

Academic Senate Draft Minutes October 23, 2023

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

2 - Roll call Robert Cormia

Officers	Location
Voltaire Villanueva	4006
Patrick Morriss	4006
Ben Kaupp	4006
Robert Cormia	4006
Senators by Division	
Apprenticeship	
Stephan Schnell	4006
BSS	
Brian Evans	4006
Mona Rawal	4006
Counseling	
Tracee Cunningham	4006
Leticia Serna	4006
DRC/VRC/SRC	
Ana Maravilla	4006
Fine Arts & Communications	
Robert Hartwell (proxy vote for Kate Jordahl)	4006
Kate Jordahl (Robert Hartwell (proxy vote))	Online as guest
HSH	
Rachelle Campbell	4006
Frank Niccoli	4006
Kinesiology/Athletics	
Kelly Edwards	Online as guest
Katy Ripp	4006
LA	
Ulysses Acevedo	4006
Rocio Giraldez Betron	online (address posted)
LRC	
Destiny Rivera	Online (on-campus)
Eric Reed	4006
STEM	
Zachary Cembellin	4006
Sara Cooper	4006
Professional Development Coordinator	
Carolyn Holcroft	4006
Faculty Chair of COOL	
Allison Lenkeit Meezan	4006
Ensuring Learning Coordinator	
Stephanie Chan	absent

Kerri Ryer	absent
FA Rep	
Jordana Griffiths	4006
ASFC Rep	
Joshua Agupugo	Online as guest
Classified Senate Rep	
Adiel Velasquez	Online (on-campus)
21-23 P/T Rep	
Roxanne Cnudde	Online (address posted)
22-24 P/T Rep	
Michael Chang	4006
Advisory Members	
President's Cabinet	
Stacy Gleixner	4006
Dean of Equity	
Ajani Byrd	absent

Additional Guests: David Marasco (4006), Josh Pelletier (4006), Valerie Fong (Zoom), Robert Lanz (Zoom), Fatima Jinnah (Zoom), Catalina Rodriguez (Zoom), Lené Whitley-Putz (Zoom)

3 Adoption of the agenda - Sara Cooper moved to adopt the agenda, seconded by Ben Kaupp. The agenda was adopted by consensus.

4 Public Comment - There was no public comment.

5 Approval of the October 9th minutes – Tracee made a request to update the names approved from the last meeting's consent calendar. Voltaire suggested making the suggested edits to today's consent calendar. Robert Hartwell moved to adopt the minutes, seconded by Eric Reed. The minutes were adopted by consensus, with Sara Cooper and Leticia Serna abstaining.

6 Consent calendar – Tracee removed herself from the Academic Council, and the following names were added to the committee: Anabel Arreola Trigonis, Leticia Serna, and Mayra Palmerin-Aguilera will join in Fall 2023, and Mimi Overton in Winter and Spring 2024. Laurence Lew, Mike Murphy, and Zach Cembellin will join the Foothill Technology Committee. Patrick Morriss is joining the Institutional Learning Outcomes Committee. Voltaire mentioned the progression of TRC candidates from phase two to phase three was not clearly represented in the last consent calendar and that there were omissions. Ben and Natalia worked together to make the revisions. There was a comment that Ron Herman was not dean for a faculty member previously in phase two, no longer tenure track, Nancy Cheung was. Voltaire asked for volunteer(s) for the DRC dean search committee; Ulysses Acevedo volunteered. Robert Hartwell and Kate Thornton were added to the student grievance panel. Patrick Morris motioned to adopt the consent calendar, seconded by Leticia Serna. The amended consent calendar was approved by consensus.

Item #7 Mission statement - Voltaire reintroduced the mission statement for possible action. Robert Hartwell and others made suggestions to the wording of the mission statement. The word alumni was replaced with students, to imply a change from former to current students. David Marasco commented that we should be careful about using the word community, as that could tie us to relationships or actions to support the geographical community, i.e., Los Altos and Los Altos Hills. Ben commented that when we use the word community, we should remember that we serve our community. Eric commented that “strong community ties” may not imply a geographical community. David commented that strong community ties could imply proximal geography. Robert Lanz commented that it wasn’t clear who the community was. There was further clarification; Joshua asserted that the word community did mean local community, like Los Altos Hills. When we talk about community ties, we do mean local community ties. Voltaire suggested this could go back to constituents, or back to MIPC, where the document could (also) change. Voltaire suggested that the Academic Senate could make a recommendation.

Robert (Lanz) further commented that the term community should include some designation. Patrick clarified that community (geographical) wasn’t what he had in mind, it was a community of students and scholars. Patrick then suggested we give Josh suggestions and direction as he takes the document to MIPC. Voltaire commented that the word community could be seen as nebulous, is it possible that we can all be on the same page? Josh commented that if we make changes to the document, and bring it back to the three senates, the document would likely not be approved by the FHDA-CCD board in time to make it into this accreditation cycle, and instead will be using the older (longer) mission statement. Sara Copper suggested that we might forward the document to MIPC to get into the accreditation cycle, as this mission statement is dramatically better than the existing one. Voltaire clarified that the new mission statement is also part of Foothill 2030 which goes along with a Vision Statement and the Educational Master Plan. Robert Lantz made a comment online about the speed of the process; however, Joshua clarified it was not a “quick” process, as it had taken thirteen months. Eric made a suggestion about embracing inclusivity and building strong communities. Allison Meezan moved to endorse the document with the suggested edits, which Eric Reed seconded. Joshua reread the comments.

The suggested edits are as follows:

Embracing inclusivity and strong communities, Foothill College serves diverse learners and equips its students with critical thinking skills to address complex societal challenges, to thrive in the global workforce, and to engage in a life of inquiry.

The voice vote was in favor.

Item #8 Follet Bookstore - several issues were brought up by the Language Arts division, including comments from a number of faculty. Slides were shown summarizing a recent survey. Faculty who responded to the survey commented that they ordered their books on time, but the books were late, or fewer than actually ordered. There was a slide that suggested OER books would obviate the need for a bookstore. The data shared suggested that the LA faculty who

responded to the responded were not informed of changes to orders, or missing orders. These faculty recorded numerous issues from the bookstore. There were comments about faculty being anxious about not having physical books for students to read. Stacy commented that the instructional deans will be meeting with a Follet District representative tomorrow about ongoing issues with the bookstore. Rachelle reported that a faculty in HHS had numerous issues with books. Voltaire confirmed that the bookstore does fall under Academic Senate ten plus one purview, and that he would bring this issue back, with additional input from division faculty, and combine the issues heard here with De Anza.

Item #9 Faculty Needs Assessment for Professional Development

Carolyn gave a presentation on the Professional Development Faculty NEEDS Assessment. She mentioned that professional development occurs in several places on campus, including the office of instruction, divisions, and departments. Survey was completed on June 9th. Carolyn showed results indicating that one-fourth of faculty don't need Professional Development (for PGA) in the current year. The majority of faculty need between 1-18 hours. Regarding preferred modality, P/T faculty preferred asynchronous online, then hybrid, then synchronous Zoom, and in-person last. Full-time faculty had no preferred modality. Carolyn discussed cohort activities, and many full-time faculty shared they were interested in cohorts, less so by part-time faculty. Part-time faculty appreciated the College paying the cost of PD. Motivating factors included PGA and PDA, being able to do Zoom, although some faculty enjoyed learning independently. Building trust with other faculty was also important. P/T faculty wanted Zoom options. In identifying topics of interest, for full-time faculty, topics included equity, improving instructional effectiveness, OERs, and effective feedback. Major takeaways, for full-time faculty, it makes sense to offer a variety of topics (show the takeaways slide), Zoom options. Part-time faculty wanted short courses, ~3-4 weeks, AI, effective feedback, and showing up as an ally. Carolyn talked about a meeting with Stacy, and maybe reviving the Professional Development Committee. Sara Copper commented that part-time faculty often want to have training in interviewing, which is very important to them. Part-timers are very busy. Robert Lantz thanked Carolyn for her hard work.

Item #11 AP 4105 - Distance education

Lene (Whitley-Putz) gave an update of AP 4105, which was initially written by a group that consisted of representatives from both Foothill and De Anza. She commented that when writing APs, try to stay with the State language. She shared the document that described online course requirements, online quality, training for faculty, and on the last go around, the requirement for Regular and Substantive Interaction (RSI). Voltaire mentioned that currently, we don't have a policy (for RSI), and COOL has helped significantly. The "policy" is now moving through Academic and Professional Matters and is critical for Academic Senates to review. This Administrative Procedure is a starting point. Voltaire showed the parts of the document important for RSI as underlined text. Voltaire shared that, hopefully, we can get this back to APM and then done by the end of the year.

Item #12 Regular and Substantive Interaction (RSI) Documentation Model

Allison shared that the introduction by Lene and Voltaire was a good entry for the RSI topic. Allison shared we need documentation for every course (every instructor's course) to include information on RSI. The training will start with a 4-hour asynchronous training on what RSI is, then 6 hours spread out over two quarters, synchronous and asynchronous, faculty would work to fill out a rubric, about how to achieve RSI in their classes. An instructional designer or faculty mentor would be involved in part of the training. Alison shared that there was feedback that this was a significant amount of time. Jordana (FA rep) shared the perspective of FA. Comments that one unit of PGA wasn't unreasonable, faculty should get credit for previous training, and that compensation should also be included. And there should be Districtwide buy-in. De Anza doesn't have a COOL committee. Voltaire shared that Foothill is ahead of the curve and will meet with Erik Woodbury (his counterpart). As in previous topics, the Academic Senate will gather information, and work with FA to move forward and document RSI. Eric commented that the feedback he received was that 18 hours was a lot. Rachelle commented that 18 hours is a lot of work. There was a comment that for small unit online courses, faculty would have to participate in a lot of training. Lene commented that feedback about "redundancy" and multiple venues might provide opportunities as we engage in RSI work, such as in POCR, there could be ways to make recording RSI training more effortless and integrate siloed work.

Item #13 Student conduct and grievance procedures

Catalina Rodriguez, Acting Dean of Student Affairs and Activities, presented slides on the work that has been done related to student conduct and grievance procedures. She mentioned changes in language, response time, and gender-neutral pronouns, for the student code of conduct, equity is a strong focus and added anti-bullying language. The committee's charge was to review policies through the end of the winter quarter 2022. Final edits will be made after receiving feedback from the Academic Senate, and then forwarded to APM and then the board for approval. This is similar to other administrative processes. Voltaire mentioned a conversation with the campus conciliator and suggested we should have an ombudsman, (ombudsperson) to help sort things out between students and faculty.

Item #14 1355 Strategic Vision for Equity - Cluster hiring - faculty prioritization is approaching. Voltaire suggested this could provide hiring criteria for new faculty members.

The Academic Senate 13-55 implementation team is tasked with imagining what Issue 9 of our Strategic Vision for Equity (lack of a college-wide retention plan for students of color) looks like from the perspective of the Academic Senate. The task is descriptive only, we're not looking for explanations or solutions at this point. The team is asking senators and constituents to help us describe how this issue shows up from our perspective.

Patrick asserted today's discussion of bookstore issues might be one example. We observe that students are not always able to get curricular materials in a timely manner from our

bookstore, which may be a manifestation of Issue 9. There are others, and we on the implementation team appreciate your help.

The meeting was adjourned at 3:52 p.m. Next meeting is Monday, November 6th, 2023.

DRAFT