

Academic Senate Minutes September 30, 2019

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

Introductions and roll call

Isaac Escoto
Eric Kuehnl
Robert Cormia
David Marasco
Matthew Litus
Sara Cooper
Lisa Cooper
Llisa Eshman
Tracee Cunningham
Voltair Villanvena
Carolyn Holcroft
Kathryn Mauer
Maria Dominguez
Mary Thomas
Jordan Fong
Joy Holland
Amber La Piana
David McCormick
Donna Frankel
Mary Sunseri
Mimi Overton
Dixie Macias
Rita O'Laughlin
Kristy Lisle
Laurie Scolari
Leandro Blas

Agenda was adopted by consensus. There were no public comments. Approval of the Minutes from 6-10-2019 was done by by consensus.

Consent calendar - Escoto showed the calendar (Senate Committee Appointees 2019-2020) (which is hyperlinked as a document). Governance committees are almost fully staffed. The Revenue and Resources Council needs a full time faculty rep; a lot of important work will be done this year. We also need faculty to serve on the budget advisory committee as well as educational technology advisory committee.

Tenure review committees

Melissa Wu (Rad Tech): Rachelle Campbell, Rosa Nguyen
Christina Rosides (Chem): Kathy Armstrong, Richard Daley
Michelle McNeary (ESLL): Katie Ha, Susie Huerta
Guido Bordignon (BIO): Amy Edwards, Jeff Schinske
Luis Carrillo (CNSL): Leticia Delgado, Anabel Arreola

Changes in TRCs

Ron Painter (Chem): Londa Larson replacing Mary Holland
Tracy Villanueva: Rachelle Campbell replaces Dave Huseman
Daniel Nghiem (Math): Young Hee Park Lee to replace Debbie Lee

New business:

Isaac went over the 10+1 responsibilities and role of Academic Senate. Title 5 gives faculty responsibility to make recommendations (Ed code) in 10+1 academic and professional items where faculty have primacy and/or recommendation:

Curriculum

Degrees and certificates

Grading policies

Educational program development

Standards or policies for student preparation and success (SLOs)

District and college governance structure

Professional development

Program review

Evaluation teams

Processes for institutional planning

10+1. In practice, it's about working together, with both primary reliance and joint development between faculty and college administration.

From a college perspective, the organizational structure can shift. For the moment, Academic Senate is continuing the representative structure we currently have - we may discuss this in the constitution this year.

Senate representative responsibilities were reviewed, and include preparing for discussions and disseminate results to your division, and promptly report out Senate. Representatives represent divisions, and not themselves. Bring your division matters to the Senate. A comment was made that in the Academic Senate constitution that reps should also be on a committee. Comment

that when this part of the constitution was created, there were many more committees than exist now.

Treasurer report

Cormia stated that the Senate budget balance is currently ~ \$10,420, and dropping ~ \$5,000 per year. The three primary expense items are scholarships, plenary, stipend for our part-time reps, and in more recent years, outside events, including the part-time appreciation dinner.

Presidential summer compensation - Isaac worked 80 hours over summer as Academic Senate President, and reported that the spring Senate had approved 60 hours, with an extension as needed. Isaac produced a document showing his activities ([hyperlinked](#)). It was agreed that Isaac served the Senate well, and a motion for the College to pay Isaac for the full 80 hours, was approved unanimously.

Law pathway - The law initiative one pager was circulated

Guests Jazmine Garcia and co presenter (Foothill faculty)

Thuy Nguyen talked about Law pathway, and the importance of diversity in the legal profession. Jasmine Garcia is back at Foothill helping develop the law pathway. They made a presentation ([hyperlinked](#)) There was an overview of the pathway
Foothill College participation
Initiative and goals

Purpose is to diversify the legal profession. Initiative has a framework to bring about steps to move initiatives forward. Establish these relationships between Foothill and other colleges. Participating colleges and universities were listed. A 2+2+3 model (community college + upper division + 3 years law school). There are 7 courses in the law pathway check off into IGETC. Most schools are doing 2+2+3

Framework provides support for completion of the degree and work-based learning. The program of study framework - produced a list of 9 courses that match critical thinking skills. The program is 37 units - students can take the honors version of the courses if they have a large enough cohort. Foothill College would like to be an incubator for this project - short term projects

Dual credit option is embedded into the course Partners: Sequoia, MVLA, PAUSD

Most of the students are full-time students, and some working on getting GED. Courses could be held at adult education facilities, high school courses, and/or at Foothill College. Classes could be open or closed, State has passed legislation to encourage access (equity) to dual-enrollment, not just the accelerated high school students. Sunnyvale could be cost effective (efficient).

Want to infuse apprenticeship, working with adult schools and work based education

Dual credit (local high school districts) Adult ed (Fremont, MVLA, PAUSD)
Apprenticeship LSAT prep (Kahn has developed a free LSAT prep course)

Advisory committee meeting Wednesday

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This effort needs a Foothill faculty champion for this initiative (leadership within the College)

Most community colleges are following the cohort model but cohort model has been a challenge because of enrollment. There was a bit of discussion about productivity. Thuy was and is a founder of the program, with the goal of increasing the number of students of color in the profession. This is not a traditional on campus program. The dual enrollment courses could be a cohort of separate class of HS students, or students might be enrolled in a college course.

Apprenticeship program can assist students who are working, earn and learn at the same time.

Comment that many Foothill College students are trying to figure out how to get into a law pathway, and this program could be very effective for that. The focus is to diversify the profession.

The partnership program focuses on 26 critical skills needed for success in the profession.

AFSC student rep commented that this was a very good program. The rep advocated for the general population taking these courses, There is an adult ed, CTE and (other) funding scheme.

Thuy asked for at least one faculty champion, and when the application goes in that there is a support letter from Academic Senate. Counselling support also needed in the law pathway. Senate reps asked to share the law pathway with constituents, and bring back feedback/comments re: the law pathway.

Lene Whitley-Putz from OEI came to talk about the Power grant, up to \$500,000 had to be used to create new CTE class or certificate online (something towards CTE pathways). Create new courses in cloud computing and data analytics. Grant was awarded.

Students have asked how they can get going on some certificates. 20 courses that CTE students are taking would be redesigned. Needed to meet the quality rubric given to us.

CVC-OEI statewide grant for uniform online learning, course quality rubric, State Academic Senate approved peer process. If you want your course approved, need to put your course through the peer review process. The person getting their course reviewed gets less support than the peer reviewer. There are some constraints, how can we leverage this money better?

Would like professional development embedded in this effort. Cohort timeline, there is a need for faculty to be doing reviews, and a need for students to be asking for reviews. Internal evaluation process, then sending courses out for peer review. Ongoing professional development is very important, goal of 20 total courses. We are in fall, looking for participants. 55 faculty from 30 departments, and 22 participants in Studio workshop. This is mostly an update of what was done over the summer. There will be a one-hour webinar, next week, on the 7th and 8th. Other work that went through this work is "smart sheets" for electronic forms in our workflow. Even though we have at least 20 faculty (20 courses) we want to encourage faculty to become reviewers. Informational meeting is on the 7th and 8th.

Program review

We've been revamping the program review process, and put a "pause" on the redo of the review process, A few things:

1. Every 5 years, all programs must engage in the program review process
2. Self study benefits from all program stakeholders participating in program review
3. Self study should look longitudinally over the last 5 years
4. Narrative prompts asks the program to reflect and analyze on data.

There is a high emphasis on actionable items to help students succeed. Program review operational phases. Preparatory phase, writing the self-study report, reader evaluation, self study outcomes, progress report phase. IP&B looked at this a couple times, but we are pretty far down the road, and have been on hiatus for a year, so we need to get going with this. We need to do the best that we can with the process that's been developed here. IP&B meets at 1 p.m. every Tuesday, and all are welcome to join. Readers will be (1) from within the division of that department, as well as (1) reader from outside the division. If your department is up for review the following year, you might want to be a reader this year to become a good (or better)

program review writer. Senate reps asked to share the need for both in division and at large readers for program reviews this year.

Year one: 11 departments

Programs doing program review this year

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|----------------------------|---|
| 1. Chemistry | 7. Music Tech |
| 2. Dental Assisting | 8. Theater Arts and Theater Tech |
| 3. Engineering | 9. Pharmacy Tech |
| 4. Geography | 10. Respiratory Tech |
| 5. Geospatial Tech | 11. Spanish |
| 6. Humanities | |

Programs doing program review next year

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|---|--------------------------------------|
| 1. Diagnostic Medical Sonography | 7. Sports Medicine |
| 2. Emergency Medical Services | 8. English |
| 3. Economics | 9. ESLL |
| 4. Women's Studies | 10. General Studies (Science) |
| 5. Art & Art History | 11. Enterprise Networking |
| 6. Music (general) | |

There are no more punitive aspects about program review, we just want to do better. We're trying to hold each other accountable to how we work better, learn from data, and serve our students better. Full 5 year plan, and working on a template for non-instructional faculty. Isaac showed the grid of departments. Review teams will not need to meet at the same time in person, however it may be helpful to communicate electronically throughout the review process, so as to compare notes/answer questions readers may have, etc.

Final comments: Robert Cormia announced a campus and district wide initiative to determine how many employees drive electric vehicles to campus, and what their EV charging needs are.