



Governing Council Officers 2019-2020

Jeramy 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 Vice President

Agenda

Monday, April 27, 2020
2:15 – 4:30 pm

<https://smccd.zoom.us/j/92253189761>

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		Procedure
1.2	Roll/Introductions	Secretary	1		Procedure
1.3	Consent agenda	President	0		Procedure
1.4	Adoption of today's agenda	President	1	Arielle motions to approve the agenda Jesse seconds the motion All vote to adopt the agenda.	Action
1.5	Adoption of the minutes of previous meetings	President	1		Action
1.6	Public Comment	Public	3	Jesse: request faculty access to campus before finals week. –Aaron McVean: will organize another three-day window with form for faculty to enter campus. –Nick DeMello: be mindful that it's possible for us accessing campus to have non-visible negative impact.	Information

2. Standing Agenda Items (15 minutes)

	Item	Presenter	Time	Details	Description
2.1	Campus reports	Senate presidents	15	President's report Senate presidents will briefly share critical, non-agenda items only. -Board of Trustees confirmed that Summer will be fully online. Also, confirmed suspending the P/NP limits for degrees and certificates Spring 2020.	Information

				<p>-Mike Clair officially approved as Chancellor for SMCCD.</p> <p>Diana on behalf of Cañada:</p> <ul style="list-style-type: none"> passed support for library services letter. Updated program review timeline (3 years for non-CTE, 4 years with mid-cycle update for CTE). <p>Arielle on behalf of CSM:</p> <ul style="list-style-type: none"> GOL program for International students: aimed at online instruction for students while in their home country Discussion of evaluation procedures/timelines for administrators Leadership 2.0 draft: planning on proposal for increased release for local Academic Senates, as conceived by Skyline College A.S. <p>Kate Browne and Jesse Raskin on behalf of Skyline:</p> <ul style="list-style-type: none"> Presentation on CARES Act funding. 50% will go to students directly. Skyline A.S. recommended using 75% for direct student support. The remaining 25% recommended to be given directly to faculty. Jessica and Leigh Ann: recommendation for Deans not to move classes online without faculty approval, unless there is an emergency circumstance. Robust discussion of Professional Development proposal. Skyline AS was generally in favor of appointing all committee members for use of Article 13 funds. 	
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3. New Senate Business (110 min)

	Item	Presenter	Time	Details	Description
3.1	Student Virtual Campuses	McVean/ DeMello/ Rojo	10	<p>A look at student virtual campuses across the district</p> <p>Virtual campus thus far focused on introduction to online learning. Next step: more comprehensive online home for students.</p> <ul style="list-style-type: none"> Area for classes (such as, accessing Canvas) Area for learning support (such as, “study hall”) Area for student records Student center area Student help center: from IT to basic needs resources <p>Rojo sharing some template webpages. Seeking input from faculty and staff on the layout.</p>	Information

3.2	Enrollment Campaign	McVean/ Rojo	10	<p>DAS will learn about the districtwide, coordinated community engagement and enrollment campaign</p> <p>General goals:</p> <ul style="list-style-type: none"> • Remind community that we're here and ready to support their learning needs and goals • Remind community that we will be offering courses in Fall Semester. Advertising Fall registration. <p>Here for you campaign:</p> <ul style="list-style-type: none"> • Remind community that we're here and ready to support their learning needs and goals • Remind top-of-mind while higher education plans change during current crisis • Demonstrate community partnerships • • Strategy: direct mail (three month period), digital (more targeted: social media, spotify, Google Adwords), web landing page <p>Questions/feedback:</p> <ul style="list-style-type: none"> • Eck: there have been some criticisms of the Salesforce RFI form. Very limited in what people can ask about from the RFI form. Appears primarily concerned with Interest Area selection, since this is one of the few drop-down menus. • Raskin: need for more coordinated District-wide schedule planning • Provide any further feedback directly to Richard Rojo. 	Information
3.3	CARES Funding Update	McVean	10	<p>Information on CARES funding</p> <ul style="list-style-type: none"> • District was allocated \$5.6 million total. Driven by Pell grant recipients. <ul style="list-style-type: none"> ○ We have received the first half of this funding. • Approximately \$4.2 (75%) planned for direct cash transfer to students. <ul style="list-style-type: none"> ○ Plan is for using one-third of total funds for students during the Fall Semester. • For non-Pell grant recipients, District must document the student need: allowable categories. • This funding cannot be directed to undocumented students. • For remaining 25% of funds, it is flexible funding: <ul style="list-style-type: none"> ○ Can be used for Faculty Professional Development. 	Information

				<ul style="list-style-type: none"> ○ Can be used to supplement technology available for student lending. <p>Feedback:</p> <ul style="list-style-type: none"> ● Raskin: thinks that there should be direct cash transfers for faculty as well, rather than having to go through the technology and professional development pathways. This would help address that faculty have not been compensated for the amount of time required for adapting courses. 	
3.4	Spring 2020/Final Exam Guidance Memo	Wallace/McVean/TTL	40	<p>Discuss and approve the TTL’s draft guidance on spring 2020 final exams</p> <ul style="list-style-type: none"> ● Leigh Ann motions to adopt the guidance, Peter seconds the motion. ● Lot of people across District have worked on the guide. <p>Feedback on the document</p> <ul style="list-style-type: none"> ● Browne: emphasizing how helpful the guide is. ● Browne: not all of the questions have both Yes/No scenarios. –DeMello: the current design focused on potential problems. ● Von Bleichert: spell out all of the acronyms. ● Eck: in communicating with faculty, emphasize that the guide is a troubleshooting tool for them. Tool for anticipating problems with administrating exams and some suggested workarounds. The guide is not just a policy information item. ● Wiedman: some of the graphics need more color contrast. <p>Unanimous vote to send guide to District Faculty</p>	Action
3.5	Professional Development Revisions	Wallace/Shaw	20	<p>Discuss next steps in professional development process revisions</p> <p>Overview of discussion at last AFT meeting:</p> <ul style="list-style-type: none"> ● AFT requested that this item be tabled for time being: 1) difficulty of providing feedback during current crisis, 2) concern about AFT not being adequately involved in drafting the document. ● Leigh Ann giving background on development of procedures: <ul style="list-style-type: none"> ○ 2018 survey of all District faculty. ○ Worked directly with Paul Ruckhaus in crafting the document. Main focus was 1) 	Discussion

				<p>creating consistency across all colleges, 2) clarify purpose of Article 13 funds.</p> <ul style="list-style-type: none"> ○ Joint AFT/DAS session on PD funds. ○ Fall 2019 and Spring 2019 roadshow through all Academic Senates. ○ May 19, 2019 Advocate article on PD funding ○ Leigh Ann: last two years have seen extensive discussion and collaboration. <p>Leigh Ann:</p> <ul style="list-style-type: none"> ● Doesn't want to see this proposal die, given the importance and amount of work, collaboration that has already been put into it. <p>Questions, comments:</p> <ul style="list-style-type: none"> ● Raskin: seconding that this has been a two-year extensive process. DAS has been inclusive ● Raskin: the current process is broken. So not acting would harm some faculty. ● Eck: what exactly would happen if there was a conflict between DAS recommendation and the AFT-District contract? –Wallace: none of the proposal conflicts with what is in the AFT contract. It is an expansion on what is covered in the Union contract. ● Eck: would like to hear some direct support from one or more of the Professional Development committees. --Wallace: current committees are 3/4s appointed by the AFT. So if AFT opposes the revision, then the majority of the committees will presumably oppose it. ● Browne: the committee membership is an important difficulty. It is better if seen as a win-win by all parties involved. ● Malmud: Who in AFT has participated in this process since the Advocate article was written? Union perspective is that collaboration stopped after first year stopped. –Wallace: the collaboration with Ruckhaus included the policy decisions (such as, committee members recusing oneself from long-term funding). This year has focused on putting the agreed-upon decisions into a policy. ● Malmud: still noting that there hasn't been collaboration with the AFT for this current academic year. ● Rowden-Quince: how best to move forward? <ul style="list-style-type: none"> ○ Eck: would it make sense to pass a resolution but delay its enforcement until after the Fall 2020 semester? This would 	
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				<p>mitigate the issue of following new procedures during our current stresses of the crisis.</p> <ul style="list-style-type: none"> ○ Browne: very concerned that if we do not pass the resolution this year, then it will not die. ○ Smith: important to address current inequities (to Raskin’s point). ○ Smith: DAS can revise the document if issues appear. DAS is not limited by the three year contract cycle that limits the AFT. 	
3.6	Discipline Forums for Summer & Fall 2020	Wallace/Raskin	20	<p>Discuss and plan for discipline-specific teaching and learning forums for summer and fall 2020 (e.g. CE, Allied Health, STEM, KINE, Performance, Art/DGME, others?)</p> <ul style="list-style-type: none"> ● Possibility of more department-specific forums. <ul style="list-style-type: none"> ○ Raskin: could use Breakout Rooms within larger forums. ○ Wallace: asking folks to volunteer to help facilitate with any future forums. ○ Raskin: each college could host two forums. ● Rowden-Quince: important for forums to have clear goals. <ul style="list-style-type: none"> ○ DeMello: objective should be how to adapt discipline to online format. More specifically, develop some protocols, structure/plan for different needs. ○ Eck: if forums happen before end of semester, could draft student surveys for faculty to get feedback on their current efforts. ○ Raskin: focus on what has worked this semester and attempt to amplify these efforts. ○ Von Bleichart: I understand the need to be discipline-specific, but running back to our silos will not lead to best outcomes. Let's mix them up. Just because I am teaching business online, does not mean I do not know Canvas, other tools, and have ideas that will translate to other curricula. –Sarh Harmon seconds. ○ DeMello: objective-specific forums. For example, putting videos online, active learning online, value of simulations online, etc ○ Hurless: decisions need to be made with intentionality. For example, methods for regular and effective contact. 	Discussion

				<ul style="list-style-type: none"> ○ Wallace: could use SLOs as starting point for the discussions. ○ Diana: most pressing concern at Cañada has been whether some programs will continue in the Fall Semester. For example, programs that involve clinical hours. ● For clinical hours, would it be possible to run these courses on campus? <ul style="list-style-type: none"> ○ Wallace: for these urgent questions, the starting point is whether SLOs can be satisfied in online forums. ○ Browne: best practices forums rather than trying to cover all possible what-ifs ● DeMello: in some cases, modifying SLOs might be the best path forward. Should SLOs mention particular skills? ● Rowden-Quince: best-practices conversation might be more substantive now, after five-plus weeks of teaching fully online. ● Leigh Ann: survey for faculty needs ● Browne: noting that Fall 2020 registration scheduled to begin soon (May 4) ● Eck: should begin with the most urgent needs (the programs who had to cancel or suspend their Spring 2020 classes). Examples: fire, EMT, police classes were cancelled this semester. Any courses with externships were not able to finish this semester. ● Von Bleichart: agrees with focus on most urgent, cancelled courses. Opportunity to set broader example for other schools. ● Eck: possibility of having a forum focusing on how to address externship issues? <ul style="list-style-type: none"> ○ Browne: workarounds were possible in some programs, such as ECE, where guidance was given by state licensure agencies. It was made easier by students having partially finished their internships/practicums. ○ McVean: Most licensure/accrediting bodies have made exceptions and accommodations for this semester, allowing alternative experiences, reduced hours, etc. Kate is right, these exceptions will likely not be made for the Fall semester courses. ○ Browne: this workaround will mostly not work next year, since students will not be partially completed. 	
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4. Final Announcements and Adjournment – 5 minutes

	Item	Presenter	Time	Details	Description
4.1	Announcements	All	5		information
4.2				Select note-takers: 4/27: David Eck 5/4: 5/11: 5/18:	information
4.3	Adjournment	Wallace			action

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