



## 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*

### Minutes

Monday, April 20, 2020  
2:15 – 4:30 pm

<https://smccd.zoom.us/j/93577138783>

**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 President called the meeting to order at 2:17 pm	Procedure
1.2	Roll/Introductions	Secretary	1	All members present	Procedure
1.3	Consent agenda	President	0	No consent agenda	Procedure
1.4	Adoption of today's agenda	President	1	Motion to adopt the agenda Motion: Browne Second: Smith <i>Motion unanimously approved</i>	Action
1.5	Adoption of the minutes of previous meetings	President	1	4/13 Minutes – <i>No revisions requested</i>	Action
1.6	Public Comment	Public	3	No Public Comment	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.	Information
				<b>District Academic President:</b> President Wallace reported that Past President, and Chair of the Elections Nominating Committee, Leigh Anne Shaw has set-up the ballot for the District Academic Senate President and President-Elect and it is now open. President Wallace e-mailed out the ballot to faculty Monday, April 20 <sup>th</sup> and the ballot will remain open until May 1, 2020. He asked the Presidents to please encourage their faculty to vote.	
				<b>Skyline College:</b>	

				<p>President Kate Browne reported that Skyline College is in the process of electing division, adjunct, and CTE senators, as well as Executive Officers, Standing Committee Chairs, and liaisons.</p> <p>The President search finalists have been selected and the forums will be held next week (4/27 – 5/1).</p> <p>President Browne has been working with Human Resources, as well as the President of the Classified Senate, to review the questions submitted and select the final questions for the forum.</p>	
				<p><b>College of San Mateo:</b></p> <p>President Arielle Smith reported that the CSM Senate is pushing the submission of resource requests to the first Friday of October, and has also delayed the Program Review Cycle.</p> <p>The Senate will be reviewing the Letter of Support for Library Services Platform at their next meeting.</p> <p>President Smith stated that the Senate will be engaging in conversations about compassionate grading and assessment for the Spring semester.</p>	
				<p><b>Cañada College:</b></p> <p>President Tedone-Goldstone reported that Cañada College will be holding their next Senate meeting on Thursday, April 23<sup>rd</sup>. They, too, will be reviewing the Letter of Support for Library Services Platform.</p> <p>They are also engaged in discussions about updating their Program Review process and timeline.</p> <p>President Tedone-Goldstone also reported that the committee will be reviewing the CVC-OEI Resolution.</p>	
				<p>President Wallace asked if Skyline College has had the opportunity to review and place the Letter of Support for Library Services Platform on an agenda?</p> <p>President Browne requested that the Letter be e-mailed to her, so that she could review.</p>	

### 3. New Senate Business (110 min)

	Item	Presenter	Time	Details	Description
3.1	Summer/Fall Teaching Expectations	Wallace	35	<p>Discuss expectations for teaching online during the summer and fall 2020 terms. This discussion will provide guidance for the TTL.</p> <p>President Wallace reported that the DAS Teaching and Learning Taskforce has been meeting and discussing guidelines for the minimum expectations for online courses. The taskforce will be bringing recommendations to DAS for approval. He also noted that the DAS might need to start to develop a stance on the minimum expectations, as we are the body that oversees teaching and learning.</p> <p>It seems that the State Chancellor’s Office is stepping back from the use of “emergency remote learning” language due to</p>	Discussion

				<p>the ACCJC approved course designations (online or correspondence). So, the expectations for online courses in Summer and Fall 2020 need to better align with the Distance Education Title 5 guidelines (Accessibility &amp; Regular and Effective Contact)</p> <p>President Wallace then opened the item up for committee discussion. The following are some of the comments/concerns brought up in the discussion:</p> <ul style="list-style-type: none"><li>• When thinking about these Title 5 requirements, summer is tough because it is a shorter timeline. This might discourage faculty from teaching in the Summer. Fall should be the due date for meeting those requirements. There is a difference between synchronous online classes and remote instruction, and we are not leaving faculty with a lot of time to build new versions of their courses.</li><li>• A recommendation was made to split the discussion between Summer and Fall.</li><li>• There was a question of, “what does it mean to hold faculty to these requirements?”</li><li>• A concern about DAS requiring Canvas as the platform for faculty to use for instructions was expressed. It is important to not lock people into platforms, as different courses might require different software.<ul style="list-style-type: none"><li>○ Using one LMS like Canvas provides a place for evidence and documentation of regular and effective contact for ACCJC accreditation.<ul style="list-style-type: none"><li>▪ It was also noted that the ACCJC review of CSM’s courses could be as early as summer or fall, so we would want to keep that in mind.</li></ul></li><li>○ Having one LMS makes it easier on students, as they do not have to learn various systems.</li><li>○ It is easier to support Professional Development on one platform, and currently the online trainings being offered are on Canvas and Zoom technologies.</li><li>○ There is also a concern about student privacy and FERPA when student data is stored on an outside server.</li></ul></li><li>• We need to explore and develop benchmarks for synchronous online instruction as well.</li><li>• A request was made to try and get data on the number of faculty teaching in the summer and fall that would need training.<ul style="list-style-type: none"><li>○ A question was asked whether the District was sending out a survey to faculty to</li></ul></li></ul>	
--	--	--	--	--	--

				<p>determine their technology or professional development needs.</p> <ul style="list-style-type: none"><li>▪ Vice Chancellor of Educational Services, Aaron McVean, explained there was no centralized messaging or survey coming from the District, but that locally Deans should be working with faculty to determine these needs.</li><li>▪ Skyline and Cañada faculty both acknowledged that PRIE offices are also working on a survey to send to faculty.</li></ul> <ul style="list-style-type: none"><li>• A question was asked whether it was possible to start conversations now to strategize the scheduling of classes for faculty (i.e. less preps or only one prep)?<ul style="list-style-type: none"><li>○ Again, it was noted that strategizing or creating a plan is difficult when we don't know how many people we are talking about.</li></ul></li><li>• Skyline College Instructional Designer, Bianca Rowden-Quince, clarified that the Deans have submitted a list of faculty that would need Canvas training. A 3-week condensed version of the Canvas training is almost done and will be offered in May. They are working with Cañada College in order to be able to open the training up to the whole district. The training will also be offered to faculty over the summer. She also noted that @One has a training (on Canvas LMS) that they are offering over the summer as well.<ul style="list-style-type: none"><li>○ A question was asked whether these trainings would be compensated?<ul style="list-style-type: none"><li>▪ Vice Chancellor of Educational Services, Aaron McVean, explained that in the contract it states faculty who complete 25 hours of training receive a \$1500.00 stipend. So, that is currently what the District is held to. Additionally, the AFT has negotiated an COVID-19 MOU with the District to provide faculty 10 hours of pay, at the non-instructional special rate, for transitioning their courses to the online modality.</li></ul></li></ul></li><li>• A concern was mentioned about WebSchedule and the messaging to students about courses being moved fully online for summer. It appears that WebSchedule is still saying that courses are being offered face-to-face this summer.</li></ul>	
--	--	--	--	--	--

				<ul style="list-style-type: none"><li>○ Aaron McVean explained that on Friday he communicated with the VPI's possible wording that will appear on WebSchedule in an emergency alert banner explaining to students that due to COVID-19 restrictions all summer 2020 face-to-face courses have been converted fully online. He is waiting for their feedback and then this will go live to students (expected by the end of day).<ul style="list-style-type: none"><li>▪ A concern was voiced that, out of respect to students, we should try to be more specific in this language. It seems too vague to really help students make informed course decisions.</li><li>▪ Some of the summer courses were scheduled to meet every day for multiple hours, so how will a student know what is expected of them before registering?</li><li>▪ There is a lot of variation between disciplines, so this needs to be honestly communicated to students.<ul style="list-style-type: none"><li>• Should faculty be expected to communicate this to students? When?</li></ul></li><li>▪ It was also noted that priority summer registration for our current students begins Friday, April 24<sup>th</sup>. Counselors need to have this information to help student make course selections. If they don't have it prior to registration, our current students will be competing against all new incoming students for those courses. Open registration begins on Saturday, April 25<sup>th</sup>.</li><li>▪ President Wallace added that he is concerned that if the messaging doesn't happen soon, students might be expecting Zoom during the class times denoted in the schedule, and then end up getting a faculty that doesn't want to do Zoom meetings. This doesn't seem fair to students.</li></ul></li><li>• It might be helpful to start using three designations when referring to online courses. Fully online – asynchronous, fully-online synchronous, fully-online with proctoring. These are different than emergency shifting. Courses need to be intentionally built to offer fully online.</li></ul>	
--	--	--	--	--	--

				<ul style="list-style-type: none"> <li>If offering a course fully online with synchronous meetings, it seems reasonable to recommend Zoom and Canvas.</li> </ul> <p>Conclusion: It seems that the DAS was moving in the direction of supporting Canvas and Zoom for all faculty teaching summer courses.</p>	
3.2	FT Temporary Faculty Feedback	Wallace	15	<p>Discuss any recommendations from the local senates on the proposed changes</p> <ul style="list-style-type: none"> <li>CSM President Smith noted that she had sent feedback to President Wallace, but explained the suggestion was to give priority for temporary full-time faculty to current adjunct faculty.</li> <li>There was no other feedback on the policies at this time.</li> </ul>	Discussion
3.3	Guidance for grading options and withdrawals	Wallace/Smith	25	<p>Discuss guidance to be sent out to faculty regarding Excused Withdrawals and end of semester grading options</p> <p>President Wallace thanked President Smith for all her hard work on the Guidance for Grading Options and Withdrawals document.</p> <p>He reviewed the document with the committee and noted a couple of changes.</p> <ul style="list-style-type: none"> <li>To make sure that the EW portion mirror that of the CCCCCO's memo and note it is not to affect probation, dismissal proceedings, and repeatability.</li> <li>Additionally, to add another sentence to the EW explanation that the State Chancellor's office has determined that due to COVID-19 students do not need to complete the petition process to receive an EW, as the pandemic has been acknowledge as an extenuating circumstance.</li> <li>Should the IF be replaced by an INP? <ul style="list-style-type: none"> <li>Aaron McVean stated he would check on the technical piece of that.</li> </ul> </li> </ul> <p>President Wallace then opened the item up for committee discussion. The following are some of the comments/concerns brought up in the discussion:</p> <ul style="list-style-type: none"> <li>Committee members also thanked President Smith for her work on the document.</li> <li>Clarification was requested on why the recommendation of an NP was being given to students with an "F" grade and not those with a "D" grade as well? <ul style="list-style-type: none"> <li>President Smith explained that a D grade can still benefit students in transfer units needed,</li> </ul> </li> </ul>	

				<p>unit load for health benefits, financial aid, Veteran and International students.</p> <ul style="list-style-type: none"> <li>○ However, it is recommended that students always speak to a counselor before making grade option decisions.</li> <li>○ Students also have a year to petition grade changes. So, if they should happen to receive a “D” and then want to change to an “EW” they could up to a year. However, it is their responsibility to start the petition process.</li> </ul> <ul style="list-style-type: none"> <li>● A request was made to add a clarifying sentence pertaining to this.</li> <li>● Clarification was requested on who gives an “EW” <ul style="list-style-type: none"> <li>○ President Smith explained that faculty are able to award a “W” until Thursday, April 23<sup>rd</sup>. After that, students will be able to submit an “EW” until May 21<sup>st</sup>.</li> </ul> </li> <li>● A concern was noted, that while messaging about grade options have gone out to students via e-mail, the students that have disappeared from courses may not have received the correspondence. <ul style="list-style-type: none"> <li>○ Each campus is handling the outreach to students differently, but people are trying to call, text, etc. to contact students that have disappeared.</li> </ul> </li> <li>● A question was asked about what is the best course of action to complete this week for students that have disappeared? Should faculty award a “W” or wait until the end of the semester and award a “NP” grade? Which option harms students the least? <ul style="list-style-type: none"> <li>○ President Smith recommended that faculty wait until the end of the semester and award the “NP” as students may be needing the unit load for health benefits, financial aid, etc. Also, it is beneficial for International and Veteran students.</li> <li>○ President Wallace asked if DAS should make this a formal recommendation?</li> </ul> </li> <li>● President Tedone-Goldstone clarified for the committee that faculty, when considering the “I” grade, should think about how close the student is to finishing the requirements of the course. Also, think about your capacity and the expectations for the student. You don’t necessarily have to assign the original assignment if you think something would be better for the student. <ul style="list-style-type: none"> <li>○ Should adjuncts award “I” grades? What happens if they are not teaching in the Fall or</li> </ul> </li> </ul>	
--	--	--	--	---	--

				<p>Spring? Does this default to the tenured faculty of the department?</p> <ul style="list-style-type: none"> <li>• A concern was raised as to whether there would be negative consequences for departments that had lower success and retention rates this semester. <ul style="list-style-type: none"> <li>○ It was noted that the data this semester will not be reflective of normal teaching practices, so this shouldn't be a concern.</li> </ul> </li> </ul> <p>Conclusion: President Smith was asked to make the final edits requested by the committee and then President Wallace will send it out to the faculty at large. He noted that he will also put in the "NP" over "W" recommendation for students that have disappeared. He also asked President Smith to e-mail him the names of the other individuals that help construct the document, so that he could recognize and thank them as well.</p>	
3.4	Enrollment caps and class minimums for fall 2020	Wallace	35	<p>Discuss class sizes for fall 2020 in the event colleges must adhere to social distancing protocols</p> <p>President Wallace briefly discussed Governor Newsome's new regulations, practices, and considerations for re-opening with social distancing measures in place and explained that these will probably come to the California Community College's as well.</p> <p>President Wallace then opened the item up for committee discussion. The following are some of the comments/concerns brought up in the discussion:</p> <ul style="list-style-type: none"> <li>• A survey to faculty would be important to gauge which faculty are unable to come back to campus (i.e. in high risk category, caring for someone in a high risk category, etc.) and which would be willing to come back to campus (with the social distancing measures).</li> <li>• A student survey would also be helpful to get a sense about how many would feel comfortable coming back (with the social distancing measures).</li> <li>• It is important to examine this issue from a teaching and learning perspective. Teaching 45 students is very different than teaching 25 students. The amount of contact and support that can be provided is vastly different; especially when thinking about the experience or familiarity of the faculty to the online modality. Additionally, social distancing measures will make it harder for 60 students to be in face-to-face classes.</li> <li>• A request was made to address class size and class minimums. It seems unrealistic for us to enact the</li> </ul>	Discussion



				<p>BP of a “minimum of 20 students per class” during this pandemic.</p> <ul style="list-style-type: none"><li>○ A drop in enrollment or a reduction of class size, could mean that courses get cancelled, which could negatively impact student progress.</li><li>● Additionally, a discuss around what minimum means in this environment is warranted.<ul style="list-style-type: none"><li>○ Vice Chancellor of Educational Services, Aaron McVean, explained that the District just started these discussions, but the Operations teams are moving on this now. It has been placed on agenda for discussion by various administrative units this week. He is hoping to have more clarity from Governor Newsome by Friday about the next wave of Shelter in Place restrictions, because this planning need to happen in conjunction with the state and county recommendations. Once there is actionable information to start planning they will explore aspects like: what does social distancing mean for compensation? Fixed seating vs. stadium? Maximums in classes? Who gets first priority? Who can teach face-to-face?</li></ul></li><li>● President Wallace stated that if, in Fall, we only have limited access to campus, who should be prioritized to have access? The DAS may need to work towards a recommendation on this.<ul style="list-style-type: none"><li>○ The priority should be given to hard to convert courses (Science Labs, Career Education, Activity based course, Art/Music)</li><li>○ We should also prioritize resources like computer labs, learning resource centers, etc.</li><li>○ A proposal of a tier system was offered:<ul style="list-style-type: none"><li>▪ Tier 1: Hard to Convert courses</li><li>▪ Tier 2: Learning Resources</li><li>▪ Tier 3: Basic Skills courses</li></ul></li><li>○ It was also mentioned that the Golden four courses could be considered in the prioritization process.</li><li>○ We might also consider providing limited flexibility to instructors to return to campus for pedagogical reasons. For example, Skyline College Automotive Instructor Filipp Geysler is willing to wear a video camera on his head while in a car on campus, with a student on the phone, to allow them to walk him through different repair processes.</li></ul></li></ul>	
--	--	--	--	--	--

				<ul style="list-style-type: none"> <li>• President Wallace asked if the Distance Education literature has recommendations for an ideal class size? <ul style="list-style-type: none"> <li>○ Nick DeMello stated that for virtual synchronous classes – 15 students and for online asynchronous classes – 45 students</li> <li>○ Bianca Rowden-Quince stated that she can send articles to President Wallace to circulate to the committee members.</li> <li>○ Is it possible to have faculty newer to the online modality have lower class numbers?</li> <li>○ Nick DeMello explained that there is research that students felt isolated if the class was too large. Smaller classes provide more active engagement and result in higher success and retention rates.</li> <li>○ It is important to not forget that there are differential rates of success for traditionally marginalized students. <ul style="list-style-type: none"> <li>▪ This data needs to be shared with faculty, so that they can start to add in equity-minded practices.</li> </ul> </li> </ul> </li> <li>• As we talk about limited access to campus, it is important that we consider faculty in the conversation as well. Many faculty are not able to effectively work from home, so it would be beneficial to provide them access to campus.</li> <li>• If we have to transition Fall classes fully-online, what happens to faculty who can not teach their course online in the Fall? What happens to them? Will the District find them something to do or will there be a reduction/layoffs, etc.? <ul style="list-style-type: none"> <li>○ Is there a way for them to use service hours?</li> <li>○ Could we implement a tutoring model assignment for divisions? Maybe faculty could serve as a second teacher and aid students in their learning?</li> </ul> </li> <li>• Will program viability be a factor?</li> </ul> <p>Conclusion: This conversation will continue to unfold as we gain more insights on the Social distancing measures recommended by the State and County. It will also inform the Taskforce on Teaching and Learning discussions and recommendations.</p>	
--	--	--	--	--	--

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

	<b>Item</b>	<b>Presenter</b>	<b>Time</b>	<b>Details</b>	<b>Description</b>
4.1	Announcements	All	5	The next DAS meeting will be Monday, April 27 <sup>th</sup> from 2:15 – 4:30 pm	information

4.2				Select note-takers: 4/27: 5/4:	information
4.3	Adjournment	Wallace		The meeting was adjourned at 4:00 pm	action

Minutes submitted by Jessica Hurless

### 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