

Joint FHDA Academic Senate Meeting

Date: April 12, 2021

Time: 2:30 pm-4:00 pm

De Anza Academic Senate Meeting

Time: 4:00 pm-4:30 pm

Location: Zoom

Agenda			
Time	Topic	Purpose	Discussion Leader
2:30	Call to Order Introductions Issac Escoto, District Academic Senate President, Counselor, Foothill College De Anza Senate Officers Karen Chow, Academic Senate President, faculty member, English, women's studies, Asian American Studies Mary Pape, Academic Senate Vice President, faculty and chair for Computer Information Systems and Student Learning Outcome Coordinator So Kam Lee, Academic Senate Secretary, Part time faculty, IIS Division Foothill Senate Officers Kathryn Maurer, 1st year Academic Senate President, faculty, Anthropology Robert Cormia, Academic Senate Secretary/Treasurer, NanoTechnology Eric Kuehnl, Academic Senate Vice President, Music Technology and Media Studies, Faculty Co-chair of the College Curriculum Committee		Escoto
	Roll Call Quorum of voting membership confirmed.		Senate Secretaries

	Adoption of agenda Adopted by consensus.		Escoto
	<p>Public comment on items not on agenda (senate cannot discuss or take action)</p> <p>Louise shared information from a statewide student-athlete health and wellness study conducted during the 2019-20 academic year by CCCAA, California Community College Athletic Association, in partnership with CCEAL, The Community College equity Assessment Lab. The purpose of the survey was to better understand the experiences of student athletes at the community college level, more specifically, examine the factors that affect academic participation, campus involvement, psychology, and identity. They surveyed 4000 student athletes from 76 different athletic programs, including De Anza. Louise highlighted several items from the 35 pages document.</p> <p>The top 5 areas of need for support: nutrition, stress reduction, injury prevention, financial assistance, food assistance.</p> <p>The document ended with a list of 15 recommendations to support student athlete success. The De Anza Athletic department will use these results and recommendations, especially the results specific to De Anza athletes to support the students.</p> <p>https://docs.google.com/document/d/1Qn_pN3ui7_ni77PzK8GrAMkisH0zc76MN46q6CUlqYc/edit#</p> <p>Lianna, DASG representative: announced that the student senate has voted to change their names from DASB, De Anza Associated Student Body, to DASG, De Anza Student Government.</p> <p>Karen announced and welcomed the arrival of baby daughter to executive committee member Rusty Johnson. Colette Lucia Johnson, born 1:38 pm 4/8/2021 at 6 lbs 10.2 oz and 51 cm. Mom and baby are doing fine. Dad apologized for missing this meeting to attend to newborn dad duties.</p>		Public
	New Business (10+1 area(s) indicated)		
	New Language on Professional Conference/ TrainingRetraining Funds		Perino

	<p>Article 35 & 36 Application Table New Language on Professional Conference/ Training Retraining Funds Explain the differences in eligibility and application procedures for Professional Conference Funds vs. Training-Retraining Funds</p> <p>Article 35 Training Retraining Fund is only open to tenured full time faculty or probationary faculty who will be tenured by the next year. Application due by April 15 for funding in the next academic year. Applications are reviewed by the PDL sabbatical proposal review committee.</p> <p>Article 36 Professional Conference Fund is available to all full faculty and part time faculty with reemployment preference.</p> <p>No one has been travelling to conferences and funding has built up. There have been requests for asynchronous conferences, webinars and workshops. The existing language for the professional conference funds does not allow for these requests.</p> <p>FA has renegotiated the following changes for the application of these funds that's effective now. This is a permanent change that was agreed upon in March, not just during COVID, but moving forward.</p> <p>In addition to the professional conferences and meetings, the funds can be used for seminars, webinars, workshops that happen in person or online. It includes courses offered by organizations that are not accredited institutions, People can apply for funds moving forward, but can't get reimbursed for previous events.</p> <p>This is a permanent change. FA will monitor the amount of funding, how it is used and how much is needed each year. They will renegotiate either the total amount, or how it's used in the future.</p> <p>Kathy explained the difference between training/retraining (continuing education units on a transcript) and professional conference (webinar, workshop, training without units on a transcript).</p>		
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	<p>Faculty should check into the availability of the Perkins Fund to pay for a professional conference or meeting or seminar. Be smart about what is available. There is not enough in the Professional Conference Fund to allocate \$1600 for everyone that qualifies. Perkins Fund does have limits on travel and how many faculty can attend the same conference.</p> <p>Appendix R https://fafhda.org/agreement-2019-2022/Appendices/Appendix_R.pdf</p> <p>Dawn offers a workshop on how to apply for conference and travel funds every quarter. She will send out the announcement for Spring quarter.</p> <p>FA plans to renegotiate the application timeline for the training/retraining funds in the next three-year contract.</p> <p>There are still a lot of professional conference funds available. They encouraged people to apply. Committee has been quick to approve the applications.</p> <p>There was a question about the timeline for the report and submission for reimbursement. Ideally, the submission should come in right after the event. De Anza/30 days. Foothill/10 days. Don't make it a practice of waiting until the end of the quarter to submit.</p> <p>Lorrie Ranck: the paperwork still has to go through signatures and processing which is why the timely submission is important (given the district has a 90 day timeline).</p> <p>Backstory: Foothill shortened its deadline to 10 days because people were waiting a long time to submit for reimbursement. That caused confusion about how much money was left to allocate, leading to situations of both running out of funds and other years, denying requests thinking they were out of funds when they really weren't.</p>		
	<p>Faculty Evaluations 2021 COOL J1 & J2 Modification Proposals Faculty Evaluations - 2021 Foothill Academic Senate COOL Subcommittee's</p>		Karen Erickson, Ben Stefoni

	<p><u>J1 & J2 Modification Proposals</u></p> <p>Presentation and discussion on initiatives and proposals to update faculty evaluation tools.</p> <p>COOL, Committee on Online Learning, proposed the following changes</p> <p>J1 Modifications Proposals</p> <p>Presently, there are two J1 instruments: A.1 "Classroom Instruction" and A.2 "Online Instruction". They proposed developing a A.3 "Hybrid Instruction" instrument. The Hybrid (A.3) instrument would include all of the criteria from the A.2 Online J1, with changes to criteria #11.</p> <p>11. Provides clear instructions on expectations for both synchronous and asynchronous course components and creates meaningful connections between synchronous and asynchronous parts of the course. (new criteria)</p> <p>11a Uses synchronous class time efficiently (criteria #11 taken from A.1)</p> <p>11b Provides clear and consistent guidance about access to and navigation of online course content (criteria #11 taken from A.2)</p> <p>Shagun suggested making 11a and 11b separate criteria.</p> <p>Kathy Perino: That can be worked out in final negotiations and to list them a 11, 12, 13 instead of 11, 11a, and 11b. This is a proposal, it is editable. They are looking for faculty feedback.</p> <p>COOL also proposed renaming the A.1 and A.2 J1 Instruments to: A.1 "Classroom/Synchronous Instruction" and A.2 to "Online/Asynchronous Instruction".</p> <p>J2 Modifications Proposals</p> <p>Develop a J2 Student Evaluation instrument for Hybrid Instruction.</p> <p>Recommended making language modifications to two items on the J2 "Classroom Instruction" instrument.</p> <p>Rename the J2 A.1 instrument "Classroom/Synchronous Instruction" and the J2 A.2 instrument "Online/Asynchronous Instruction"</p>		
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	<p>There are online fillable forms for the J2 student evaluation. Students should not have to print or scan anything. Contact dean for link to forms.</p> <p>Other Considerations Revise Articles 6.2.4.4 and 6.2.4.4.1, which specify that evaluators are compensated \$200 and evaluation should be no less than 50 min. and no more than 100 min.</p> <p>There was a discussion about increasing both the amount of time allowed, and compensation for online and hybrid J1 evaluations. 100 min. does not offer adequate time to provide a comprehensive, meaningful evaluation of asynchronous online nor hybrid instruction.</p> <p>John Fox: I am wondering about the process to evaluate each piece of this. For face to face and online classes, there are particular processes. Would someone evaluating a hybrid class sit in for a 50 minute class period, then look at the online aspect of the class to look for the "meaningful connections?" How much more work is this?</p> <p>One estimate suggested more than 120 minutes.</p> <p>There was an emphasis on parity, acknowledging the different needs and demands between online and classroom situations. The evaluator has to make the connection between content and assessment, look at the course navigation and course policies.</p> <p>FA has created an Equity Task Force to look at evaluation tools and language from an equitable perspective.</p> <p>David noted the difference in language and bias in student evaluation. He quoted the current language for in-classroom sensitivity evaluation - "Demonstrates sensitivity in working with students of diverse racial, ethnic, national origin, and ancestry background; color; sex, gender identity, and sexual orientation; physical and mental ability; medical condition; age; marital status; religious creed; and socioeconomic status."</p>		
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	<p>Gender bias is very problematic. the same can be said of bias against faculty of color - Instructors of color also get lower evaluations from students.</p> <p>Some Resources on Bias: https://www.insidehighered.com/news/2020/02/27/study-student-evaluations-teaching-are-deeply-flawed https://www.insidehighered.com/news/2021/02/17/whats-really-going-respect-bias-and-teaching-evals</p> <p>There was an expressed interest in forming a joint senate FA task force. Lianna asked about student involvement in the faculty evaluation task force.</p> <p>There was also concern over the confidentiality of the evaluation.</p> <p>Timeline, a year or more process</p>		
	<p>Plenary Resolutions Spring 2021 ASCCC Resolutions Packet Review Period Comments, New Resolutions & Amendments Spring 2021 ASCCC Resolutions Packet Review Period Comments, New Resolutions & Amendments Senate reps share questions/comments re: resolutions, in preparation for delegate voting at ASCCC Spring Plenary</p> <p>3.01 Include Cultural Competence in Faculty Evaluations Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, state-level faculty union leaders, and other system partners to explore the development of Title 5 regulatory language that would address the inclusion of cultural competence and diversity-focused criteria in faculty evaluation processes in ways that are meaningful yet respectful of local governance and negotiation processes. Cultural competence to cultural humility.</p> <p>3.03 3.03 S21 Denounce Anti-Asian American Pacific Islander (AAPI) Racism</p> <p>6.01 S21 Revisiting the 50% Law and the Faculty Obligation Number</p>		

	<p>9.01 S21 Develop a Set of Resources to Assist in Establishing Ethnic Studies Programs in Alignment with California State University Requirements</p> <p>9.02 S21 Develop a Rubric for Ethnic Studies Courses and Ethnic Studies or Cultural Awareness Competencies</p> <p>Ethnic Studies 9.07 in the New Resolutions document</p> <p>6.02 Support AB 417 (McCarty, 2021) as of March 8, 2021</p> <p>6.04 Flexibility in Remote Attendance at Local Academic Senates 6.05,</p> <p>20.01 Student Participation in Hiring Processes</p>		
	<p>Announcements (limited to 3 minutes, Senate cannot take action). Lianna asked about joint senate approval of the housing resolution. De Anza Academic Senate approved the resolution on March 15. If the Foothill AS also approves the resolution, then there is joint Senate approval.</p>		General/ Public
4:00	Adjournment		
4:00-4:02	<p>Approval of Agenda</p> <ul style="list-style-type: none"> Agenda approved. 	A	Chow, All
4:02-4:07	<p>Standing Committee updates</p> <ul style="list-style-type: none"> The College Council Shared Governance Task Force had its first meeting. There is still some discussion over the final composition of the task force for more diversity. Mary shared the charge document with the timeline for the task force. https://foothilldeanza.sharepoint.com/:w:/s/dagovtf/EX6k7nmKebBEkB7fYLgh5kBYF0TzQ2Eu_uSKFfkj91LmA?e=MeeWKb 	I/D	Pape, Chow, Lee
4:07-4:15	<p>AP 4222 Remedial Coursework (formerly Remedial Limit Waivers)(first reading) First reading of Administrative Procedures 4222's Legally required - CCLC</p>	I/D	

	<p>update to reflect an amendment to Education Code Section 78213 that places certain limits on enrolling students in remedial English or mathematics coursework.</p> <p>Remedial coursework consists of pre-collegiate basic skills courses.</p> <p>A student's need for remedial coursework shall be determined using appropriate assessment instruments, methods, or procedures.</p> <p>No student shall receive more than 45 quarter units for remedial coursework. A student who exhausts this unit limitation shall be referred to appropriate adult noncredit education services.</p> <p>No student shall be required to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework, shows that those students are highly unlikely to succeed in transfer-level coursework in English and mathematics. A student may be required to enroll in additional concurrent support, including additional language support for English as a Second Language students, during the same semester that they take a transfer-level English or mathematics course, but only if the college determines the support will increase their likelihood of passing the transfer level English or mathematics course and will not result in disproportionate impact. The college shall minimize the impact on student financial aid and unit requirements for the degree by exploring embedded and low or noncredit support options.</p> <p>A student who successfully completes remedial coursework or who demonstrates skill levels which assure success in college-level courses may request reinstatement to proceed with college level coursework.</p> <p>Students enrolled in one or more courses of English as a Second Language and students identified as having a learning disability are exempt from the limitations of this procedure.</p> <p>Students who demonstrate significant, measurable progress toward development of skills appropriate to enrollment in college-level courses may be</p>		
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	<p>granted a waiver of the limitations of this procedure.</p> <p>College catalogs shall include a clear statement of the limited applicability of remedial coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.</p> <p>Mary D: who is to determine and how to determine it?</p> <p>Shagun: We may also want to work with counseling to see how early notification tools may play a role in determining a student's need for additional support.</p> <p>Lisa: task force in math department; if the courses actually changed success rate; inconclusive; deeply flawed; absolute incorrect; variety of issues; sample size; some real issues; working within the math department; how to prepare students for courses.</p> <p>Lisa Mesh: In response to Mary D's question, I'm not so sure yet how much sway each college will have in this decision. We, as a Math department are trying to understand what we can do to offer these classes to students. To your question, the current state survey that I mentioned earlier was intended to show whether these courses improve the likelihood of student success, but, as noted, this instrument is deeply incorrect.</p> <p>Erik: I would like to point out the unique position this puts departments like Math and English in. (alongside any other departments that had "basic skill" prereqs). Many courses at DA rely on the Math and English Department to provide prerequisites that prepare students for those classes. Unlike these courses that rely on students arriving prepared, we are asking the Math and English departments to perform continual research to justify any pre- or co-requisites. This is a significant ask in terms of time and effort for these and other departments that want to institute required pre-transfer level courses.</p>		
4:15-4:20	<p>Needs and Confirmation</p> <p>Information: Academic Senate Bank Account Financial Report The Winter expenses include Starbucks gift cards for the newly tenured faculty.</p>	I/D/A	Pape

	<p>Needs Curriculum Comm BHES Rep eLumin training this quarter</p> <p>Election Committee volunteers</p> <p>Confirmation: Denica Kelly as Faculty Representative for the Executive Director for the district International Student Program Hiring Committee</p> <p>ISP Search Committee Members: Rob Mieso, (Chair) (EO rep) – TBD (Pat Hyland??) Kristy Lisle – FH Administrator Nazy Galoyan – DA Administrator FH Faculty rep – TBD FH Classified rep – TBD DA Faculty rep – TBD (Denica Kelly??) DA Classified rep – TBD Joseph Ng, ISP Supervisor, DA Lark Cratty, ISP Supervisor, FH District ISP rep – TBD</p> <p>Denica Kelly approved to serve on committee by unanimous consent.</p>		
4:20-4:30	<p>Good of the Order</p> <ul style="list-style-type: none"> • Evan Low bill to defund Calbright AB1432 passed in the higher ed committee with a vote of 11 to 0. https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1432 • Felisa Vilaubi and Alma Garcia, the change in the by-laws added 2 embedded counselors to the executive committee. • Betty motioned, Terrence seconded, to adjourn, no objection. 	I	All

A = Action

D = Discussion

I = Information

OFFICERS AND SENATORS Others

Karen Chow- President ✓

Mary Pape –Vice President ✓

So Kam Lee –Secretary (F19) ✓

Ishmael Tarikh-PT ✓

Mary Donahue - PT ✓

Cecilia Hui – ASLR ✓

Bob Kalpin – BHES ✓

Anna Miller – BHES ✓

Rick Maynard – Bus/CIS/AT ✓

Betty Inoue -- Counseling/DSP&S ✓

Anita Vazifdar – Counseling/DSP&S ✓

Kevin Glapion*—DSP&S ✓

Barbara Dalke*—DSP&S ✓

Elizabeth Mjelde-CA ✓

Cynthia Kaufman – Equity and Engagement ✓

Anu Khanna – ICS/IIS ✓

Shagun Kaur-- LA ✓

Lauren Gordon -- LA ✓

Louise Madrigal - PE ✓

Rusty Johnson - PE

Lisa Mesh – PSME ✓

Terrence Mullens – PSME ✓

Rich Booher - SSH ✓

Nellie Vargas - SSH ✓

Mary Sullivan – SD/EOPS ✓

Erik Woodbury - Curriculum Committee ✓

Lorrie Ranck – Administrator Liaison ✓

Lianna Vaughan -- DASB Representative ✓

Kimberly Lam -- DASB

Bob Stockwell - Faculty Association

Lloyd Holmes - President

Christina Espinosa-Pieb – VP of Instruction

Rob Mieso -VP of Student Services

Susan Cheu – Interim VP of Administrative Services

Hyon Chu Yi-Baker –Director of College Life & Student Judicial Affairs ✓

Marisa Spatafore – Associate VP of Communications & External Relations

Scott Olsen–Classified Senate

Max Meyberg – De Anza Student Trustee

Mallory Newell- Institutional Researcher

Moaty Fayek –Dean of Business/Computer Info Systems

Renee Augenstein- Articulation Officer

Brian Malone-Tenure Review Coordinator

Daniel Smith – Dean of Creative Arts

Alicia Cortez – Dean of Equity and Engagement

Eric Mendoza –Dean of Physical Education & Athletics ✓

Randy Bryant – Dean of Career & Technical Education (CTE)

Thomas Ray - Dean of Language Arts

Isaac Escoto - FH Academic Senate President ✓

Pam Grey- Associate VP of College Operations

Laureen Balducci, Dean of Counseling, Disability Support Programs & Services & Title IX Coordinator

Anita Kandula-Dean of Biological, Health, and Environmental Sciences

Michele LeBleu-Burns- Dean of Student Development/EOPS

Lisa Mandy- Director of Financial Aid

Nazy Galoyan-- Dean of Enrollment Services

Edmundo Norte-Dean of Intercultural/International Studies

Jerry Rosenberg—Dean of Physical Sciences, Math & Engineering

Judy Miner - FHDA Chancellor

Dawn Lee Tu – Faculty Director of Office of Professional Development ✓

Elvin T. Ramos- Dean of Social Sciences and Humanities

David Ulate, FHDA Research & Planning ✓

Mae Lee, Curriculum Committee Vice-Chair