

Academic Senate Minutes

May 13, 2013

Meeting Called to Order at 2:01 p.m.

Members present: Dolores Davison (President), Carolyn Holcroft (Vice-President/CCC Chair), Robert Cormia (Secretary/Treasurer), Katherine Schaefers (Adjunct Faculty), Lisa Drake (BSS) Eta Lin (BSS), Tobias Nava (CNSL), Bruce McLeod (FA), Kate Jordahl (FA), Pam Wilkes (LRC), Don MacNeil (KA), Katy Ripp (KA), Debbie Lee (PSME), David Marasco (PSME), Meredith Heiser (FA Liaison), Joseline Diaz (Student liaison)

Members Absent: Craig Gawlick (Classified liaison) , Kimberlee Messina (cabinet liaison)

Agenda approved by consensus

Announcements - first equity diversity 'committee' meeting is from 2 to 3:30 p.m on May 23 in the President's Conference Room and anyone who is concerned with these issues is welcome. June 21st from 2-5 is the annual senate retreat at Bruce McLeod's house. If there are new division senators, they are encouraged to attend. We will discuss what we accomplished this year and goals/plans for the 2013-2014 academic year.

There were no items on the consent calendar

Minutes from April 29th 2013 were approved with minor corrections

Item 1: President's report: We are not getting additional reassigned time for Senate Officers this year. President and secretary treasurer will stay reduced by 0.15, and total release time for officers will stay at 1.35. The Day on the Hill event was a great success. Thanks to all who participated in this event. There was no Board of Trustees last week; they are meeting tonight with a very lengthy agenda. There was a student expulsion done in closed session, and the student wants to argue the case in a public forum. The expulsion hearing will occur at 4:15 p.m. today. There will be two Board meetings in June. Dolores will report out on the next Board meeting at our June 3rd Senate meeting. Dolores spoke about a trip to Los Angeles for accreditation purposes, and Isaac and Dolores will be going to the curriculum and leadership institutes in June and July. De Anza has commented on the credit by exam policy that Foothill's Senate approved in March, but there will be a discussion on a soon to be schedule (joint Senate/FA) meeting. De Anza's changes were about mostly about catalog language, but there were some concerns/comments to administrative procedures.

Elections update, if things go smoothly we will have an election from 8 a.m. on Wednesday (May 15) to 8 a.m. on Friday (May 17). Full-time faculty will vote on the constitutional amendment to increase the number of part-time representatives from 1 senator to 2 senators. Part-time faculty will vote for both the constitutional amendment and for one of four candidates. If the amendment to add a part-time senator passes, the top vote getter will get a two year term, and the second vote getter will be assigned a one year term, thus staggering the P/T terms. You will receive a confirmation email after you vote.

During the June 3 meeting, there will be a report on the results of the Final Exam survey. Andrew

LeManque is still compiling the data. The initial results show that faculty members are split on the 4-days versus 5-days finals week. Dolores commented that we cannot have separate final schedules for De Anza and Foothill College. A change to five days would impact the (negotiated) academic calendar. If changes are made it would be in the 2014-15 academic calendar

Item 2: Elaine Kuo came to talk to senate about diversity in employees and students, as well as the Scorecard and Accountability for Community Colleges, ARC. Elaine talked about both items, and additionally a 3 year study by Kresge. Elaine had a PowerPoint presentation, showing data going back 6 years (2007- 2012 accreditation cycle). She pointed out that the service areas consisted of Palo Alto, Los Altos, Los Altos Hills, and Mountain View. A senator requested that part-time employee data should be analyzed too.

Part I. Foothill Students and the Local Population

The data showed enrollment by ethnicity: including white (Caucasian), Asian Pacific Islander, Hispanic, and African American. Our service area and county is slightly lower in the white/Caucasian population relative to Foothill. Asian Pacific Islander students are lower in our service area as compared to the county. The Latino population at Foothill is slightly above service area but lower than county. The number of African Americans in the study is very small. Breaking out Filipino and Asian pacific islanders, we are below in student population relative to the service area.

Part II of the study compared student and employee data. Over the six years covered in the study, student head count at Foothill has gone down. The study data showed enrollment by ethnicity. Foothill's Asian student population is growing by percentage over the last three years (2009-2012). In fact, all ethnicity (non-white) students are growing in percentage, as the white (Caucasian) population is decreasing. Veteran population is going up. Looking at employee data, employment is going down. The African American student population is going up, but is not reflected in employees. Latino student enrollment going up, but employee population is not.

White student population, as a percentage, is going down, but employee trend is slightly higher. Full time faculty numbers are showing a slight reduction in head count. Classified employees show a greater impact from budget cuts. Administrative numbers are small (20-25). What do the data say as an aggregate about student equity/diversity? The 'conversation about equity includes low income, first generation college, veterans, and disabilities. David Marasco asked a question about part-time faculty pools, suggesting they may have changed more dynamically than full-time faculty, as 'residence' is lower.

Elaine then talked about students who place below college level in math and English, stating that a significant number of students fail to place at college level in math and English; white populations failed at were 40% and Asian at 20%. There was a comment about 'mixed ethnicity' in this study, but for purposes of data presented today, students had to choose one category (Foothill registration does record 'mixed' ethnicity. Core success rates (completion of a class) at Foothill are higher than the State, but our core success rates are dropping, while state is rising. Comparing by instructional method, there are gaps between online and F2F success. Success is measured by completion, persistence, or attaining 30 units.

Elaine presented data from the Foothill College cohort of 958 students from 2006-2007. These students were a) first time students with valid SSN, b) earned 6 units minimum (pass course), c) attempted a math or English class in first 3 years. , and Foothill had ~ 2000 students Asian, Hispanic, and white make up 75% of the population. What outcomes are measured? State indicators of success by the state are the

following: 1) completion (i.e., attained AA/AS, earned certificate, transfer to a four year institution, at least 60 transferrable CSU/UC units with a minimum of 2.0 GPA, all of the above attained within 6 years), 2) persistence (enrolled in 4 consecutive quarters), and 3) attain 30 units.

Regarding completion, Foothill is above the state, including persistence and attaining 30 units. Students who are prepared tend to complete the 30 units faster (all units, including basic skills) Success is defined as certificates or transfer, rather than solely persistence. The State is also looking at completion rates in basic skills. Students need to have completed a math or English course in the first 3 years to be part of this cohort. Emphasis (of the scorecard) is leaning towards the degree. This is the first time we have done the cohort analysis - comment that we are missing a large number of (BHS/allied health) programs. These data are supposed to be 'first time new' using SSN to separate out continuing, returning, and transfer. Cormia asked a question about income as a predictor/supporter of success, and Elaine answered that the State may have these data, but Foothill doesn't.

Elaine reported on a 3-year project conducted by the RP group on 13 colleges. This project focused on student perspectives. They interviewed nearly 900 students, with oversampling on African American and Latino. There are six success factors: Focused, Nurtured, Engaged, Connected, Valued, and Directed. The student population data is further categorized by three populations: graduated, still enrolled, did not re-enroll. They found that faculty should speak directly to teaching students how to succeed, and the need for faculty leadership on student engagement, student success, and 'connection' with students. Students comment about the importance of being engaged, and some comment that their faculty may not be as engaged as they are. There was a question about online versus face-to-face 'engagement'. There is a strong interest about success rates and success factors in online courses.

Elaine made a comment that if we are going to be talking about equity we need to have students at the table. There was an additional comment about increasing student connection and alumni benefits down the road. Equity - what's the goal, who's here, representation, outcomes.

Item 3: Professional development - Carolyn thanked the Academic Senate for their support for resolution for PD. A tri-chair structure was recently established for the Professional Development committee. The tri-chairs are Ben Stefonik (faculty representative), Judy Baker (administrator representative), and Maureen Chenoweth (classified staff representative).

Judy Baker talked about the results of the professional development survey, with the greatest response about pedagogy (78%), and face to face the best (76%), afternoon workshops (64%), Fridays (63%), most faculty want weeks 1-8 (87%) rather than end of the quarter. Most desired to find out about opportunities by email blast (at beginning of the quarter). Some people wanted one big day of professional development per quarter, some wanted smaller events, and some wanted a combination of big and small. 47% respondents reported that they have never gone to the professional development website. Maureen talked about the common interest for professional development, there was a discussion with faculty, staff, and Judy Miner. Carolyn commented on a genuine interest on the part of Judy Miner for professional development and the enthusiastic response/feeling of inclusion in that effort. She fully supports the committee to plan Opening Day. Dr. Felicia Friendly-Thomas, a psychology professor from Cal Poly Pomona, will be the keynote speaker and Ben mentioned that she recently gave a great talk at the Western Psychological Association conference on her experiences with desegregation. The theme for Opening Day is "equity." There will also be with three or four breakout workshops on equity.

There was a professional development day on Friday (May 10). The two workshops were flipping the

classroom (presented by Rick Martinez and Patrick Morriss) and course design beyond critical thinking to caring (presented by Ben Stefonik). There was a good turnout and the workshops were well-received and generated much discussion. Professional Development meets at 4 p.m. on Monday.

Item 4: Carolyn and Eta talked about Academic Integrity. First and foremost was the honor code (statement) the document came to Senate (not for action) but for information; this would be codified in the handbook, so a first and second read would be a good idea. Goal is to cultivate an atmosphere/culture of integrity. This effort is coming from many faculty members. The committee has already presented their document at the ASFC and classified staff meetings. -Student rep Jocelyn Diaz talked about the document and not so much about what was written, but how do we get there, and create a culture of (honesty) integrity on campus. Eta commented that students seemed to be supportive of the document. The AI statement would appear (in a number of documents) including governance handbook, Academic integrity is a policy, not just a statement. A senator commented that it was not just a policy, but that it is a value system. Kate commented that while AI is a policy, we are inviting students to join the scripting of the document (policy) and that it is not just a policy, it is a value and part of our culture. Comment that AI is a policy for students, but document does include faculty, and that faculty have to model integrity. There was dialog about what the faculty roles would be in the statement, and have faculty show that they care about AI in the classroom. Suggestion was made that new P/T faculty should also be given this document. It would be good to have funding to help support goals that require resource/efforts. Dave Marasco shared a test survey technique that asked about cheating. Eta asked students what academic integrity meant to students. Further comments on what AI means to students. There was further discussion about incorporating the document into the Counseling 50 class, re-purchasing TurnItIn, and making the document "interactive" on the website (e.g., with student voices).

Item 5: Commencement – Bruce reported that Eta is the faculty commencement speaker. The keynote speaker is Andrew Houston, a civil rights attorney, who credits pass the torch getting him to UC Berkeley and Hastings law school. Encouraging faculty to come and participate, and encourage students to come as well.

Curriculum report out - content review, transfer and prerequisite (policies) are circulating. Not an easy read (not a small task) but it is coming back for adoption in the next couple of meetings. Content review forms (prerequisite and co-requisite) especially for inter disciplinary. Carolyn encouraged faculty to provide feedback regarding these new forms.

COOL meets Wednesday 12-1 in Altos room. They are working on equity in the online environment and examples of "best practices" for good online learning.

CAC and APM were postponed. PaRC: Dolores reported that Elaine gave a presentation on the equity/diversity data. The faculty positions for 2013-2014 were ranked and now it goes to Judy Miner. The mission statement is currently being revised. The program review and viability were discussed. The Tutorial Center will be closing at the end of spring quarter. An emergency one-year temporary hire is needed for the men's basketball coach position. The first Internship Summit was held at De Anza College in April. Two positions will be eliminated at De Anza (i.e., counseling, ECE).

OPC has been meeting (frequently) and Pam Wilkes talked about recommendations on reassigned time, and further commented that until money returns (from the State) don't expect any increase in reassigned time.

For the good of the order: There are still calls for application on Stanford Human Rights conference Scott and Kate are going. The application deadline is June 8. Meredith reported that FACCC filed a lawsuit against the ACCJC (e.g., lacking accountability).

Adjourned at 4:12pm

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