Foothill College Academic Senate Draft Notes

## June 10th 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** |
| 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’)  Voltaire Villanueva (Cnsl)  Kathryn Maurer (BSS)  Natasha Mancuso (BSS)  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 (KA/Athletics)  Mimi Overton (SRC)  **Senators Absent**  Tracee Cunningham (Cnsl)  Rita O’Loughlin (KA/Athletics)  **Liaisons Present**  Carolyn Holcroft (Professional Development)  **Liaisons Absent**  Kristy Lisle (Admin rep)  Chelsey Nguyen (ASFC President)  **Guests**  Lené Whitley-Putz (Dean, Online Learning ) |
| 1. Adoption of agenda | **Approved by consensus** |
| 1. Public comment on items not on agenda (senate cannot discuss or take action) | None  \*There will be a Board meeting tonight in the Foothill College dining room |
| 1. Approval of Minutes: | ASdraftminutes6-3-19  **Approved by consensus** |
| 1. Consent Calendar | Please forward names of faculty for hiring committee consideration, for appointment in the Fall. |
| 1. Unfinished Business (10+1 area(s) indicated): |  |
| a. AP 5010 (5) | Draft\_AP 5010 Admissions\_New.pdf  At the District-wide Academic and Professional Matters, a decision was made to separate the dual-enrollment specific procedures and put them in their own document. This document is the above-mentioned **Draft\_AP 5010 Admissions\_New.pdf**  “The College President or designee is responsible for admissions procedures for high school students in accordance with administrative procedures 5011 Admission and Concurrent Enrollment of High School and Other Young Students ad 5012 College and Career Access Pathways”  Friendly amendment:  On page 1, “The District may deny or place conditions on a student’s enrollment upon finding out that the applicant has been expelled within the preceding five years or is undergoing explusion procedures in another California community colleges district and that the applicant continues to present a danger to the (~~danger~~) safety of the students [and/or] employees of the District.”  Question:  Who makes the finding that the student may present the danger?  Clarification:  The above paragraph is straight out of the law, but we can follow-up with this question.  **Approved by Consensus**  Follow-up comment: This doesn’t necessarily prevent a student from turning around and enrolling at DeAnza. We should probably tighten up some of our procedures and act as a District instead of individual colleges (as it pertains to students being able to max out units at both campuses during the same quarter). |
| 1. New Business (10+1 area(s) indicated) |  |
| * 1. Summer Cabinet (6)     Fall Retreat | Summer Cabinet  In Summer, Senate-related work is still around. Work typically takes place over email.  Volunteers for the Summer Cabinet:  \*David Marasco  \*Donna Frankel  \*Carolyn Holcroft  \*Matthew Litrus  \*Sara Cooper  \*Katherine Schaefers  Senate President Isaac Escoto will be working for the Senate over the Summer, including work on opening day, Board of Trustee meetings, Institutional Planning and Budget meetings, meetings with the College President.  60 hours would be about $3,000 for compensation. Last Summer, Escoto worked around 90 hours for the Senate for the Summer.  Move to approve Summer stipend of $3,000 for the Senate President, with the provision that the President track hours to determine possible additional compensation in the Fall.  **Moved by Marasco**  **Second by Frankel**  **Approved by the Body**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Fall Retreat  Neutra House in Los Altos  Rental of the facilities from 9am-1pm, costing $40/hr for 4 hours = $160 total  **Moved by Marasco**  **Second by Fong**  **Approved by the Body** |
| * 1. District Opening Day (1,2,4,5) | Feedback from our students regarding difficulties in enrolling and transferring between both Colleges.  District Opening Day  September 19th, 2019  From 1-2:30, Department and Division meetings.  2:45-3:45 – joint DeAnza/Foothill department meetings.  Both Foothill and DeAnza Senates are working to plan on topics of conversation (Curriculum, policies, prerequisites).  Comment:  Concerned with making a push at the grass-roots level, without both Colleges’ leadership’s commitment and collaboration to make it go somewhere.  Comment:  Goal is to have the chairs of the respective departments at each college, connect via email to get talking points for the meeting.  Comment:  Department chairs would help to determine outcomes of the meetings.  Comment:  What if there aren’t department chairs? The current chair information on our department websites will be used to determine department chairs.  Comment:  Would there be a way for adjuncts to be involved? There will be compensation provided.  Comment:  Would be good to have these meetings accessible via Zoom.  Comment:  Would be good to consider the sports rivalries and recruiting between Foothill and DeAnza  Comment:  Will there be a location for the department meetings? Yes, locations will be determined by Opening Day.  Comment:  It would be good to include students that go to both schools (online students that have to log-in to 2 different Canvas sites)  Comment:  Faculty who already work at both campuses would be a good resource in this collaboration.  Comment:  Panel of students on the stage (perhaps in the morning session) who have taken classes at both campuses, so that everyone can hear feedback on student issues.  Comment:  Commute and scheduling – do we consider the half an hour of commute between Foothill and DeAnza?  Comment:  We need to stay in our block scheduling for the Finals schedule.  Comment:  In Biology, we try and schedule classes with regard to other departments on the campus. This is already very difficult.  Comment:  Helpful to have a statement or blurb about why this is important. This would help faculty and department chairs develop talking points for the joint meetings. |
| * 1. 18/19 Accomplishments | See “Academic Senate Accomplishments” document on the Senate website, and in follow-up email from President Escoto. |
| * 1. OEI/Grant Updates (1,2,4,5,8) | Lené Whitley-Putz, Interim Dean, Instructional Technology  Presenter  Foothill Online learning 2018/2019  Team members:  Paula Schales (Instructional Design)  Debra Sayble (Technology Training)  What are we doing/Where are we going?  \*Major changes to state laws in regards to online learning. (Title 5, section 6, department 5, sub-section 2). These include: There must be some method for students to work together in meaningful ways, the way courses are approved and what DE-addendum they use (DE-addendum changes - how accessibility will be achieved in the course, the regular and effective contact of the instructor, how outcomes will be met.)  \*“Calbright” new name for the 114th fully-online California Community College  \*We applied for, and were rewarded the Online Education Initiative Grant this year  55208  Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.  Foothill College has the lowest threshold of professional development around the state. We are working to bump this up.  Commitment to CVC-OEI: Aligned Courses  <https://cvc.edu/> (California Virtual Campus – Online Education Initiative)  Commit to achieving, within two (2) academic years, and initial target of aligning at least 20% of the College’s existing annual online section inventory to the OEI Course Design Rubric using the CVC-OEI Peer Online Course Review process.  Whitley-Putz:  To clarify, this is a *peer*-review process, and not an administrative review process. This is a Professional Development process. The report goes only to the faculty whose course is being reviewed, no one else. The faculty member has total control over the feedback they get from their peers. The peer-reviewer has the ability to tell the OEI that the course has been aligned to the OEI Course Design standards. The peer-reviewer will continually work with the faculty member until the course meets the standard. The course will then get a badge within the CVC-OEI website, and the course will get bumped to the top of the CVC-OEI course list. When students are shopping for courses they will see these badged courses first, and hypothetically they will fill first.  Reviewer positions:  The entire process is called POCR (Peer Online Course Review)  -Lead reviewer who makes the determination whether the course aligns, with the addition of one other reviewer.  -There is also an additional ACE reviewer for accessibility.  Comment:  Feedback that faculty who are peer-reviewers find the work valuable for their own courses. A culture is starting to spring up around the value of this process for faculty.  Comment:  To begin here, there are people who chose to participate in the peer-review process.  Comment:  What incentives would there be? Especially for adjuncts?  Comment:  We need to make sure this process fits within our FA (Faculty Union) contract.  Escoto:  How we frame the discussions around these resources and how we can best help our students will be important.  Comment:  The current J-1 (administrative review of an online course rubric) standards do not meet the standards for the OEI rubric. At Peralta College, there is an addendum to their equivalent of the J-1 form that helps the administrative review process align more with the OEI.  Comment:  There is a requirement at one level (20% of the courses that need to meet the OEI), but this is presented as an opt-in. Meeting this 20% seems like this would be doable, but it seems like we continue to count on these engaged, dedicated people to carry these initiatives. We need to align our expectations with quality, and not just give pats on the back for enthusiasm, but to actually give this as part of our jobs.  Comment:  This is an attempt at a slow culture shift. There are folks that will only do what is required, but if there are more and more people that are willing and there is more and more professional development directed to online course support, the shift may be easier for faculty.  Comment:  Communicating this information as widely as possible that people can do this as an opportunity would be important. There are still faculty that do not know they can do this or there are resources for help.  Comment:  This takes effort and time to do something well. This belongs in the contract. Quality needs to be negotiated and what is an expected amount of work that faculty can give. An acknowledgement that this takes official compensation. We may need to count online courses differently in load.  Comment:  Teaching an online course is different than a face to face. When it comes to what faculty need to prep, it requires a different skillset and faculty need support for this, especially when it comes to accessibility.  Comment:  The rules keep changing with accessibility. In a face-to-face course, no one expects the instructor to design the room for accessibility, but this is what we expect of online instructors.  Mission (Draft)  “Foothill Online Learning empowers faculty and staff to create online courses that inspire students to achieve their educational and career goals. We cultivate growth, , communication, engagements, and present to nurture equitable and significant learning.”  This year, we are moving to support video integration into courses. The physical location will be in the old Psych services room. There will be a video room where instructors can receive help making and uploading videos.  Developing CTE Courses  July 9th workshop (Backward Design in Online Learning)  -Integrating learning activities  -Developing course content  -Designing courses in Canvas  Course Design: GE  -Identify faculty interested aligning their courses  -Provide workshops and instructional design support  -Provide peer review and feedback  Peer Review  -Training needed through the CVC-OEI  -Pilot local process  -Review courses that are part of the grant  -Refine process  -Make recommendations to Senate |
| 1. Committee reports: |  |
| 1. Announcements (limited to 3 minutes, Senate cannot take action)    1. Strategic Objectives    2. Reps for next year | Please forward names of faculty willing to serve as at-large reps for tenure review committees forming in the Fall.  Senate Retreat next Monday from 2-4pm, here in the Toyon room. Potluck!  Summit on homelessness  8:30-2pm Appreciation Hall, Friday, June 14th |
| 1. Adjournment | Meeting adjourned 3:57PM |