



Governing Council Officers 2016-2017

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Doug Hirzel
Cañada College AS President

David Laderman
College of San Mateo AS President

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Sarah Harmon
Cañada College AS Vice President

Kathleen Sammut
College of San Mateo AS Vice President

Stephen Fredricks
Skyline College AS Vice President

Agenda
Monday, March 13, 2017
2:15 – 4:30 pm
District Board Room
3401 CSM Drive, San Mateo, CA

Meetings of the SMCCCD Academic Senate are open to all members of the SMCCCD community.

1. Opening Procedures – 10 minutes

	Item	Presenter	Time	Details	Action/Information
1.1	Call to order	President	0	2:17pm	Procedure
1.2	Roll/Introductions	Secretary	2	Members present: Leigh Anne Shaw; Diana Bennett; Dani Behonick; Doug Hirzel; Sarah Harmon; David Laderman; Kathleen Sammut; Kate Williams Browne Guests: Tania Beliz; Monica Malamud	Procedure
1.3	Consent agenda	President	0		Action
1.4	Adoption of today's agenda	President	1	M: DL S: DBeh. Passes unanimously	Action
1.5	Adoption of the minutes of previous meetings	President	2	M: DL S: DBeh. Motion passes with all but 1 approving; SH abstains.	Action
1.6	Public Comment	Public	5	none	Information

2. Standing Agenda Items – 30 minutes

	Item	Presenter	Time	Details	Action/ Information
2.1	President's Report	President	7	<ul style="list-style-type: none"> • BOT updates <ul style="list-style-type: none"> ○ Discussed Strong Workforce, Foundation study session (concern about funding \$600k of salaries for Foundation; BoT looking at whether money could go to other ways of supporting student success. MOU for 1 year, then Foundation needs to be self-sustaining). ○ Study session re: CCCE and concerns that their programs may be running in competition with our programs and running in manners that we don't necessarily support. Mendelkern and Holober concerned about ratings of provider of canned courses in the services, and faculty concerns regarding quality. <ul style="list-style-type: none"> ▪ MEDA was discussed specifically; DH/DB presented information to BoT. CCCE said they went to CAN Pres at the time and were given approval for MEDA program—faculty/Senate were not consulted. CCCE say they are serving a group of students otherwise not served, since the CCCE student don't meet pre-requisite. CCCE say they serve life-long learners--without considering that we do, too. ▪ Successful collaborations were discussed: intensive English --> ESL (SVIEP) ▪ CCCE sent draft policy 6.9 to address these concerns, and will come to DPGC. Tom Bauer will come to upcoming CAN PBC meeting to discuss the process ▪ Trustee Mohr asked both parties to work together to come to an agreement. • Chancellor's interest in OER and use of stipends to encourage faculty to use OER resources <ul style="list-style-type: none"> ○ Also open to other ideas to OER so long as they meet faculty standards ○ Will come back to this in a future DAS meeting; also discuss at local senates • Re-sending of feedback survey on evaluation forms – please encourage evaluators to fill out the survey if they have not already. 70+ responses so far about various issues. • Additional question: SKY is asking DCC whether we will have cross-district curriculum meetings. DBeh. stated that no plans are set yet. New DCC Chair will plan this over the summer. 	Information

2.2	Local reports	College Senate President s& DCC Chair	13	<ul style="list-style-type: none"> • CAN <ul style="list-style-type: none"> ○ Looking at creating process to develop new programs, to make sure that the college fully supports new programs as they get developed. <ul style="list-style-type: none"> • Program discontinuance is also in the works • Senate's role in program revitalization ○ Meta-major is starting to be discussed now, but mostly will go into this with the fall ○ Discussions about the campus Professional Development committee (Professional Learning Network) and how to ensure that faculty are driving our side of the table, that faculty are participating in the planning. • CSM <ul style="list-style-type: none"> ○ Discussion this week regarding whether staff who are also faculty are eligible to serve on Senate committees. Related to Academic Support division, and many faculty teach for other divisions. So how do you set up representation? Will bring back ideas to a later DAS meeting. • SKY <ul style="list-style-type: none"> ○ OER is on this week's senate agenda--other options available ○ Reviewing Representative Senate and how the process fully works ○ College is going through an instructional redesign, with lots of faculty involvement--revise the way the courses/programs are organized re: meta-majors. Next step: what are the implications for student services, especially counsellors, advisors, retention specialists • DCC <ul style="list-style-type: none"> ○ March meeting to discuss CurricUNET yielded no decisions for lack of quorum. The audit has engendered good dialogue regarding differences across District. Good process is taking place, with the goal of giving feedback to Curriculum Analysts to help facilitate procedures/language or to get GovernNet to change things. 	Information
2.3	Updates on By Laws revisions	Shaw	10	<p>Standing agenda item on updates of By Laws revisions. Link to Skyline's Task Force page: http://www.skylinecollege.edu/academicsenate/taskforce.php</p> <ul style="list-style-type: none"> • Recent discussion with respect to the roles of President, Past President, President Elect and Vice President, as well as the usual officers 	Information

				<ul style="list-style-type: none"> • Cypress College has a good structure to use as a model; EVC is another one • Recent work: Chair of taskforce has questions for all the 'major players'--how do you work with AS? What works? What doesn't? Feedback will inform further decisions. 	
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3. New Senate Business – 90 minutes

	Item	Presenter	Time	Details	Action/ Information
3.1	FDIP Update	Shaw, Browne	10	<p>Browne and Shaw will share updates on the Faculty Diversity Internship Program. Modifications have been made via the sub-group and the proposal is making the rounds again to local senates. (See materials)</p> <ul style="list-style-type: none"> • LAS, KB, MM worked with James Carranza, worked on terminology. JC will be coming to the local AS to present and discuss. • Changes to draft: <ul style="list-style-type: none"> ○ Goals: instead of being lock-step with Title V, there is more freedom ○ No distinction between 'intern' and 'faculty intern'—just 'intern', with same qualifications, still have to be supervised by someone with full minimum qualifications—more like a TA ○ # of hours and compensation—\$500 for intern, Step 10, 20 hours * \$58.58 = \$1,171.60 • Give feedback at next DAS mtg • MM: discussion re: reassigned time was left wide open, could be used for anything, including a mentor who has many interns--it's in the Funding, but no discussion on how it is spread across the colleges. The Feb 2017 draft does discuss 3 FLC for coordination/reassigned time--but it's very confusing. We should bring this up at the local senate meetings. <ul style="list-style-type: none"> ○ LAS will ask for clarification on: <ul style="list-style-type: none"> • District and/or Campus Coordination • Realistic time required for coordination • Pilot funding category be spelled out Su 17, F17, Sp 18, Su 18, F18, Sp19--what is the ramp-up, what are the needs? • Terminology that the program allows applicants to include: "People who are completing their associate's degree"—presumably for CTE degrees, but the language is not entirely clear. KB: need further description for CTE programs so that this is clear. When JC comes to present this, it should be discussed there. 	Information

				<ul style="list-style-type: none"> DH: Update goals to reflect more accurate statements that are reflected in the document. DBeh. noted that while this document is improved, it still doesn't help those adjuncts have no option for development--this needs to be addressed. 	
3.2	Procedure 3.15.2 – Minimum Qualifications	Shaw	30	<p>Procedure 3.15.2 Minimum Qualifications revisions and their effect on Policy 3.05 Designation of Faculty and Procedure 2.08.2 District Participatory Governance Process: Faculty Service Areas</p> <ul style="list-style-type: none"> Kimberly Messina and Mitch Bailey have been very helpful in this process. 3.15 should really be merged with 3.05, which is better suited. Therefore, this would be 3.05.1. As written, it's broken into types of faculty, but should be revised since MQs for faculty are equal. Redundant language was eliminated. <ul style="list-style-type: none"> Discussion about the previous 'Current Employees' section, and making sure everyone plays by the same rules DH: New #2 is from the policy, so it should go back there. But if you replace it with something that says: any individual seeking to apply for equivalency for any reason, use this process. <ul style="list-style-type: none"> LAS will work with Kimberly on this DL: Starting to merge FSA and equivalency again, so need to be careful with language. (2.08.2 will be re-worked, as well, in short order.) DBen: just attended MinQuals in CTE discussion, and can lend a hand in this, esp with procedures. DBeh: deans need to get training on MinQuals--ASCCC runs many workshops and they should be encouraged to attend training. 	Information
3.3	Study Abroad, Faculty Senate, and DCC	Shaw Bennett Behonick	15	<p>Discussion of issues with study abroad from a faculty senate and district curriculum perspective.</p> <ul style="list-style-type: none"> LAS: Study Abroad question that came up re: the actual course and it brings up issues with curriculum. DBen: Concern re: where AIFS paying stipend of \$3500 to help offset the cost of housing abroad, but district regular pay for teaching doesn't cover the extra costs of life abroad (e.g. shipping of items, instructional support costs (internet), etc.) on top of costs at home. Students have a scholarship to offset their costs, but maybe the Foundation can help with faculty costs. <ul style="list-style-type: none"> DH: VC Eugene Whitlock suggested that maybe Professional Development could kick in, but DH believes it should be a higher \$\$ than what is currently available. 	Information

				<ul style="list-style-type: none"> ○ MM: health care was the big expense for her, since faculty insurance doesn't cover beyond 45 days. Also faculty are paid for teaching time, but not paid for extra-curricular activities (excursions, etc.). ○ TB: Maybe instead of Professional Development, District should match the stipend. We've had this program for 30+ years, so maybe the policies surrounding compensation need to be revisited. ● LAS: Because the program is beyond normal purview, we should ask input from Study Abroad Advisory Committee. LAS will aim for May DAS meeting. Those with experience should write down both needs and concerns for the meeting. DBen will look for past survey of faculty ● DBeh: Two issues with the curriculum. Every faculty who participates in the Study Abroad Program has to teach a life and cultural course. <ul style="list-style-type: none"> ○ Cañada's Technical Review Committee brought up concerns on Min.Quals—do all faculty have them to teach such a course? Can't have a globally universal course, because won't get MinQuals. Since H&SS are the bulk of the faculty who participate in Study Abroad, there are Humanities and Social Science flavors of those courses, so that works for them, but it kicks out Science/Technology and Business/Workforce faculty—even if Study Abroad lies outside of Title 5, we still have to follow those regulations. So, what do we do? ○ Second issue: many times the faculty don't teach the course directly to the students, and instead use guest speakers. ○ Overall discussion is that the SMCCCD faculty do write the curriculum, and use guest (local) speakers. the Study Abroad Dean should be consulted about whether there is a Title 5 violation. A second recommendation was to look how programs besides AFIS handle this—in many cases, the US faculty work with the host university faculty to teach courses, with the host faculty (who have Min.Quals. or equivalent to teach on these topics). 	
3.4	Committee Membership Analysis	Shaw, Hirzel	15	<p>Discussion of Cañada senate's analysis of committee membership and ways to more deeply understand how faculty time is spent. (See materials)</p> <ul style="list-style-type: none"> ● Quick discussion of the table posted ● DH: 1) It's always hard to get people to serve on committees, and as Senate we have to appoint, so that's what the document was originally for. 2) Is it equitable? Elements learned: 1) ASGC Pres is on 	Information

				<p>many, many committees. 2) Advisory committees open the door to all to participate—which takes away faculty from other potential committees. 3) Some committees require different work—meeting frequency, FT/PT faculty. Data is now 2 years old, but there is more work to do.</p> <ul style="list-style-type: none"> LAS: want to see a similar analysis at all campuses. DH can send his process out and bring this up at a later DAS meeting. 	
3.5	ASCCC Local Senate Handbook	Shaw	20	<p>Discussion of ASCCC Local Senate Handbook p. 43-72 (most of Part IV) and parity to local senates operation.</p> <p>http://www.asccc.org/papers/handbook2015</p> <ul style="list-style-type: none"> tabled to next meeting 	Information

4. Final Announcements and Adjournment – 10 minutes

	Item	Presenter	Time	Details	Action/Information
4.1	Announcements		5	<ul style="list-style-type: none"> Area B meeting Mar 24 at Chabot College ASCCC Spring Plenary Apr 20-22 in San Mateo – register now. Early Registration deadline March 26. Streamlining Local Curriculum Regional Meeting Mar 17 at Merritt College 	Information
4.2	Next meeting/Future Agenda items		5	Next meeting is scheduled for April 10.	Information
4.3	Adjournment			<p>M: DH S: DBehonick Unanimous vote 4:35pm</p>	Action
			130		

In accordance with the Ralph M. Brown Act and SB 751, minutes of the SMCCCD Academic Senate will record the votes of all members as follows: (1) Members recorded as absent are presumed not to have voted; (2) the names of members voting in the minority or abstaining are recorded; (3) all other members are presumed to have voted in the majority.

All agendas, minutes, and handouts can be found at <http://smccd.edu/academicsenate/agenda-and-minutes.php> References to “See materials” indicate materials located at this site.

All SMCCCD Board Policies and Procedures can be found at <http://smccd.edu/boardoftrustees/policies.php>

2016 – 2017 District Academic Senate Goals

1. Conversion from Senate of Whole to Representative Senate/By Laws revision.
2. Senate leadership and succession planning
3. Sharing of best practices (CSM, Cañada, Skyline) and review of Local Senates Handbook
4. Development of DE policy, Application of OEI rubric & Regular and Effective Contact hrs
5. Canvas migration collaboration
6. Review of evaluation forms for face-to-face and online classes

7. Review and revision of Faculty Selection Guidelines document to clarify hiring and evaluation processes
8. Proposed: Recommendations from DCC on lab definitions in Appendix F