



## Governing Council Officers 2019-2020

Jeremy Wallace  
2018-2019 DAS President

Vacant  
2018-2019 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

Kate Williams Browne  
Skyline College AS President

Jesse Raskin  
Skyline College AS Secretary

**Agenda**  
Monday, March 9, 2020  
2:15 – 4:30 pm  
College Vista Clubhouse  
College Vista  
3401 CSM Drive, San Mateo, CA

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

Attending: Jeremy Wallace, Kate Browne, Diana Tedone, David Eck, Jesse Raskin, Jessica Hurless, Peter von Bleichert, Arielle Smith, Nick DeMello, Aaron McVean, Chris Collins

### 1. Opening Procedures

	Item	Presenter	Time	Details	Description
1.1	Call to order	President	1		Procedure
1.2	Roll/Introductions	Secretary	1		Procedure
1.3	Consent agenda	President	0		Procedure
1.4	Adoption of today's agenda	President	1	Diana motions to approve the agenda, Jesse Raskin seconds. Unanimous vote in favor.	Action
1.5	Adoption of the minutes of previous meetings	President	1	No comments or revisions.	Action
1.6	Public Comment	Public	3	Peter Von Bleichert: there was a major re-alignment of departments at CSM. Business and accounting has been shifted to Social Sciences and Creative Arts. College administration claimed that faculty were consulted, but Peter noted that there was no meaningful feedback from faculty or Academic Senate.	Information

### 2. Standing Agenda Items (15 minutes)

	Item	Presenter	Time	Details	Description
2.1	Campus reports	Senate presidents	15	President's report: <ul style="list-style-type: none"> <li>• BOT <ul style="list-style-type: none"> <li>○ Ongoing conversation about CSU feasibility study. State is doing the feasibility study. Single team is reviewing all of the possible locations. Their work should be finished by the end of</li> </ul> </li> </ul>	Information

				<p>March. They are not giving a recommendation, only compiling the data.</p> <ul style="list-style-type: none"> <li>○ State legislature will make ultimate recommendation based on the six or so proposed locations.</li> <li>○ Mitch Bailey will be attending Cañada Academic Senate in April.</li> </ul> <ul style="list-style-type: none"> <li>● DPGC <ul style="list-style-type: none"> <li>○ Last meeting was cancelled.</li> <li>○ Request to share proposed policy changes. The biggest proposed policy is to make all of the campuses Smoke-Free.</li> </ul> </li> <li>● Other</li> </ul> <p>Senate presidents will briefly share critical items only.</p> <ul style="list-style-type: none"> <li>● Diana from Cañada: Cañada passed resolution concerning administration evaluation. ... Discussion of Strategic Enrollment Management plan. <ul style="list-style-type: none"> <li>○ Cañada's server plan.</li> </ul> </li> <li>● Airelle from CSM: CSM revising program review. Suggesting some cross-college discussion of program review revisions. <ul style="list-style-type: none"> <li>○ Considering revision to college's attendance policy, such as what constitutes an excused absence, whether faculty should be able to drop a student from the enrollments after Census. Airelle noting need for broader discussion. Any changes would have to be made District-wide.</li> </ul> </li> <li>● Jeramy: email from faculty member, expressing upset about the lack of a contract.</li> <li>● Kate from Skyline: <ul style="list-style-type: none"> <li>○ Five finalists for President position. New president decision/announcement expected after Spring Break</li> <li>○ Further discussion of class cancellation discussion/taskforce. See agenda item below for more information.</li> <li>○ Changes to Bylaws for Skyline Academic Senate. Key change: all elected senate positions now two-year terms.</li> <li>○ Collegial consultation taskforce: one area of focus is SPARC's review of program review.</li> <li>○ Need for greater budget transparency: request to have the budget submissions in Fall semester (rather than Skyline's current Spring schedule) along with a required "sunshine" meeting with a Dean in order to get direct feedback on the resource request.</li> </ul> </li> </ul>	
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### 3. New Senate Business (110 min)

	Item	Presenter	Time	Details	Description
3.1	District Senate Election	Shaw	10	<p>Overview of election timeline and process</p> <ul style="list-style-type: none"> <li>• Leigh Ann Shaw created a powerpoint slide with proposed dates (nominations March 23- April 10).</li> <li>• Certification of nominees in April 13 meeting.</li> <li>• Could do either one-week or two-week windows for the elections. <ul style="list-style-type: none"> <li>○ Group generally agreed that the earlier two-week option would be best.</li> </ul> </li> <li>• The nomination form: <ul style="list-style-type: none"> <li>○ The nomination form includes District Academic Senate’s bylaws and eligibility for the positions.</li> </ul> </li> <li>• Electing president and president elect.</li> </ul>	Information
3.2	CVC-OEI Consortium	McVean	15	<p>Discuss district’s application to the CVC-OEI consortium</p> <ul style="list-style-type: none"> <li>• California Virtual Campus – Open Education Initiative</li> <li>• First two rounds included about 50 colleges</li> <li>• Third round just opening up.</li> <li>• Membership offers some free or discounted resources. Proctorio no longer free with membership because of the greater number of colleges.</li> <li>• Membership also includes EXCEL, which allows students easier access to equivalent courses. Standardized process meant to make it easier for students from out-of-District to enroll within District courses.</li> <li>• Obstacles to joining the consortium: <ul style="list-style-type: none"> <li>○ First, technological requirements (WebAccess must</li> <li>○ Second, faculty support required: Academic Senates must pass resolution in support of the consortium. Faculty support would include that online classes meets the CVC-OEI requirements, such as POCR (purely online course review): we would have to self-certify our courses. Courses certified with the POCR badge makes those courses more visible in the EXCEL class portal. Cañada has begun training faculty for certifying courses. <ul style="list-style-type: none"> <li>▪ Question from two individuals: have faculty been compensated for the training. This is work that needs to be paid rather than just standard committee –DeMello: this year, there have been about 3 faculty who</li> </ul> </li> </ul> </li> </ul>	Discussion

				<p>have completing the training so far. More to come.</p> <ul style="list-style-type: none"> <li>○ Third, need administrative support. This would include a self-study report.</li> <li>● Application for the CVC-OEI includes a self-study.</li> <li>● Entering as District would move us up in the list of colleges.</li> <li>● Thus far, some of the CVC-OEI courses have done in-person final exams as the only in-person element. This has been handled in previous semesters by using the CVC-OEI proctoring network, where a student might go to another campus near them in the consortium and get proctoring</li> <li>● General comments on the proposed application: <ul style="list-style-type: none"> <li>○ Airelle: biggest issue of discussion at CSM has been lack of compensation for training and other aspects required for online teaching.</li> <li>○ Kate: there would need to be funding for ongoing course reviews in order to POOCR certify.</li> </ul> </li> <li>● Jeramy: need to bring this question to the local Academic Senates. <ul style="list-style-type: none"> <li>○ For timeline, this an open round of applications for CVC-OEI. Generally, it is better, the sooner we submit the application.</li> </ul> </li> </ul>	
3.3	Class Cancellations Resolution	Browne/ Raskin	10	<p>Skyline senate will present their class cancellation resolution</p> <ul style="list-style-type: none"> <li>● General goal is to standardize the process. The current draft was made by VPI in consultation with Skyline Deans. <ul style="list-style-type: none"> <li>○ Jesse: there is a need to give feedback on the draft. This includes clarifying what the priority of the policy should be: minimize number of class cancellations, maximize budget interests, and so on ....</li> </ul> </li> <li>● Also aligned with one of the goals of Guided Pathways: ensure students have ready access to path to completion.</li> <li>● There has been discussion over when to recommend the latest date for cancellation: up to first class, earlier.</li> <li>● Eck: it might make sense to recommend different tiers for cancellation—an earlier and late date.</li> <li>● Airelle: there has been discussion at CSM about class waitlists.</li> </ul>	Discussion
3.4	Skyline faculty leadership support	Browne/ Raskin	10	<p>Skyline senate will share their initiative to expand support for faculty leadership in shared governance</p> <ul style="list-style-type: none"> <li>● Skyline currently doesn't have a map</li> <li>● General goal is to increase faculty opportunities for leadership positions. One benefit is to help prepare</li> </ul>	Discussion

				<p>to become potential future deans/other administrative roles.</p> <ul style="list-style-type: none"> <li>• Drafted a list of release time for different positions, which is currently double the amount of release time that Skyline Academic Senate has. The proposal reflects Kate describing the work people are currently doing at Skyline. <ul style="list-style-type: none"> <li>○ One feature of the proposal: block out 0.2 release time for Ad-hoc work that invariably comes up during a semester.</li> <li>○ Ad-hoc release time could help address the needs of part-time faculty.</li> </ul> </li> <li>• Currently all three Academic Senates receive 1.0 release time to distribute.</li> <li>• Jeramy: will bring this item back to the April DAS meeting. Asking the local Academic Senates to discuss the proposal.</li> </ul>	
3.5	Professional Development Policies First Read	Wallace/Shaw	30	<p>First read of proposed district-wide professional development policies and procedures</p> <ul style="list-style-type: none"> <li>• Proposal is nine pages long.</li> <li>• Preface to clarify the proposal's relationship to contract between the District and AFT: <ul style="list-style-type: none"> <li>○ Both AB 725 and Title 5 place committee membership on Professional Development under Academic Senate.</li> </ul> </li> <li>• I.B.: this is aimed to make review of applications as via some synchronous meeting rather than email.</li> <li>• I.D.: end-of-year report, which would include list demographics of recipients and discussion of how to increase diversity of the recipients.</li> <li>• I.E.: long-term professional development approvals must be submitted and approved at local Academic Senate before final approval.</li> <li>• I.G.: current members of P.D. committee not eligible for long-term funding and must recuse themselves from judging short-term applications.</li> <li>• I.I.: Local professional development committees should not implement policies that are more or less rigorous than those outlined in the document. <ul style="list-style-type: none"> <li>○ Wallace asking for feedback specific to this item from local senates: What should be the requirements for applying to Professional Development.</li> </ul> </li> <li>• Question: where does the committee stand in relation to other deliberative bodies? <ul style="list-style-type: none"> <li>○ Wallace: this does need to be clarified.</li> </ul> </li> <li>• Question: does this proposal address Flex Day professional development? <ul style="list-style-type: none"> <li>○ Wallace: this proposal does not address Flex Day professional development. Flex Day</li> </ul> </li> </ul>	Discussion

				<p>activities not necessarily covered by Article 13 funds.</p> <ul style="list-style-type: none"> <li>○ In the future, it would be good to unify these two kinds of professional development, so long as the District is not mandating use of Article 13 funds for mandated/college-wide initiatives.</li> <li>● Comment on Appendix A: should reword the “basic skills” category to allow for faculty, like ESL, to attend non-mandatory conferences that address basic skills.</li> <li>● Question about II.B. Dissemination Plan: if it is a personal professional development, then why should it have to justified to larger audience? <ul style="list-style-type: none"> <li>○ Wallace: notes that applicant determines the proper way to disseminate.</li> </ul> </li> <li>● II. D.: Clarifies that Dean must fill out substitute information.</li> <li>● Hundred mile requirement too far for a multiple day conference.</li> </ul>	
3.6	COVID-19 Response	Wallace	30	<p>Overview of district response to COVID-19 and campus closures, in general</p> <ul style="list-style-type: none"> <li>● If it became necessary to close the campus for multiple weeks, then District Academic Senate’s recommendation is to move classes online (at least temporarily) rather than extending the semester. The reason for this is that students must complete the semester in time to submit transcripts to transfer institutions.</li> <li>● Question: what about courses that do not have a Distance Education Addendum? <ul style="list-style-type: none"> <li>○ McVean: the District is drafting an Emergency Addendum that would allow courses without a regular Distance Education addendum to be taught online temporarily, with a specified end date.</li> </ul> </li> <li>● Question: what about students who do not have access to high-speed internet? <ul style="list-style-type: none"> <li>○ McVean: students who cannot access remote instruction to maintain continuity of instruction would be able to take an Incomplete in order to complete the course when in-person meetings would resume.</li> </ul> </li> <li>● Question: continuity of operations issue. How do meet Brown Act requirements if campuses were closed? <ul style="list-style-type: none"> <li>○ McVean: if classes were suspended, this does not necessarily mean that the entire campus would close. Some campus operations, such as curriculum committee, could still meet.</li> </ul> </li> </ul>	Discussion

				<ul style="list-style-type: none"> <li>○ Brown Act does not specifically address Virtual Web Conferences.</li> <li>● DeMello: long-term, we should consider persistent virtual classroom environments. Adobe Connect is rolling out a feature that allows this type of persistent environment (for example, having a periodic table or other whiteboard elements from previous synchronous elements).</li> <li>● Question: could an instructor pre-emptively move an in-person course online? <ul style="list-style-type: none"> <li>○ McVean: this is not legal because in-person courses are the stated modality. The change could only occur in an emergency.</li> </ul> </li> <li>● Question: can a teacher ask a student to leave if the student appears sick? <ul style="list-style-type: none"> <li>○ McVean: will ask the taskforce. His current belief is that no, a teacher could not require a student to leave for appearing sick. But a teacher should emphasize to students that missing a class will not impact their grade, that there will be opportunities to make up any coursework.</li> <li>○</li> </ul> </li> </ul>	
3.7	Dual Enrollment Task Force	Wallace	5	Appoint a member of the district faculty to the ad hoc Dual Enrollment Task Force	Action

#### 4. Final Announcements and Adjournment – 5 minutes

	Item	Presenter	Time	Details	Description
4.1	Announcements	All	5		information
4.2				Select note-takers: Mar: David Eck Apr: Diana Tedone May: Kate Browne	information
4.3	Adjournment	Wallace			action

#### Future Meeting Dates and Locations

- **February 10: District Office**
- **March 9: College of San Mateo**
- **April 13: Skyline College**
- **May 11: Cañada College**

#### 2019-20 District Academic Senate Goals

1. Review current state of online training (e.g. STOT) and ensure it is meeting faculty need in serving students
2. Work with facilities on a review of the impact of the classroom environment on our students

3. Continue to focus on equity and social justice intentionality in all aspects of teaching, learning, and student interaction
4. Achieve greater communication between campuses and greater engagement of faculty involvement in local and statewide initiatives
5. Continue to assign courses to disciplines
6. Explore ways to further improve collegial consultation and participatory governance to better serve our campuses
7. Improve access and equitable allocation of resources for professional development at all three campuses
8. Improve the process for equivalency to minimum qualifications
9. Create a board policy to govern the hiring and evaluation of temporary full-time faculty hires and grant-funded hires
10. Create a statement of support for OER initiatives and cost-lowering innovations for students at all three campuses
11. Work towards parity at all three campuses on the Strong Workforce Initiative
12. Develop policies and procedures that will promote equity in the hiring process
13. Develop new-faculty, both part-time and full-time, onboarding guidelines
14. Collaborate with administration to develop policies and procedures for offering dual enrollment courses