by Arun Kapoor, "India Past and Present" will be presented this Friday from 2-3PM in the Hearthside Lounge.</p>
12. Adjournment	4:04 PM