

Academic Senate Minutes
February 11th 2013

Meeting Called to Order at 2:02 p.m.

Members present:, Carolyn Holcroft (Vice-President/CCC Chair), Robert Cormia (Secretary/Treasurer), Katherine Schaefer (Adjunct Faculty), Karl Peter (BHS), Lisa Drake (BSS) Eta Lin (BSS), Tobias Nava (CNSL), Lety Serna (CNSL), Bruce McLeod (FA), Kate Jordahl (FA), Scott Lankford (LA), Richard Morasci (LA), Pam Wilkes (LRC), Don MacNeil (KA), Katy Ripp (KA), Debbie Lee (PSME), Kimberlee Messina (Cabinet Liaison), David Marasco (PSME), Meredith Heiser (FA Liaison), (ASFC Liaison)

Members Absent: Dolores Davison (President), Kimberlee Messina (Cabinet liaison)

Agenda approved by consensus

Consent calendar Kathy Armstrong, Zach Cembellin, Kristen Freeman, Matt Low, David Marasco, Meghna Mittal (PSME) for the scholarship (reading) committee. There are committees with faculty needs: Program Review (basic skills) and the PDL committee. The volunteer for transfer faculty for Program Review was just temporary. The position is a two year term. Consent calendar was approved.

Announcements - International / Transfer fair is coming up. API (Asian Pacific Islander) club is looking for a sponsor, they meet on Friday afternoons. Scott Lankford announced 'Earth justice day', a twist on the 'earth day' theme, as the nexus between environmental destruction and human enslavement (and exploitation of labor) on April 17th.

Approval of the minutes from January 28th, approved as written.

Item 1: COOL committee – Jordahl and Baker are addressing the Senate today. Jordahl: COOL is looking at student course evaluations, how online faculty are evaluated, and discussions about e-portfolios. ETUDES doesn't support the level of (digital) media that we need for instruction, including audio, video, and Web 2.0 tools. How do we meet these technology needs? Some people have been paying out of their own pocket. Everyone's needs are unique; it is hard to find a service that can do everything, including e-portfolios. Sizing of images has been a problem. People walking into an online class may not understand how an online course works, how ETUDES works, or how a class is 'blending' ETUDES with other pedagogy (traditional, web assisted, hybrid, etc). The person doing the evaluation of an online course should have competency in teaching online.

There was a question asked about using some of the tools mentioned in this presentation for online evaluation (J1 especially) the conversation starts in Academic Senate. FA's comment was that this document is great, but it is not part of the contract. While this could at some point become part of the contract, starting the dialog in Academic Senate is a matter of 'professionalism' as it relates to online pedagogy. De Anza isn't as far along in this process, so that could hold the (FA contract) process back a bit. Faculty need to talk about effective communication in an online course and COOL is working on a document about how to be effective in an online course. When a COR (Course Outline of Record) is approved for distance education, that instructor may not in fact end up teaching the course.

Judy Baker: Cloud media – Faculty use a number of 3rd party services, including FGA media, Typepad,

WordPress™, Blogger, Google docs (drive) and Google groups, flickr®, Twitter, SlideShare and perhaps LinkedIn. Web 2.0 tools, social media, and cloud computing services, including Wiki's and Dropbox are used by many faculty now. Many of these services are free, or <\$10 a month, and offer the ability to help share content with students, and empower students to create their own content. The pedagogical use of Social Media and Cloud Services is an emerging topic and focus of both online and traditional education. Some faculty use Survey Monkey to gather information for research and also garner course feedback.

Some issues involved with using social media tools: Privacy and security, Legal Exposure, Awareness. There could be issues around student data storage. Is the person who signed into the course, the same person who gets the grade? When a cloud service isn't based on FHDA SID, not sure how to manage identity. Password access / loss can slow students down, and Foothill doesn't (and wouldn't) manage myriad social media passwords for students. A student could take three classes and have three logins. There is legal exposure and risk (copyright etc), students might post work that is not theirs, and everyone is unsure about 'fair use'. Need to give students instructions about not violating copyright.

FERPA is another challenge with privacy and security, and managing student information. Some issues may not be FERPA violations but could be student privacy. Accessibility and copyright are also legal/technical issues in play. Judy Baker asked (posited) 'have we ever checked to see if a cloud service is accessible'? There are intellectual property issues for faculty and students. All of these issues have raised enough concern that the District is concerned about it. For a discussion of potential solutions, we are proposing a needs assessment be conducted. There was a brief discussion of Learning Management Systems (LMS) like Blackboard, ETUDES, etc. FHDA District ETS might look at use of LMS, data mining of student data, and a survey could come from COOL as part of Academic Senate.

Item 3: Professional Development (PD): Carolyn Holcroft reported that several faculty, staff and administrators interested in the PD committee met and suggested that there be a tri-chair leadership structure. Maureen Chenoweth will be bringing tri-chair idea to classified senate for discussion and will bring their recommendation back to PaRC as well. Carolyn reported that at initial PD committee meeting there was consensus that we need to develop a PD survey of what we are doing now, and what the campus community would like/aspire to do if we had funding, planning, etc. How do we better publicize the PD offerings that we already have? PD tends to send a comprehensive list at the start of each quarter, but then it peters out (people forget, etc.). Perhaps at the beginning of each week, faculty get an email of professional development activities available that week? There are activities that go on in other divisions that could also serve as professional development. There is a request form on the Foothill College professional development web page. There was discussion about how to have effective messaging to the campus community. Suggestion that perhaps we have PD topics that were more 'intellectual / pedagogical' content and less 'technical' content. There may potentially be a significant amount of money from the state these efforts in the future. There were comments and questions about professional development for part-time faculty. The next PD meeting is February 28th at 2 p.m. There is a strong intersection between the Student Success Taskforce and Professional development.

Item 4: Credit by examination (Holcroft): Draft board policy and procedure as initially discussed at APM. More consideration of administrative procedure, with questions asked about how many units could be earned in credit by examination? Concerns about student requirement to enroll in the course in order to earn CBE but exam must be taken in first two weeks of quarter - what happens if a student fails the exam and just drops course - census/enrollment after that?

Item 5: Part-time elections David Marasco and Katherine Schaefer: Katherine asked to bring up the

question about having a second part-time senator, as both a 'back-up' and a second voice for informing the part-time faculty about academic matters and campus activities discussed at Senate, and provide extra help in putting together notes etc. Feedback was that since we have two senators for a division, why not have two votes for P/T, especially when considering votes that aren't in agreement?

Discussion then moved to the topic of the Academic Senate VP position (search) headed by David Marasco. Lankford opined that the curriculum chair position is 'underfunded', and could we use senate money (dues) to help fund this? There might need to be a broader conversation about the role of each of the senate officers, and the duties and reassigned time for each officer. This could also be a topic for professional development, e.g., what committees do and how faculty are compensated. What are other colleges doing with curriculum committees, faculty involvement, etc? Foothill's release time for senate officers is relatively generous (1.5 prior to last year, 1.35 this year). There were comments that the curriculum chair is an important job, and perhaps we should have more release time. There was a suggestion that perhaps we use stipends (from Senate dues) as a way to fund the officer's positions, or perhaps have a stipend to fund one officer and release time for the others. Invite administrative leadership to the next meeting. The senate leadership could also approach the administration on this topic.

Report outs from committees: Holcroft called attention to recent CCC communiqué. Cormia reported out from FHDA Board study session and final discussion revolved around student success, the equity plan, and does the faculty/staff (demographics) look like the community we serve? Are the diversity numbers available? Is PaRC actively working to move forward with campus Equity Plan? Comments were that the much of the diversity that we used to have on this campus is no longer here. Holcroft sent soft copy of the most recent student equity plan to the senators present. Scott asked that the senate formally ask for the College to come forward with the most recent demographic data for administrators, faculty, staff, and students. In the new hiring in the last five years, and compared to the Silicon Valley, what has the change in hiring looked like in each of the divisions?

Meeting adjourned at 4:17pm