

Academic Senate Minutes March 9, 2020

Meeting called to order at 2:07 p.m.

Roll call:

Isaac Escoto (present)  
Eric Kuehnl (present)  
Robert Cormia (present)  
Carolyn Holcroft (present)  
Kathryn Maurer (present)  
Amber LaPiana (present)  
Maria Dominguez (present)  
MaryAnn Sunseri (present)  
Mary Thomas (present)  
Jordan Fong (present)  
Kristy Lisle (present)  
Tracee Cunningham (present)  
Voltaire Villanueva (present)  
Lisa Eshman (present)  
Sara Cooper (present, Zoom)  
Matthew Litrus (present)  
David Marasco (present)  
Mimi Rae (present)  
Donna Frankel (present, Zoom)  
Don MacNeil (present, Zoom)  
Rita O'Laughlin (present)  
Robert Hartwell (present)  
David McCormick (present)

Guests

Thuy Nguyen (College President)  
Lene Whitney-Putz (Foothill Online Learning)  
Paula Schales (Foothill Online Learning)  
Bret Watson (VP Finance)  
Elias Regalado (AVPi Finance)  
Ram Subramaniam (STEM Dean)  
Chris Allen (Apprentice Program)  
Melissa Cervantes (Dean of Equity and Inclusion)  
Vanessa Smith (Marketing and Public Relations)  
Kate Jordahl (Fine Arts)  
Lisa Hills (BHS)  
Rachel Campbell (BHS)

Brenda Hanning (BHS)

- Agenda and consent calendar
- Working group on “decision making” update
- COVID-19 response, and instructional continuity

Agenda was adopted by consensus, and minutes from 2/24/20 were approved by consensus

Consent calendar included a number of items

Search committee for dean of DRC - Mimi Overton

Scott Lankford program review reader for (Spanish), Elizabeth Barkely program review reader (at large) for Humanities.

Communications Search Committee: Lauren Velasco, Kristin Tripp-Caldwell, and David Marasco

Dean of Counseling search committee: Cathy Denver and Leticia Delgado

Search committee for Environmental Horticulture: David Sauter and Lisa Schutheis

Consent calendar was approved by consensus

The Senate officers agreed to shift the agenda to accommodate discussion of the COVID-19 response, and specifically how faculty and staff are preparing for instructional continuity. However, there are items that still need attention this quarter, including feedback for the reorganization (about the reorganization, not about personnel). We voted to add an additional meeting next Monday, March 16, 2020. Donna Frankel and Amber La Piana will not be able to attend.

Before moving into the COVID-19 preparedness discussion, there was an update from the study group formed to address decision making at the College. The study group met in the previous week, and put together a draft document in response to “decision making issues”. Members of the task force drafted the letter with “asks” of the President and administration in the letter. Isaac asked if we should have our constituents provide comments on the letter and the asks. Kathryn briefly went over the letter, and shared that the group initially discussed having a “bill of particulars”, but the process became drafting a letter format with “asks” in the document. Kathryn briefly read six of the key “asks” to the Senate:

1. Reaffirm a college-wide commitment to the spirit of shared governance and ensure an appropriate structure is in place that results in faculty engagement and trust.

2. Work with the Academic Senate to establish a set of standardized processes for campus-wide decision making that will ensure affected stakeholders are being engaged appropriately and timely, and decisions are being communicated appropriately and timely.
3. Include faculty leadership in manager's meetings and the president's cabinet.
4. Work with the college to create a new shared governance committee dedicated to enrollment management, charged with strategic planning for enrollment and scheduling, balancing face-to-face, hybrid and online offerings, and informing class cancelation discussions.
5. Task one or more of the governance councils with a time-sensitive request to prioritize the study and drafting of a proposal to revitalize campus spaces where faculty engage with each other, administrators, staff and students.
6. Formalize communication strategies which provide the campus community with regular updates regarding new and ongoing initiatives, and which work to consistently solicit broad input and participation.

David mentioned that the letter is intended to provide a foundation to look ahead at the future, not dwell on the past, and ask what would be helpful moving forward? Perhaps creation of new governance groups? What action can we take to make some changes to make things better?

Isaac affirmed that we did want to share the draft of the letter with the Senate, to show we had produced a document to summarize our concerns and requests. David commented that if you read the letter, it is a "strongly worded letter" but then when we got to the ask, more conciliatory.

Agreement by the body that we would bring the letter back, which would include the asks as discussed by the study group that put this draft together, however we can also consider other ideas for asks at the next meeting.

## **COVID-19 Response**

Isaac mentioned that the College has worked very hard to prepare for COVID-19. Judy Miner sent an email update a couple hours earlier, which Isaac briefly reviewed. We're here to talk about how faculty will be working together to get through finals, and what type of support is available from Foothill Online Learning to help in this effort. Isaac asked that everyone take notes and not wait for formal Senate minutes to come out, since the officers' time has been tied up with a lot of COVID-19 related communication/work. Thuy mentioned that there will be an emergency response meeting at 3 p.m. at the District office today.

We have done an amazing amount of work. As of right now, we intend to stay open, but that can change, especially if the County of Santa Clara Public Health Department gives different guidance. We've had a number of meetings at De Anza, Foothill, and the FHDA-CCD District Office last week, which included faculty, staff, administrators, and representatives of FA.

We're planning for multiple modalities of instruction, as part of "instructional continuity" and how to support students, faculty, and staff in getting there. Many faculty have a pro Zoom account

now, and all faculty will be encouraged to get Canvas certified. Some faculty in some departments have already moved forward, those faculty can maybe help others move forward.

We acknowledge that in an emergency, we might not be able to have the best possible pedagogy in place, but we want to do the best with what's possible for our students. We have classrooms, labs, tutoring, and counselling impacted, and need to be flexible, especially if employees have been sick or in contact with sick people. FHDA-CCC knows that we'll need flexibility going forward.

Faculty and staff will want to know what happens if they can't come to campus. We have a system called SARS. Strong flexibility with student attendance, keeping the campus clean. What do we do if a student is showing symptoms? We should refer them to our health center, and ensure that there will be someone there answering the phone. There are three key policies in the chancellor's email, and Thuy will be sending an announcement later.

- Health center
- Large gatherings, mass gatherings (over 100 people)

Thuy acknowledged that faculty have been springing up with many "how can I help" ideas. Isaac put up a draft document (created at district meetings the prior week) on the screen about what we would do for instructional continuity. Among the topics to be discussed (per the document Isaac showed) were the categories of

Possible responses

Considerations / challenges

Resolutions / ideas

Who should decide?

There were concerns about student access to reliable technology, which all faculty agreed should be part of our strategy and response. Need to acknowledge that people (students, faculty, and staff) might feel lost, and could need some support. Mass proctoring - how to do finals online and in real time.

Professor Lisa Hills, from Respiratory Therapy - 20 years in pandemic policy making at Stanford and Kaiser, shared her knowledge in pandemic preparedness. Lisa reminded us that this is disaster preparedness. We are dealing with the situation as it is now, which will change as it unfolds. There was discussion about specific health habits responding to the Coronavirus crisis.

Question - what is our response to the crisis? Students have asked why is Stanford closed and FHDA not? Some students are asking, is our current response adequate? Students are also asking if our facilities are clean? Hand hygiene is the simplest response we have. Some Allied Health students to educate other students. Discussion about gel-in and gel-out (when you walk in a building/office space, use hand sanitizer. When you leave a building/office space, use hand sanitizer. Every time. Same practice used in hospitals and doctor's offices.

Faculty are considering using Zoom effectively to reach students. Can't wait for the big determination of a plan. What do we do today? What do we do tomorrow? Important to understand the health guidelines to keep us safe.

Transition the meeting - how do get through the quarter? UC Berkeley will limit face to face classes, transition to Zoom. How do we convert our classes to online? Question asked - what are we telling our students? Students want reassurance that we are working on a plan. If something changes, specifically the risk to students, students will receive a campus email blast.

For classes that are 100 students or more, let's keep in contact with our dean. Ensure that you have up to date contact (email addresses) with your students. Add information to the syllabus, make sure that we remind students that we must have contact information. Tell students that if they have any signs of COVID (or any illness) symptoms, they need to stay home. Flexibility is important during times like these. Consider relaxing course policies tied to attendance. We don't want course policies that will make sick students feel like they have to come to class.

Foothill College marketing has been sending messages out to all students, stay home if sick!

International student advocates have been in contact with the Federal government (policy guidance). There are nuances with International Students - are we changing the regulations on how many units an International student can take online?

Let's say that the College is closed today, at 5 p.m. what would we do? There will be a process to quickly approve courses online, and we will need to list the courses that would/will be moving online (as part of information sent to the Chancellor's Office). Local Colleges have processes about what courses can be taught online. CCC to help lead discussion re: possible blanket distance ed approval.

What if a faculty member doesn't want to teach online? Isaac advocated that we first look at what is in the best interest of our students, even if it's not necessarily our first choice for course delivery. Let's try and address what would make a faculty member feel anxious about teaching virtually/distance, and see how our college could help address those needs.

Faculty need to think through every contingency. Faculty should use the phrase "remote instruction" or instructional continuity. We could be handling different classes in different ways. Some courses may easily migrate to distance ed, while others not. If access to campus becomes "restricted", individual departments are the best place to ascertain which faculty are ready to teach online. Lené suggested that faculty get a Gmail (phone) number.

Paula Schales will be working hard to support our faculty develop tools and processes to continue instruction with students. Giving final exams is going to be harder. Using Zoom to reach students for lectures. Kate Jordahl mentioned that many students taking online courses

do their (online) coursework on campus because of Internet access. Kate mentioned we need to help students with technical support. Lené put in a proposal for support, including hotspots.

Elias spoke about how a College in Lake Tahoe navigated severe storms (which made it difficult for students to make it to campus), and that being ready for any emergency is important. Ram mentioned that we are almost at the end of the quarter, which is fortunate, but we are almost ready for spring. Lené mentioned that her department is really dedicated to helping people where they are. The more they know what they need, the better. Their instructional designers can be used to assist faculty. At a dean's meeting tomorrow, there will be discussion about how to finish the quarter at the department level (and what's needed), then get that list to FH Online Learning. Paula Schales suggested that faculty should think about partnering with other faculty who already feel a bit more comfortable with distance delivery of course content.

Mary Thomas mentioned that the library has thought about how they would support students through service interruption and/or access restriction, and hopefully they might be able to stay open, but if not, the library is able to support students through chat and email. Tracee asked how we would know if the College was closed, and or updates to information from the college? Elias mentioned there will be a webpage that spoke to the most up to date information.

Kathryn commented that she wasn't comfortable not having precise information about how to move forward, and getting "official" information to faculty. Concern that it seems senate reps are being asked to be communication point people for their whole division. Isaac clarified that senate rep's responsibility is to share discussion from senate, with constituents, but not that senate reps be the communication point/problem solver for the whole division in a time of crisis. We're doing the best we can, and hoping different folks across campus step up to help sort this all out. Ram commented that we don't have a formal process (yet) to respond to the changing situation.

A question for administrators - what are we doing for spring? Also, advice for messaging, don't use the word "closure", instead speak to access, and how we have "instructional continuity".

Advice to all, create "avenues of conversation".

Meeting was adjourned at 4:00 p.m.

