

## 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



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

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#### 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.

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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.

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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 intrn73



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.

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## 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

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

Programs doing program review next year

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

There are no more punitive aspects about pFiles MeáFiles