Foothill College Academic Senate Meeting Draft Notes

## November 5th 2018, 2:00 P.M., Toyon Room

|  |  |
| --- | --- |
| **ITEM** | **Discussion** |
| 1. Call to Order | Escoto called meeting to order 2:05PM |
| 1. Roll Call | **Senators Present**  Isaac Escoto (AS President)  Ben Armerding (AS Vice President/CCC Faculty Co-Chair)  Katherine Schaefers (AS Secretary/Treasurer)  Tracee Cunningham (CNSL)  Voltaire Villanueva (CNSL)  Kathryn Maurer (BSS)  Micaela Agyare (Library)  Amber La Piana (LA)  Hilary Gomes (FA/Comm)  Jordon Fong (FA/Comm)  Donna Frankel (PT rep)  Robert Cormia (PSME)  Sara Cooper (BHS/FA rep)  Natasha Mancuso (BSS)  David McCormic (LA)  Mimi Overton (SRC)  **Liaisons Present**  Carolyn Holcroft (Professional Development)  Kristy Lisle (VP Instruction/Institutional Research)  **Senators Absent**  Rita O’Loughlin (KA/Athletics)  Dixie Macias (KA/Athletics)  David Marasco (PSME)  **Guests**  Ronald Painter  \*Check in with Kinesiology dep’t to see if we can get more consistent representation  \*1 Part Time faculty representative seat is still vacant. Senators are requested to outreach to PT faculty in their respective divisions. |
| 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: | ASdraftminutes10-29-18  ***Approved by consensus*** |
| 1. Consent Calendar | Lisa Hills’ Tenure Review Committee: Brenda Hanning (Chair), Lisa Eshman to replace Judy Yamamoto.  ***Approved by consensus*** |
| 1. Unfinished Business (10+1 area(s) indicated): |  |
| a. Senate Scholarships | AS\_Scholarships\_1819  Escoto:  Shall we make changes?  The question has been asked regarding whether we should still have a Basic Skills scholarship? We have less Basic Skills courses, because of AB 705, but we do still have Basic Skills classes.  Should we exclude applicants who already have BA degrees?  Constituent Feedback:  \*Should we have a learning community scholarship? Should we have one for each learning community?  \*Students who already have a degree should be ineligible  \*Do we ask about financial need? We do for the basic skills scholarship  \*International students do not feel represented because they are excluded from many of the scholarships on campus  \*Would like to see Senate offering scholarships that do not overlap with other general scholarships  \*Workforce scholarship:  Does not specify financial need  Open to international students  \*Transfer scholarship:  Does not specify financial need  Open to international students  \*Basic Skills scholarship:  Does mention financial need  Open to international students  Comment: On the student end, aren’t students given a list of what they are eligible for after they fill out a Foothill College application? E.g. Opportunities – customized list of scholarships. In the past, we have had problems giving away all the scholarship monies. Let’s make these scholarships broader. Maybe this is an advertising problem and not a needs problem.  Escoto to follow up  Comment: Misconstrued notion that international students are wealthy and already qualified. This broad-based assumption would hurt our international student applicants.  Comment: International students must demonstrate adequate finances for a student Visa, but do not fill out a FAFSA. International students are also barred from holding jobs to which other students have access (though there are circumstances when international students are allowed to work).  Comment: International students pay much higher fees than other students. In some cases, international students’ college fees are covered by their native country, but otherwise they may not be personally wealthy.  Comment: Last year, our Senate scholarships were meant to be geared more towards native students.  Comment: Shift from specificity in our scholarships, and instead provide rubrics to evaluators on how we would prioritize applicants. In this way, we would have more applicants.  Comment: Taking away standards and opening it up more might make it harder on evaluators.  Escoto to follow up.  Comment: Can institutional research help us?  Comment: We could have a “preferred” and then a “minimum” qualifications list on our scholarships to make sure we net enough applicants but also provide a rubric for scholarship readers  *General interest in having conversations regarding making preferred and minimum qualifications in the next few weeks for our scholarships.*  *Volunteers - Jordan Fong and Hilary Gomes*  Escoto: Should we continue to focus on local students and financial need?  Comment: Yes, we should continue that focus.  Comment: We should also show that international students are valued here.  Approve Workforce scholarships  2 at $500/each  **Motion: Villanueva**  **Second: Fong**  **Approved by the body**  Approve Transfer scholarships  2 at $500/each  **Motion: Frankel**  **Second: Villanueva**  **Approved by the body**  **New motion**: We should approve one CTE scholarship at $500 and have 3 Basic Skills scholarships, each at $500, with two of those scholarships requiring financial need, and one that does not specify financial need. This third $500 scholarship in Basic Skills will be moved from our CTE scholarships. There will now only be one CTE scholarship at $500.  **Motion: Frankel**  **Second: Gomes**  **Approved by the body** |
| 1. New Business (10+1 area(s) indicated) |  |
| * 1. CCCCO Smoke Free Report | CCCCOsmokefreereport  Foothill/DeAnza received a “C” in the CCCCO report. We did not receive an “A” or a “B” because we are not a completely smoke-free campus. We allow smoking areas in designated areas in parking lots.  What do we think?  Comment: The grade is not tied to any type of financial repercussions.  Comment: Smokers are already marginalized, we shouldn’t further this phenomenon.  Comment: If we take away their space, they may take over our environmental areas/other areas on campus.  Escoto asked senate reps to check with their constituents to see if the campus would like to discuss FHDA smoking policy this year. Clarification that the question is not what folks think about our policy, but whether they would be willing to participate in smoking policy discussion this year. |
| * 1. Open Educational Resources | College Advisory Council  One of our 4 new Governance Committees  One of the presidential asks for this committee was to take a look at low and no cost educational materials (books) for students, in order to lower student educational cost.  No cost option:  The “OER”  Open Educational Resources  Teaching, learning and research that reside in the free public domain, and are free to access, use, and redistribute with no or limited restrictions.  Comment: The content is not always the same as the textbooks. For example, there might not be specific content for a subject matter.  Comment: Time is a factor in adjusting a class to use OER  Comment: We need to move away from only talking about OER, as there are not enough materials for all classes just yet. What else can we do to make textbook costs go down?  Isaac Follow-up: How to do we get a low-cost designation on our courses?  Comment: We should move away from using “OER” and shift how we think about course texts. There are archives out there that a professor can use instead of a traditional textbook. This would require much effort and curation on the part of the instructors. In Stacks and Lumen learning, one can adopt a text, but then the funding might dry up, and the resource is no longer available. Who is getting compensated for creating OER material?  Comment: We need professional development on how the OER is used for online versus face to face classes.  Comment: The assumption that no-cost would be computer-based; we would need to make sure all our students have computers. This is an equity issue.  Comment: More comfortable exploring no-cost options. Publishers can make costs significantly less for students with inclusive access (from, for example, Pearson).  Comment: We could also roll this low-cost textbook fee into the course fee. When a student enrolls in the course, their fees for the book would already be included in the course fee.  The Library has made available a OER user guide that can be found at <https://libguides.fhda.edu/OER> |
| * 1. Planning Resource Team (PRT) Visit | Planning Resource Team visit  IEPI <http://iepi.cccco.edu/>  Group comprised of faculty and administrators from varying community colleges, as well as a representative from our accreditation body, the ACCJC (Accrediting Commission for California Junior Colleges). This team will give us a report on how we are doing on our 4 recent recommendations from last year’s accreditation site visit:  1) Redesign the Governance structure  2)Moving from our first Equity plan to Equity Plan 2.0  3) Service Leadership  4) Institutional Effectiveness  Along with praise for our students and faculty/classified staff (especially IR)/admins, the PRT also offered for consideration, the idea of excellence that Foothill is known for, and whether we feel taking on four heavy efforts/initiatives, during a stressful budget reduction, would allow for us to continue the legacy of excellence we are known for.  Comment: The new governance overhaul have displaced our communities. Part time and full time online instructors used to have representation and community from the COOL committee. The faculty here are now feeling left out.  We have now entered the era of consequences. Our leadership should focus on steering the ship straight. If this reduction is done poorly, we may not recover for a long time. We need to brace our membership for what is coming every day. Constant check-ins and options.  Part time faculty are floundering, needing direction and a voice and a community.  Sensitivity on the part time faculty position. We can do better. Tied to perceptions on what faculty are meant to do here on campus. The College is a community, part time faculty are not just here to teach a class and leave. If part time faculty have lost their community, they have lost their voice.  How do we help adjunct faculty maintain a career path in education during this time?  Officers follow-up: How do we address part-time faculty community. How do we further build community with PT folks.  Fong: In the Community and Communications committee, let’s work on this. |
| * 1. Fall Plenary | Escoto to update via email with Plenary results  \*More discussions on AB 705  \*Clarity on the new funding model and certificates. Also, a move across the State on credit for prior learning. For further information, reach out to Senate VP/Curriculum chair Ben Armerding @armerdingbenjamin@fhda.edu |
| 1. Committee reports:   Committee needs: |  |
| 1. Announcements (limited to 3 minutes, Senate cannot take action)    1. Guided Pathways Liaison    2. OER Liaison    3. Senate Constitution Taskforce    4. First Time Home Buyer Help | a. Guided Pathways liaison – Rosa Nguyen  b. ASCCC is requesting for OER liaisons. We would need someone to monitor OER communications from the ASCCC.  **Micaela Agyare,** volunteered to be our senate OER liaison  c. Academic Senate Secretary/Treasurer Katherine Schaefers is taking a look through our constitution and amalgamating changes in the past decade. Any help or interest in this process is much appreciated.   * 1. Counseling will work on building a module that online instructors would be able to import into their Canvas shells, that would inform students of how to access counseling services/how to make a counseling appointment, etc. The Library has already created modules that can be put in to Canvas courses. For interest in the Library modules, please contact Micaela Agyare @ agyaremicaela@fhda.edu   To complement the library's on-campus instruction program, the library now offers information literacy modules in Canvas which faculty are welcome to import into their online course. There are currently 5 modules that can be imported: General, Biology & Allied Health, Social Sciences, Fine Arts, and Counseling. Each module includes information on how to develop a research topic, how to find reliable resources, and how to cite and avoid plagiarism. Members of the Foothill Canvas community can find the modules be visiting this link:    <https://foothillcollege.instructure.com/courses/1079> |
| 1. Adjournment | 4:00PM |