Foothill College Academic Senate Draft Notes

## June 3rd 2019, 2:00 P.M., Toyon Room

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| **ITEM** | **Attachments** |
| 1. Call to Order | Escoto called meeting to order 2:02PM  Acknowledgement of the Ohlone people as original inhabitants and caretakers of the land our campus sits on. |
| 1. Roll Call | Senators Present  Isaac Escoto (AS President 20’)  Ben Armerding (AS Vice President/CCC Faculty Co-Chair 19’)  Katherine Schaefers (AS Secretary 19’)  Tracee Cunningham (Cnsl)  Voltaire Villanueva (Cnsl)  Natasha Mancuso (BSS)  Laura Gamez in for Micaela Agyare (Library)  Amber La Piana (LA)  David McCormick (LA)  Hilary Gomes (FA/Comm)  Jordan Fong (FA/Comm)  Donna Frankel (PT rep 20’)  Mary Anne Sunseri(19’)  Matthew Litrus (PSME)  David Marasco (PSME)  Sara Cooper (BHS/FA Rep)  Dixie Macias in for Don Mac Neil (KA/Athletics)  Mimi Overton (SRC)  Senators Absent  Rita O’Loughlin (KA/Athletics)  Liaisons Present  Carolyn Holcroft (Professional Development)  Kristy Lisle (Admin rep)  Liaisons Absent  Chelsey Nguyen (ASFC President)  Guests  Ram Subramaniam (Dean of PSME and STEM)  Lene Whitley-Putz (Dean, Online Learning)  Patrick Morriss (Math)  Luis Carrillo (CNSL)  Eric Kuehnl (Newly elected Senate VP, Fine Arts) |
| 1. Adoption of agenda | **Approved by consensus** |
| 1. Public comment on items not on agenda (senate cannot discuss or take action) | None |
| 1. Approval of Minutes: | ASdraftminutes5-13-18  **Approved by consensus** |
| 1. Consent Calendar | Dual Enrollment Coordinator Search Committee: Eleazar Jimenez (CNSL)  Committee On Online Learning: Cheyanne Cortez (FA)  Equity and Education: Carolyn Holcroft (Faculty Tri-Chair), Donna Frankel (Part time faculty rep)  College Advisory Council: Isaac Escoto (Faculty Tri-Chair)  Community and Communication: Sean Negus (Part time faculty rep)  Tenure Review Committee for David McCormick: Najwa Jardali, Brian Lewis  College Curriculum Committee: Ben Armerding for Allison M. in Fall 2019  **Approved by consensus** |
| 1. Unfinished Business (10+1 area(s) indicated): |  |
| a. Elections | **Mary Ann Sunseri** voted in as part time senate rep for a full two year term. Other part time faculty candidates chose not to run.  **Moved by Frankel**  **Second by Marasco**  **Appointed by the body** |
| b. New Program Review Process | **Program Review Cycle Y1-Y5**  **pr\_cycle\_3.5.19**  *\*There will be a 5-year* ***Comprehensive*** *cycle for each program.*  *\*There is a* ***Budget Request Form*** *that will be filled out every year. This Budget Request Form (entitled “****Annual****” within the “****pr\_cycle\_3.5.19****” document) is meant to work in tandem with and be informed by the* ***Comprehensive*** *Program Review.*  The Program Review cycle document (“*“****pr\_cycle\_3.5.19****”)* referenced above will have the Comprehensive date for each program.  The work on the program review will start in the Fall and end in the Spring  Where will this form *(****pr\_cycle\_3.5.19****)* live? We will have it up on our Academic Senate website under today’s attachments (6/3/2019) for ease of reference.  Getting the data necessary to fill out a good program review posed challenges in the past. Now that we know when programs will be up for review, that information will become available from Institutional Research under the Program Review section in MyPortal.  Review will no longer be done by a Program Review Committee. Within the 5-year cycle, there will be a review panel/team (Dean from the program up for review, faculty member – not a part of the department but within the division, and an at-large faculty outside of the division), and a classified member.  Question: Will it be the responsibility of the Academic Senate to appointment faculty to these positions?  Clarification: Yes. As folks get to know this system better, it will not be so big of an ask. There is only a 100 word count to each section on the program review template, which makes it not so onerous to read. The review panel will not be responsible for program elimination decisions.  The spirit of the panel is to have different folks involved in the process. In the past, campus feedback has been that we need more/different folks in involved in campus wide work. This is a great opportunity to broaden the pool of folks that are involved with campus wide efforts.  Who can serve as a faculty member? Not discussed yet, will bring back to Integrated Planning and Budget Committee (IP&B). Until IP&B is able to discuss this further, we’ll move forward assuming folks in Phase 2 or 3 of Tenure Review, or faculty with Tenure would be appropriate.  See “Program Review Cycle Y1-Y5” on Program Review for timelines regarding the Review Panel, norming/training, etc.  Comment: Instructional Support Services Program Review needs to be integrated on the “Program Review Cycle Y1-Y5” document.  The goal is continuous improvement and to have faculty feel supported in this process.  Athletic Student Services, clarify what this is under the ***pr\_cycle\_3.5.19*** document. Will follow up with office of instruction.  Note: Wait to put Program Review documents up on the website until each are edited/updated per discussion. |
| c. Hiring Procedures | Classified Hiring Procedures-13[6]  Fac vs Admin Hiring 6-20-18  **DDEAC** (District Diversity and Equity and Advisory Council) hoping to have feedback for next meeting.  Classified Hiring Procedures  **Approved by consensus**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Administrative Hiring Procedures  During our last meeting, we looked at proposed wording from our De Anza senate colleagues, that felt a bit too proscriptive when we discussed this piece in regards to PT faculty. We felt that changing the wording to be broader, as in “may include PT faculty”, would better represent our views.  Students – hiring committees with Administrators with a high student cross-section, the current language does provide for appointing students. The ASFC would elect these representatives.  The counseling division felt uneasy with students serving on hiring committees for administrator positions that didn’t work closely/directly with students.  Would we need to clarify wording on search committees to identify appropriate search committees for students to serve on (e.g. Administrative positions that often interface with students)? Would there need to be an age requirement for students as they would be privy to sensitive information? Would we need to stipulate full or part time students?  General feeling amongst divisional feedback that faculty would be comfortable with students serving on hiring committees for administrators. We would want to be a bit clearer on when students could serve.  Our feedback seems to coalesce on two points: What stipulations might exist for when a student would serve on the search committee, and what is the administrative position itself?  What does it mean to serve on a search committee? This needs to be taken in to account before students are appointed. EO training needs to also occur for students.  EO training: Human Resources could maybe offer a Friday morning training session for the ASFC. This training could become a requirement of the ASFC.  Instead of students “will”, we could instead rephrase the wording to **“when appropriate, students may serve**”. This would allow for student government leaders to advocate for student involvement in admin search committees, when the position involves working closely with students.  This is a district hiring policy. Having more permissive language allows for any differences in culture of Foothill and DeAnza, and allows for differing levels of student involvement.  “When appropriate, students may serve”  **Approved by the body.** |
| d. AB 705 Updates | MathAB705.pptx  Math update – Ram  Implemented Fall 2018.  \*Four Math faculty members and dean attended the CAP workshop on co-requisite remediation on 2/9/2019  \*Math department retreat on 4/13/18 (FT and PT math faculty, counselors, facilitators, dean)  Retreat Outcomes:  -Eliminate arithmetic and elementary algebra classes  -New 2.5 unit credit co-requisite developed and approved for pre-calculus 1  -No enforcement of pre-requisite for Statistics  -Developed and approved Quantway curriculum as an optional pre=college class to be used to meet Associate degree requirement  -Decrease offerings of Intermediate Algebra  -Develop a community of Practice for pre=-calculus and statistics instructors  -Embedded tutors (peer or Supplemental Instructors) in all sections of statistics and pre-calculus  -Curriculum approval in the spring quarter of 2018  -Full implementation of all changes in Fall 2018  -Share information with departments using elementary and intermediate algebra as pre-requisites (chemistry, engineering, economics, allied health)  Outcomes of Math AB 705 Implementation  -Placement: who is in the co-requisite class?  -Placement: who should enroll in Quantway, Statway, Statistics  -Overall increase in access to college-level classes  -Increase in number of Latinx students in statistics and pre-calculus  -Not enough data on African American students  -Student success in statistics and pre-calculus is comparable to previous years  -More Latinx students succeeded  -Disproportionate impact ezists and continues to exist  -Higher GPA students are benefitting from embedded tutoring  -No differences in effects of tutoring by peers vs. supplemental instructors  -Overall decline in enrollment.  Access to college level math classes went up quite a bit for disproportionately impacted students, but success rates of these groups have gone down.  Commentary: AB 705 is a seminal piece of anti-racist legislation to come from Sacramento. Those of us involved with equity efforts have been waiting for this for some time.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  English update – Ben Armerding (English/Senate VP/Curriculum Committee Chair)  Current basic skills-to-transfer pathways  Transfer level course:  English 1A Composition & Reading  Transfer level, 5 units  Pathway option 1:  ESLL level 3 (ESLL 226/227) 🡪 ESLL Level 4 (ESLL 236/237) 🡪 ESLL Level 5 (ESLL 125/ESLL 249)  Pathway option 2:  ENGL 209 (Intro to College Writing, Pre-transfer, 5 units) 🡪 ENGL 110 (Intro to College Reading, Pre-transfer, 5 units)  Pathway option 3:  ENGL 242A (Credit, 2 units) 🡪 ENGL 242B (credit, 2 units) ***or*** ENGL 15 (Integrated Comp & Reading, Transfer level, 5 units) 🡪 ENGL 1T (Integrated Comp & Reading, Transfer level, 5 units)  In Fall 2019, English will place students in to pathways based on high school GPA. For a breakdown of these pathways, see “Governance Presentation, English ESLL.v2” Powerpoint presentation up on the Senate website under documents for today’s meeting.  Potential options for ESLL students are under discussion. See “Governance Presentation, English ESLL.v2” PPT for possible pathways.  English timeline for AB705 activities may also be viewed on the above-referenced Powerpoint. |
| 1. New Business (10+1 area(s) indicated) |  |
| * 1. AP 5010 | Draft\_AP 5010 Admissions\_New.pdf  Admissions procedures for the District.  Commentary: We are already doing this, why do we need to codify this?  Clarification: We are, but we need this to be written out in a centralized in one location.  **Please share with constituents. We will share and discuss feedback during next Monday’s meeting (2nd read/Action).** |
| 1. Committee reports: |  |
| 1. Announcements (limited to 3 minutes, Senate cannot take action)    1. Strategic Objectives    2. Reps for next year    3. [Board of Governor’s Call for Nominations](https://www.judgify.me/cccboardofgovernorsnominations2019) | a. Pres. Nguyen has requested for us to give feedback on campus Strategic Objectives for next year.  b. Keep in mind that we need to identify Academic Senate representatives for the upcoming year.  c. Call for faculty to serve on the Board of Governors (see link). |
| 1. Adjournment | Meeting adjourned 4:00PM |