

Academic Senate Draft Minutes January 8th 2024

1 Meeting called to order at 2:00 p.m.

2 Roll call Cormia

2023-2024 Executive Committee January 8, 2024

Officers	Location
Voltaire Villanueva	4006
Patrick Morriss	4006
Ben Kaupp	4006
Robert Cormia	4006
Senators by Division	
Apprenticeship	
Stephan Schnell	4006
BSS	
Brian Evans	absent
Mona Rawal	absent
Counseling	
Tracee Cunningham	4006
Leticia Serna	4006
DRC/VRC/SRC	
Ana Maravilla	4006
Fine Arts & Communications	
Robert Hartwell	4006
Kate Jordahl	Online
HSH	
Rachelle Campbell	4006
Frank Niccoli	4006
Kinesiology/Athletics	
Katy Ripp	4006
Rita O'Loughlin	Online
LA	
Stephanie Chan	4006
Rocio Giraldez Betron	online (address posted)
LRC	
Destiny Rivera	4006

Eric Reed	absent
STEM	
Sara Cooper	4006
vacant	N/A
Professional Development Coordinator	
Carolyn Holcroft	4006
Faculty Chair of COOL	
Allison Lenkeit Meezan	4006
Ensuring Learning Coordinator	
Stephanie Chan	
Kerri Ryer	Absent
FA Rep	
Julie Jenkins	Online
ASFC Rep	
Joshua Agupugo	Online
Classified Senate Rep	
Adiel Velasquez	Absent
21-23 P/T Rep	
Roxanne Cnudde	Online
22-24 P/T Rep	
Michael Chang	4006
Advisory Members	
President's Cabinet	
Stacy Gleixner	4006
Dean of Equity	
Ajani Byrd	Online

Guests: Clifton Der Bing (4006), Evan Gilstrap (4006). Fatima Jinnah(online),, Chrisanthy Penate (online), Kristina Whalen (online), Lené Whitley-Putz (online) and Erik Woodbury (4006)

The agenda was adopted by consensus. Patrick motioned first, and Robert Hartwell seconded.

3 Public comment: Destiny mentioned that the library has recently subscribed to the NY Times

4 Approval of the minutes from December 4th. Motion to approve by Ben Kaupp, seconded by Leticia. Sara Cooper and Rachelle Campbell abstained. Minutes were approved by consensus.

5 Joshua (student report) reported working on projects over the break, a student survey is in progress to garner interest about important items. Joshua will report full findings later.

Regular items

7 RSI Documentation Model

Allison briefly shared the history of the RSI proposal, including 4 hours of asynchronous training and then 6 more hours of activities. Allison shared that they are seeking advisory, big-picture ideas, and feedback on the RSI model. In November, COOL received several ideas and had a dialogue with STEM, and then added the amendments and added to the RSI document. Allison mentioned that RSI could be undertaken on opening day, and that for low-unit courses, that training would be sufficient. Also, fold accessibility training into the four hours of training, making courses more accessible for everyone.

Allison mentioned a “test out” option for activities such as “Humanizing STEM.” Four hours of foundation and then six hours of group work. Rachelle mentioned Canvas training and the need to have a clear level of expectation. An example was mentioned: a 1-unit course would only require 1 hour of training. Allison mentioned that it is still unclear where hybrid courses fall. RSI is for 100% (asynchronous) online courses. Lené mentioned that the Federal government is reevaluating where hybrid courses fall, but even when you can opt out of peer interaction, instructors need to keep track of what RSI looks like in their classes.

Sara mentioned that FA is asking the Academic Senate to work out what RSI training looks like so that they (FA) will merge Foothill and De Anza and not work out many details during negotiation. Sara mentioned it was not really a test-out option because the requirements to “test out” are so high that it leaves out folks who have not engaged in extensive training elsewhere. The STEM division wants a broader test out option. . Allison asked for suggestions, if completing POCR, humanizing STEM, or a certificate from CSUEB, would satisfy some or all of RSI, and if so, what would this look like? Lené commented that the Academic Senate should be thoughtful in what they ask for in RSI and not look at online learning as the “accreditation arm” and if faculty have been doing RSI for a long time, how do they demonstrate that?

Demonstration needs to be “visible” to others. Rachelle commented that the demonstration of RSI could be problematic as conversations between faculty and students are “private” and confidential. Rachelle commented that just accessibility alone is daunting. If we “chunk out” RSI into smaller hour segments, it might be more doable. Sara mentioned that the “test out” and the “requirement” aren’t the same thing and that faculty are looking for a means to (avoid) doing additional training when they are already doing good things. We should be careful not to water something down too far; if we have done meaningful work, let’s not have to do or show the meaningful work again. What is the minimum amount of work that we have to do?

Allison rephrased, “what is the minimum amount of interaction that we should be doing?” especially when the student panel described their experiences on opening day. Sara suggested that instructors who are doing all this work, and can fill out a rubric, shouldn’t have to do more training. Patrick commented that when we hear a requirement coming in from an external (source) we should do that. But we also have an opportunity to build competence in this area.

Allison commented that if we leave (RSI) up to self-evaluation, we'll lose an opportunity to create a higher standard for RSI. Leticia commented that as a counselor, she hears from many students that they don't hear from their instructors.

Voltaire asked, what "output" from AS goes to FA? The rubric? Allison replied that the whole document is handed off to FA. Katy commented that some faculty might "check boxes" but most will do more. She suggested we do RSI during the opening days. Stephanie asked if we could have another type of activity that serves as training without calling it training. Carolyn commented that doing RSI as Professional Growth during the opening day activities could be effective for many faculty. Robert Cormia mentioned the idea of badges as recognizing RSI.

Allison was applauded for her efforts with RSI. Kate commented that when many courses are evaluated, they're not accessible. Patrick affirmed that we (AS) should figure this out and not have to put it on or off to FA to resolve. Erik Woodbury commented that DA is looking at activities and having conversations like Foothill is having. Erik also commented that the amount of training required by FHDA-CCD for online teaching is on the low side. Erik suggested that as an institution we should present a clear program for how we support online faculty. He mentioned students who take a course for minimum requirements (effort), and that can happen for faculty, too. Erik also commented that De Anza and Foothill are converging on what RSI would look like for the two colleges.

Allison commented that adjunct faculty, who usually don't attend the opening day, should have a venue or opportunity for RSI training. Sara stated again that the comments she continually receives are how to avoid doing more work when we've been doing this for a long time and are competent in RSI. Lené closed with the comment that we need to think about what we're asking the COOL committee to do, and bring comments to COOL, and that Foothill Online Learning is looking forward to conversations with De Anza. Last, a reminder, that the amount of time (duration) of teaching online wasn't predictive of actual skill.

8 – Low-cost course materials

Voltaire mentioned a designation on the course schedule about low-cost instructional materials but no clear definition of what low-cost is. Carolyn mentioned low-cost course sections, low-cost degrees, and instructional materials cost categorizing. She also mentioned a demarcation of low cost and zero cost. We're required to let students know about zero-cost or low-cost.

When a class schedule is created, faculty need to go into the schedule and code the cost of the instructional materials, also known as XB12. Carolyn displayed an Instructional Materials Course Costs Decision Tree. In the tree shown, less than \$50 is low cost. She mentioned that the CA Statewide Student Senate had asked campuses to adopt \$30 as a "low cost." Erik mentioned that at De Anza, the "low cost" definition is \$30. Patrick commented that these definitions drive publishers. Rachelle asked about a book or bundle of course materials used for more than one quarter and how that factors into the calculation. Carolyn's reply was that the cost is incurred in the first term, but the subsequent terms are zero cost.

There was a dialogue about what an actual book costs for the students. And further discussion about how to go about getting this information. Instructional materials include other instructional items, not just textbooks. How much are the costs of books, do instructors know? There was more discussion about textbook loaners. Voltaire asked what we were trying to do with the conversation. There was a suggestion that we ask students what they pay? Do we know what students spend their money on? Voltaire will follow-up with Joshua regarding this discussion.

9 Issue 9 of 13-55

The Academic Senate needs to develop a plan towards developing a collegewide retention plan for students of color. Rather than go straight to the “solutions phase” as these efforts typically do, Patrick asked how retention shows up in Academic Senate.

Sara commented that many faculty have a lot of good ideas but not a lot of time or resources to put them into practice. Patrick suggested that before we get to all the great ideas that great faculty have, what does this problem look like?

Leticia commented that when we speak about challenges for students, especially students of color, there are many needs that need to be addressed. Further comments addressed the need for students of color to have someone to hear them. Voltaire mentioned about that faculty want to be heard, seen and valued. There were additional comments on the low pass rate in K12 (45%). Community Colleges support students who need this support. Fatima commented that there needs to be an overarching structure or guide to pull all of this together. Sara commented that she'd like to see the Academic Senate collect ideas from departments and divisions and then advocate for them. We shouldn't advocate for a particular solution.

10 Cluster Hiring

Patrick commented on a recently released report written by Harris and Wood that can guide hiring in this upcoming cycle.

Patrick made a motion to provide faculty appointed to hiring committees with a copy of Equity-Minded Faculty Hiring Practices by Wood & Harris (Dec 2023), as exemplifying the Senate's position on faculty hiring. Ben first and Leticia second. Patrick added that this isn't a training requirement, but a reading suggestion. There was motion to table the motion and bring it back to the next meeting. There were no objections to bringing the item back to the January 22nd meeting

11 Amending the Senate Constitution

Clifton addressed the Academic Senate to amend the Constitution to add psychological services (mental health and wellness) as a voting member. Clifton mentioned students with

significant mental health concerns and the benefit of bringing mental health and wellness into Academic Senate discussions. Patrick commented that our voting structure depends on how the College is organized by the Administration (division, etc.). Kate commented that it might be a burden for some individual faculty to take care of the notes for small groups. Voltaire outlined the process of making the amendment and that the executive committee would vote on initiating the amendment and that the faculty body would vote on it during an election in May. Senators to gain feedback from constituents.

12 Respiratory illness - Cormia

Robert Cormia addressed the issue of COVID reporting by students and read from the COVID information page - <https://foothill.edu/healthservices/covid19-health-safety/> stating that Foothill College students must report positive COVID tests to the College and should immediately contact their instructor if there are measures for assignment extension available. Students should also report positive COVID cases to the County where they reside. He further stated that ten percent of his fall 2023 chemistry class didn't finish (W/EW) due to issues related to respiratory disease, including COVID, influenza, and RSV.

13 Housing Project Update (postponed)

14 For the Good of the Order

Fatima is a member of the Academic Senate.

Carolyn shared that we have a super cool speaker coming up, in a BIPOC series. Carolyn put the flyer into the chat.

Meeting was adjourned at 3:58 p.m.

The next meeting is Monday January 22nd