

Senate Meeting Notes October 14, 2019

Meeting called to order at 2:02 p.m.

Roll call

Isaac Escoto - Academic Senate President
Eric Kuehnl - Academic Senate Vice President
Robert Cormia - Academic Senate Secretary Treasurer
Leandro Blas - ASFC Student representative
Sara Cooper - BHS
Tracee Cunningham - Counselling
Maria Dominguez - BSS
Lisa Eshman - BHS
Jordan Fong – FA/Comm
Donna Frankel - P/T faculty representative
Carolyn Holcroft - absent
Joy Holland - absent
Matthew Litrus - PSME
Kristy Lisle - Executive Vice President
Kathryn Mauer - BSS
Dixie Macias – Kines/Athletics
David McCormick - LA
David Marasco - STEM division
Rita O’Laughlin – Kines/Athletics
Mimi Overton - SRC
Amber La Piana - LA
Mary Sunseri – P/T faculty representative
Mary Thomas - Library
Voltaire Villanueva – Counseling

Highlights:

- Academic Senate budget issues
- Law pathway
- Learning Resource Center (LRC) division

Agenda: Veterans discussion is being moved back, agenda was passed by consensus

Dean of Online Learning Search Committee: Kerri Ryer

Student Grievance/Discipline Panel Pool: Shaelyn St. Onge-Cole

Melissa Wu (Radiologic Technology) TRC: Rachelle Campbell, Rosa Nguyen, At-large Rita O’Loughlin (FA/Comm/Kines)

Luis Carrillo (Counseling) TRC: Leticia Delgado, Anabel Arreola, At-large David Marasco (STEM)

Christina Rosides (Chemistry): Kathy Armstrong, Richard Daley, At-large Tracee Cunningham (CNLS)

Michelle McNeary (ESL): Katie Ha, Susie Huerta, At-large Zach Cembellin (Math)

David McCormick TRC: Allison Herman to replace Najwa Jardali
Educational Technology Advisory Committee (ETAC): Allison Meezan
Program Review Readers: Mary Thomas (LIBR), Karen Erickson (BIO), Hilda Hernandez (ENGL)

Consent calendar was adopted unanimously. TRC committees are now in place.

Senate finances Robert Cormia Secretary - Treasurer presentation

Overview:

- Senate bank balance dropped nearly \$6K last year, now at \$10,800
- Spending was nearly \$10K, dues were closer to \$4K
- Need to get the dues back up to \$500 per month, limit spending to \$5K/yr
- We currently spend ~\$2,500 (each) on plenary, P/T reps, and scholarships
- Structural deficit of \$2,500 per year unless we “offload” one of these expenses
- Need to decide and prioritize what we’re spending money on

Cormia discussed the budget situation, and the precipitous drop in the balance in the previous academic year: ~ \$16K to ~ \$10K. Expenditures have increased significantly, to over \$7,500, while taking in less than \$5,000 (dues). We need to address the structural imbalance. Senate scholarships were not advertised last year, therefore funds were not use. We will not be charged this year in order to run the senate scholarships, as the funds are still there from last year. Academic Senate is having discussions about where the P/T senate representatives are paid from. We’ll check into the Senate dues paid by other Colleges, to see if \$5 a month is the right amount.

Ongoing senate discussion to include how/what to prioritize re: senate expenses.

Joint academic Senate meeting with De Anza is November 4th, food will be provided by Kristy Lisle. Fall plenary expenses are ~ \$1,160, a big expense. Plenary expenses were approved.

Law pathway - focused on diversifying the law profession

- Law pathway combines dual enrollment with a cohort model
- Concerns about whether our traditional students can participate in the pathway and mention that the college will look into what it would look like to somehow involve on campus students.
- Concerns about enrollment in the courses, and productivity of the classes
- What would a support letter from Academic Senate look like?
- Need a job description for the faculty lead of this effort

What would the Law pathway look like beyond dual enrollment, having Foothill College students taking the courses as well. Not just about students taking classes, there is mentoring,

internships, and other opportunities for students. The plan was to roll out the program in fall 2020, President Nguyen asked for a letter of support from the Academic Senate by November.

There needs to be a faculty leader for this position, faculty feedback is very important. Division faculty feedback included comments that while high school students are usually great to work with, at the end of their day, they are very tired. If the idea sounds good, the implementation of this program is very important.

Developing a support letter could be a challenge, due to concerns of pathway implementation (how might it affect budgetary/enrollment decisions by the college. Would those decisions be automatically viewed as support by the Senate if we were to endorse this pathway?). There's a possibility of funding the program through dual enrollment, but our Senate executive body is still struggling to understand the impact of support for this program. We may not know what the letter of support would look like right now. What do we think about the program, what would our letter of support look like? Support letter would go to Thuy, who's leading the effort to (work for the application)

Correction, support letter is not just for Thuy. Law Pathway support letter would go along with the college application/announcement of joining the pathway.

Dual enrollment CTE funds could help fund the program without burdening the 1320 budget. Contingent upon funding, this could be a very exciting program. There was a question about the number of jobs for attorneys right now, and where students that come from disadvantaged students would get funding to attend law school?

There were questions about which faculty would be assigned to courses, as content experts, to guide development of Student Learning Outcomes. A number of faculty commented on selection of courses, to fit the needs of a legal profession. We can continue to have a discussion on the program, what would people need to help lead this?

Need a job description of the faculty lead, as well as information about the legal profession, and also some thoughts are needed about what a learning community would look like. There was a concern about having the necessary enrollment to make courses run, before they make a decision to support the program or not.

There was a concern that in an environment of enrollment focus, can you get the full support from a division that is already facing enrollment pressure. There was a comment about who pays for the course when it's dual enrollment. Kristy commented that dual enrollment classes can be very "productive". Multiple funding sources offer a "braiding" opportunity.

Discussion briefly mentioned Tide Academy (hiring practices) and blended / braided funding sources. There was more discussion about the notion of dual enrollment fitting into the mission of the College. There are pockets of students that aren't supported by high schools, where Foothill could help prepare some of these students for College. Middle College RWC and

PAUSD programs haven't negatively impacted the child development program. Isaac will find a job description for the faculty champion.

Overall support of the spirit of the pathway. Continued discussion needed about its implementation.

Minutes were approved by consensus (Agenda was out of sequence)

Early discussion about Veterans Day, which historically is celebrated on a Monday, but we could also celebrate on the actual day. We should get feedback from our division faculty about sticking to it or changing it. As a college we should think about what Veterans want, and additionally about the impact of a holiday that causes families to need to get child care.

Update: Our senate already approved a resolution to support the district celebrating Veteran's Day on the actual federal holiday. Isaac will forward this recommendation to FA.

LRC division proposal

- Draft for a Learning Resource Center (LRC) division
- Spent \$1.8 M in 1320 budget in TLC, STEM Center
- Addresses need for an integrated student success / tutoring approach
- New position for dean of LRC, using funds from vacant BHS division dean position
- Collegial process describing this "reorganization"
- Synergies of peer tutoring and instructional experts

Paul Starer presented a draft for a new learning resource center division. Last year determined that we were spending \$1.8M in 1320 budget (adjuncts or overload) TLC - teaching and learning center. Many student success services including TLC and STEM Center operate in silos.

There are two ways to increase retention, replacement and retention. Tutorials really help retention. Paul drafted a proposal in spring, and worked on the idea over summer, and bringing the idea to Senate for consideration this fall. Paul outlined positions in a document.

The only new position is the Dean position for LRC, with funding by not replacing dean of BHS. Dean would support AB 705 efforts, and also act as evening dean. Tutorial and Library (LRC Division) Allow for a one stop experience for AB 705 students. Shifts emphasis from instruction to student support, and give administrative oversight to STEM tutoring. Some resource management benefits. Offer new benefits (chat cafe). Paul will present at the advisory council on the 25th.

David Marasco commented on the reorganization effort being very collegial. In the past, the college made structural changes without opportunity for feedback/discussion. We also need an evening dean. The Transfer Center is not included in this discussion. There will still be 1320 restrictions, this will capitalize on peer tutoring. The tutorial center has offered longer hours of

operation. Student senate rep, clarified that we want to mix the tutorial and student services areas with library. Discussions have included everyone. What does the library think? (this new division would include moving the Library under student services). For decades the library has reported to instruction. The biggest concern that came up was the oversight of the librar, that requires specialized expertise. Isaac will share out the document.

Katy Ha announced that they've been operating under a new structure resulting from the budget cuts and reorganization. Faculty coordinators have been focusing on the (resource / programmatic) components of tutoring. The current structure isn't consistent with typical supervision practice.