



Governing Council Officers 2020-2021

Jeremy Wallace
2020-2021 DAS President

Kate Williams Browne
2020-2021 DAS President-Elect

Leigh Anne Shaw
DAS Past President

Jessica Hurless
District Curriculum Committee Chair

Diana Tedone-Goldstone
Cañada College AS President

David Eck
Cañada College AS Vice President

Arielle Smith
College of San Mateo AS President

Peter von Bleichert
College of San Mateo AS Vice President

Leigh Anne Shaw
Skyline College AS President

Jesse Raskin
Skyline College AS Vice President

Minutes

Monday, April 12, 2021
2:15 – 4:30 pm

<https://smccd.zoom.us/j/86096552817>

Meeting ID: 860 9655 2817
Phone: +1 669 900 9128 US

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

1. Opening Procedures

	Item	Presenter	Time	Details	Description
1.1	Call to order	President	1	The meeting was called to order at 2:16 pm	Procedure
1.2	Roll/Introductions	Secretary	1	Board of Trustees Member John Pimentel was in attendance	Procedure
1.3	Consent agenda	President	0	None	Procedure
1.4	Adoption of today's agenda	President	1	Motion to approve the agenda – Shaw Second – Smith Motion unanimously passes	Action
1.5	Adoption of the minutes of previous meetings	President	1	No changes requested Minutes Approved	Action
1.6	Public Comment	Public	3	Jessica Hurless asked if anyone had heard of implications of the NP grade on students' unit total when trying to award degrees/certificates. Additionally, she inquired whether the District is considering any kind of reprieve, for students, in terms of Catalog Rights during the pandemic. President Wallace recommended that we reach out to the Registrar to determine if they are a part of Title V or Ed Code requirements.	Information

2. Standing Agenda Items (20 minutes)

	Item	Presenter	Time	Details	Description
2.1	Campus reports	Senate presidents , DCC, DEAC,	20	District Academic Senate President's Report: President Wallace reported that one of the main issues discussed at the last Board of Trustees meeting was EXOS	Information

		TTL, Task Groups	<p>and SMAC. He was able to discuss the International Ed program and the resolution in support of Myanmar students. President Wallace also provided an EOC update. He explained that the EOC is transitioning into recovery phase discussions.</p> <ul style="list-style-type: none"> • One discussion is the campus return date for employees. A January return is the current discussion, but Gov. Newsom’s announcement may change that. • Another discussion is the mandating of vaccines. Specifically, should we have one for employees? Students? • President Wallace is looking for faculty feedback on either of those discussions, so if you would like to provide input, please email President Wallace. <p>There was a question brought up about legality since the vaccine has only been approved for “emergency use only.” It was noted that some Institutions of Higher Education are requiring the vaccine, so it may be considered legal.</p> <p>District Academic Senate President Elect’s Report: President Elect Williams Browne stated that she appreciates hearing the individual task group reports and feels it will help us plan and prioritize for the next academic year.</p> <p>Cañada College Academic Senate President’s Report: President Tedone-Goldstone reported that:</p> <ul style="list-style-type: none"> • At the last meeting, the VPSS presented about Cañada’s pandemic recovery for Fall 2021. • They also discussed the resolution for Myanmar students. • And they took nominations for Senate officers (President and Vice President). David Eck is the only one running for President and the Vice President-Elect will be Natalie Alizaga. <p>College of San Mateo Academic Senate President’s Report: President Smith reported that:</p> <ul style="list-style-type: none"> • They have been working on updating their bylaws and voted to include term limits for executive officers. • Passed CVC OEI resolution • Elections will be opened up tomorrow (April 13th) and stay open for the next two weeks. 	
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			<p>Skyline College Academic Senate President’s Report: President Shaw reported that:</p> <ul style="list-style-type: none"> • They will be certifying the ballot this Thursday (April 15th), with elections opening the following week. On May 6th the officers will be confirmed. • The Senate is hosting a conversation about Anti-Asian Violence – student equity and student support services feel free to share with your campus. • PRIE presented data on student success, which showed enormous gaps in relation to marginalized student Senate will be working with PRIE to take the conversation outside of Senate to have a campus forum conversation • Following up on Myanmar resolution <p>District Curriculum Committee Report:</p> <ul style="list-style-type: none"> • They held their first meeting of the Spring semester on Monday, March 15th. • The committee discussed the proposed GE alignment for Area F: Ethnic Studies at each campus in hopes to have alignment across the district. • They also had a preliminary discussion of the District Academic Senate goal of aligning curriculum across the District. It was decided that the April DCC meeting would include counseling faculty, articulation officers, curriculum specialists, curriculum chairs, and VPIs to engage in some data review and perspective sharing. <p>Distance Education Advisory Committee Chair Report: It was reported that:</p> <ul style="list-style-type: none"> • The major discussion has focused on QOTL 2.0. Specifically, how to act proactively prepare for the Summer and Fall 2021 terms, while making sure facilitators are being paid for their work. <p>District Academic Senate Taskforce for Teaching and Learning Chair Report: It was report that:</p> <ul style="list-style-type: none"> • The committee is working on potential guidance around opening campuses up and COVID recovery • They also discussed a policy around OER/ZTC to refresh the district’s commitment to the resolution 	
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3. New Senate Business (50 minutes)

	Item	Presenter	Time	Details	Description
3.1	A Discussion with Trustee John Pimentel	All	20	<p>Trustee Pimentel introduced himself to the committee and said his purpose for attending was to get a better understanding of the District Academic Senate, how it works, if we feel we are being heard by administrators, and our goals. Then, he wanted to share some thoughts on where he thinks he can bring a fresh vision to the district.</p> <p>President Wallace shared with Trustee Pimentel the 10 District Academic Senate Goals for the 2020-2021 academic year, sharing that they were developed and informed using a social justice lens.</p> <ol style="list-style-type: none"> 1. Work with administrative and student leaders to scrutinize and revise the faculty hiring policies and procedures in order to promote equitable hiring practices and to diversify the District’s professoriate 2. Work with the administration, students, and AFT to revise the faculty evaluation procedures in order to promote equity and justice for our students and colleagues 3. Develop and implement equity audits for policies and procedures that fall under the 10+1 4. Research a compressed academic calendar 5. Develop a District-wide ethnic studies degree requirement for local Associate’s degrees 6. Implement a process for aligning curriculum across the District 7. Continue to support faculty in responding to academic and professional matters in the current pandemic 8. Work with the AFT to revise the short- and long-term professional development policies and processes 9. Undergo the application process for joining the California Virtual Campus (CVC-OEI) 10. Evaluate and revise the by-laws <p>The 10+1 items were also shared with Trustee Pimentel. It was explained that the way the DAS interacts with the BOT is through our District Academic Senate President who represents the three local colleges’ voices.</p> <p>President Wallace feels that the communication and collaboration between the DAS and District Administration has been strong; especially during the pandemic.</p>	Discussion

				<p><i>Trustee Pimentel asked if each local Senate has different issues that they focus on?</i></p> <p>President Elect Browne explained that each college does respond to what is happening on their campuses, but many times what one college might be focusing on could be beneficial if approached on a district level. President Wallace added that all three colleges are separately accredited, which allows them to operate independently. Yet, when it comes to policies like hiring it effects the whole district.</p> <p>In Trustee Pimentel’s presentation, he shared that the big trend over the last couple of years is that the cost of College and national student loan debt continue to increase. So, it should be pushing more students into our Community Colleges. However, the enrollment trend is flat and during the pandemic there has been a steep drop. The scarier picture is when you look at the enrollment trends versus the costs of the college.</p> <p>The question is, “What are we going to do about it?”</p> <ol style="list-style-type: none">1. One key is to make SMCCD free. He explained that, historically, Community Colleges in California use to be free. So, we need to return to that. This would require:<ol style="list-style-type: none">a. County and local governments to make it a priorityb. A change to State Law SB 659 as it mandates that Community Colleges charge students an enrollment fee per unit. Representative Becker is sponsoring a bill which would allow school districts to change from a mandate to a choice. That way districts/Community Colleges could opt to not charge students and thus reduce the costs of college for students.<ol style="list-style-type: none">i. Trustee Pimentel wondered if the District Academic Senate could review the bill and take a position on it?ii. Vice Chancellor McVean will be testifying Wednesday morning to the Senate Education Committee. Along with one of our Promise Scholars, Mario Guzman from Skyline College’s PSP	
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				<ul style="list-style-type: none"> c. The SMCCCD Foundation has an endowment of \$25 to \$100 million, but we would need to tap on other resources (private donors, etc.) d. Reach out to the SMCCCD Community <ul style="list-style-type: none"> i. Marketing/Auto enroll high school students ii. Hybrid Offerings <ul style="list-style-type: none"> 1. NWODT 2. Non-traditional schedules and locations 3. MOOC? iii. Community facilities – Can we change when and how we offer courses? <p>2. The second focus is on how Equity, Enrollment, Successful completion rates, Post completion success (finish 4 year, job placement) need to be measured, so that we can start to do better at it.</p> <p>Trustee Pimentel clarified that these are his views and that he was not speaking on behalf of all board members. He is just 1 of 5.</p> <p>Shaw explained Non-credit courses and shared the impact that would have on certain disciplines.</p> <p><i>There was a question about MOOC model classes. Is there a specific plan for offering that type of class?</i></p> <p>If we can incorporate it into the new hybrid model, it would be worth exploring. Trustee Pimentel is looking for the faculty to help shape where we go with the Community College of the future. He asked us to please not let ourselves go back to how we were doing things prior to the pandemic.</p> <p>He thanked the faculty for all their work and dedication to the district over the last year.</p> <p>Shaw shared the following EdSource article: https://edsource.org/2021/why-students-are-not-attending-californias-community-colleges/652598</p>	
3.2	Legislative Update	Shaw	10	Shaw provided an update on legislation that is of note for community colleges.	Information

				<p>She explained that we are in year one of the legislative cycle, so that could be why we are seeing more changes. Of note is:</p> <ul style="list-style-type: none">• AB417 (McCarty) Justice-involved students. Limited to 50 CCCs to provide services for justice-involved students.• AB 421 Equalizing noncredit, being able to count positive attendance• AB 927 Baccalaureate Degree pilot program – removing “pilot” and permitting 15 additional colleges to participate, but still prohibit duplication of CSU programs.• AB 928 (Berman) Student transfer reform act – Would establish a committee to look at transfer – 3 faculty (1 CCC/1 CSU/1 UC) members on a 24-person committee. It would require UC/CSU to have the same lower division GE Pathway; review 60 units for STEM and possibly raise it by 6 units, specify guidance given to students; automatically place students on an ADT pathway that students would have to opt-out of. Horribly top-down, might be an equity issue, and limits faculty involvement – letters of concern may be directed to info@asccc.org• AB 1040 Would only require Ethnic Studies graduation requirement for students getting ADT- not require it for any other degree.• AB 1111 – Common Course Numbering – would require a common course number throughout the whole system. All GE requirements and transfer pathways courses would all have a common course number; colleges would be required to list this in their catalogues. Would impose a state-mandated local program. This may be an enormous costly change and benefits don’t clearly outweigh the investment; ASCCC has statements opposing common course numbering.<ul style="list-style-type: none">○ Counselors voiced support for the idea of common course numbering to ease transfer and articulation for students. For example, when a student’s transcript is being evaluated it takes about 16 weeks, this common numbering system would reduce that time.○ Past ASCCC positions were shared showing the complexities both in support and in opposition.	
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3.3	Support for International Students	All	20	<p>VPI Tammy Robinson provided some context about some Board of Trustees questions at the last Board Meeting. She explained that Cañada College is looking to hire a full-time International Student Counselor. They currently they have a temporary FT counselor and are looking to make it a permanent FT counselor position. The Board had some questions about the position, so it was pulled from the consent agenda. Some faculty are concerned that this is indicative of the Board not seeing the value in the International Student Program and are wanting a statement of support from DAS.</p> <p>President Wallace asked if there was a group of people that would be willing to write a resolution in support of International Student Programs. Leigh Anne Shaw, Diana Tedone-Goldstone, Nick DeMello, and Tammy Robinson volunteered.</p> <p>This item, and hopefully a resolution, will be brought back at the May 10th meeting.</p> <p>President Wallace asked the committee to share some ideas about what should go into the document. The following were suggested:</p> <ul style="list-style-type: none"> • International Students in the UMOJA and Puente programs, and their perspectives and lived realities, are extremely important and helpful in the learning process. • The reciprocal effect of International Student Programs • All of the benefits that a counselor brings to the program. They connect students to campus resources, help with application/registration/transfer, instruction, 	Discussion
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4. Old Senate Business (60 minutes)

	Item	Presenter	Time	Details	Description
4.1	DAS Elections	Shaw	5	<p>Shaw explained that the DAS call for candidacy for President Elect, beginning in August going for one year and then becoming president one year later, was sent out. She received no nominations for President Elect.</p> <p>Shaw prepared to take nominations from the floor explaining that the nominee needs to be present in order to state that they are willing to accept the nomination.</p>	Action

				<p>Shaw then called for nominations from the floor three times.</p> <p>Hearing no nominations from the floor – Shaw close the nominations.</p> <p>She clarified that this means District Academic Senate does not have a position to put forward for Spring 2021 elections.</p> <p>The District Academic Senate can decide if they would like to go out later (for example the Fall 2021 semester) for nominations. This might allow for the changes to the by-laws to be approved, which would broaden those eligible to run. It seems the consensus of the committee was to wait and broaden the search, so that more diversity could be brought into the DAS.</p> <p>Shaw made a formal recommendation that in Fall 2021, when the by-laws were implemented and the language of who was eligible was broadened, the DAS should spend more time selling the position and re-open nominations.</p> <p>An email will be sent to faculty letting them know that no nominations were received and that a special election may happen in the Fall 2021 term.</p>	
4.2	By-laws Revision	Browne and von Bleichert	15	<p>Second read and approval of District Academic Senate by-law revisions</p> <p>Motion to approve the District Academic Senate by-laws - DeMello Second – Eck</p> <p>It was explained that each local Senate has had the opportunity to review and provide feedback on the by-laws revisions. The revisions were very minimal. Notable Changes:</p> <ul style="list-style-type: none"> • Increased work for Immediate Past President • Increased voting members • TTL will be made into a standing committee • Eligibility to serve as President has been expanded • Asking for reassign time for the additional work <p>By-laws will go into effect at the start of the Fall 2021 term.</p> <p>A request was made that we look into making DEAC a standing committee of the DAS.</p>	Action

				<p>President Wallace asked for a roll call vote: Cañada College – 2 votes College of San Mateo – 1 Skyline College – 1 District Curriculum Committee – 1 President Elect – 1 President – 1</p> <p>Motion passes</p>	
4.3	Class sizes	All	30	<p>Discuss potential policies for establishing class sizes (discussion with representatives from AFT1493)</p> <p>Rika Yonemura-Fabian from the Anti-Oppression Committee of the AFT reported that the local Senates were supportive of the Class Size resolution. However, there is a lot of difference in response from faculty, which made the committee realize they are in need of more faculty feedback. Specifically:</p> <ol style="list-style-type: none"> 1. What current processes exist, and what is the faculty involvement in these processes? 2. What is the level of faculty interest in pursuing this conversation? 3. What are the newer pedagogical practices that may be contingent on a change to class size? <p>The following is a draft of a survey proposed to go out to faculty. https://docs.google.com/document/d/1g-sJHNXjVHX7XJEQHnRDKP4QHOivf10iDRRFH27kLM0/edit</p> <p>The AFT would like feedback on whether DAS felt this survey would be helpful. And a discussion around next steps.</p> <p>Discussion/Feedback about the survey: Question 10 was noted and the suggestions were:</p> <ul style="list-style-type: none"> • On a scale of 1 to 5, how interested would you be • If you had the opportunity, would you be interested in participating in a discussion of..." <p>At CSM, the class cap is established during the Curriculum development process – based on pedagogy, assignments, structure of classes, etc.</p> <p>What is the best way to approach this?</p> <ul style="list-style-type: none"> • In the contract? • In the COR? • In Board Policy? 	Discussion

				<p>Could this be a question added to the survey? Give faculty the opportunity to provide their input. Could also provide an "I don't know" option.</p> <p>What do you believe the Dean's role is in establishing class caps? Make open-ended.</p> <p>Might need a question that established PT/FT status.</p> <p>Should class size be an opt-in or an opt-out policy? Do we reduce a certain percentage across the district and then allow faculty to opt-out and raise the number of students in a course?</p> <p>This survey is planned to go out at the beginning of May, would DAS be willing to distribute the survey?</p> <p>It was also mentioned that Flex Day might be a time to try and get faculty to fill out the survey versus going through email.</p> <p>Is there interest in starting a task force to explore this issue? It was decided that this discussion could be put on the agenda at the May meeting.</p> <ul style="list-style-type: none"> • It was noted that it would be nice to invite participation outside the DAS. • DAS could form a new task force and try to get more people involved. • Local Senate Presidents could ask for volunteers. 	
4.4	Task Group Updates	All	10	<p>This agenda item was moved to the May meeting.</p> <p>President Wallace asked that if anyone has discussion or action items that need to be placed on the agenda in May to please email Jeramy or Kate.</p>	Discussion

5. Final Announcements and Adjournment – 5 minutes

	Item	Presenter	Time	Details	Description
5.1	Announcements	All	5	None	information
5.2				Select note-takers: No note-taker was identified	information
5.3	Adjournment	Wallace		Meeting adjourned at 4:32 pm	action

Minutes submitted by Jessica Hurless

2020-21 District Academic Senate Goals

1. Work with administrative and student leaders to scrutinize and revise the faculty hiring policies and procedures in order to promote equitable hiring practices and to diversify the District's professoriate
2. Work with the administration, students, and AFT to revise the faculty evaluation procedures in order to promote equity and justice for our students and colleagues
3. Develop and implement equity audits for policies and procedures that fall under the 10+1
4. Research a compressed academic calendar
5. Develop a District-wide ethnic studies degree requirement for local Associate's degrees
6. Implement a process for aligning curriculum across the District
7. Continue to support faculty in responding to academic and professional matters in the current pandemic
8. Work with the AFT to revise the short- and long-term professional development policies and processes
9. Undergo the application process for joining the California Virtual Campus (CVC-OEI)
10. Evaluate and revise the by-laws