



Governing Council Officers 2019-2020

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2019-2020 DAS President

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2019-2020 DAS President-Elect

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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, June 22, 2020
2:15 – 4:30 pm

<https://smccd.zoom.us/j/93697086417>

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	2:21	DAS meeting in summer due to pressing decisions for Fall 2020 (Re: faculty concerns about us meeting this summer).	Procedure
1.2	Roll/Introductions	Secretary	--	(Peter von Bleichert – note taker)	Procedure
1.3	Consent agenda	President	--		Procedure
1.4	Adoption of today's agenda	President	2:22	Leigh Anne motion, David Eck second. Passes	Action
1.5	Adoption of the minutes of previous meetings	President	2:23	Adopted	Action
1.6	Public Comment	Public	2:24	<p>Jesse Raskin (AS VP-Skyline)– Acknowledges Jeramy for putting social justice on agenda. Most important work. Speaking as community member (thanks Mustafa and Rika): Shooting in Chicago, Canada student post mocking George Floyd murder, Laney College racism incident. Themes: Dehumanization, bodies of all communities. These are our students, our colleagues, lived experiences, aspirations dreams. This history of racism mainly perpetrated by white men of means, we need to work together to address how we perpetuate this status quo. What can we change, today, tomorrow, next year. We will inevitably acknowledge we have harmed each other. How do we restore our communal trust? We must realize that we have all done wrong, forgive ourselves, and change. We must change our campus.</p> <p>Jesse's statement: Good afternoon and thank you all for your time. For those of you who I haven't had the chance to meet yet, I am Jesse</p>	Information

			<p>Raskin and it is my honor to teach at Skyline College. At the outset, I want to acknowledge President Jeramy Wallace and the DAS for rightly choosing to use the majority of our time together today to discuss social justice. I also want to note that I make the following remarks as a community member, educator and alumni of the SMCCD and not as an official representative of any campus body. Finally, the ideas that I share today are not mine alone, they have been developed through years of conversation with many of you here today. More specifically, I want to thank professors Mustafa Popal and Rika Yonemura, both of whom were willing to work with me on this statement across differences of gender, race, and nationality. It is hard to place exactly where my contributions end and theirs begin, yet I do take full responsibility for anything I say that causes offense or harm. If I do, please know that I welcome your feedback and hope you will help me to be better next time. Also, I acknowledge the awkwardness of making a public statement which cannot be responded to immediately. And yet, I feel compelled to speak.</p> <p>Like many of you, I went into the weekend having just learned of the tragic shooting death in Chicago of Selena Reyes-Hernandez, a transwoman of color. This was followed all too quickly by the notification that a Cañada student had posted an online video that depicts—in a callous, mocking way—the brutal murder of George Floyd. Less than twenty-four hours later, I learned of the Vietnamese student, Phuc Bui Diem Nguyen, who was asked by an instructor at Laney College to anglicize her name.</p> <p>As I reflect on these moments, each awful in its own unique way, two common themes emerge: dehumanization and violence. We live in a nation which discounts, dismembers and discards bodies. Black bodies, brown bodies, Asian bodies, Pacific Islander bodies. The bodies of dreamers, international guests, and foster youth. The bodies of the working poor, of LGBTQ persons, the homeless, the formerly incarcerated and too many more. These are the bodies of our students and our colleagues. We are not mere bystanders in this- we are educators in positions of power and privilege and thus have a responsibility to get to know, to safeguard and to advance our students’ and our colleagues lived experiences, languages and community histories, as well as their aspirations and dreams.</p> <p>The deplorable incidents I mentioned at the outset today are only the most recent examples of a more than 500-year history of injustice in the United States, largely perpetrated by white men of means. This history has established a status quo that today privileges the lives and experiences of people</p>	
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2. Standing Agenda Items (15 minutes)

	Item	Presenter	Time	Details	Description
2.1	Campus reports	Senate presidents	2:35	<p>President's report: Wallace: Board meeting Wed., TTL enrollment caps have gone out. Local: Canada – Diana: No particular report, no feedback on class enrollment. CSM – Arielle: No report/no feedback. Anti-Racism Task Force at CSM. Skyline – Kate: Leadership 2020 formally approved tomorrow by cabinet. Talk to deans about Leadership 2020. Exec. Summer Retreat end of week.</p>	Information

3. New Senate Business (110 min)

	Item	Presenter	Time	Details	Description
3.1	GOL appointments	Wallace	2:40	<p>Appoint the following faculty to GOL: Pia Walawalkar (Librarian), Emily Kurland (ESL), Amy Sobel (ESL), Yvette Butterworth (Math), Lena Feinman (Math), Alicia Aguirre (ESL), Rebekah Taveau.</p> <p>Peter moves to approve. Jesse seconds. Passes (unan). Do we need a faculty co-chair?</p>	Action
3.2	Counseling pedagogy and equity.	Wallace	2:48	<p>Jenna French – DAS needs to be aware that we need support for counseling faculty, and what the counselor’s role is. The amount of time with students is insufficient. Assessment, time to talk is need or students get the wrong placement.</p> <p>Wallace: Length of counseling appointments is a discipline issue, so the counseling faculty has final say on what is appropriate for time with a student.</p> <p>Sandra Mendez – Counselor for last 10 years, last year has been the hardest. Concern is Fall 2020 – return to 30-minute sessions, like doubling enrollment with half the class time. SEP part of it, but there are personal issues, work issues, etc. they bring to table. Right now, 3 week wait for students.</p> <p>Arielle – Two years in October we’ve been trying to show contract not being honored. Stonewalled by district, deans cannot make changes. Counseling faculty’s expertise is not being heard. Access is not meeting student needs. 30 minutes not enough. E-mail volume has increased astronomically. FT Temp hiring. There are 5 FT Temp, one going into 3rd year. That is an abuse of FT Temp and our contract. We want senates more widely to pressure admin. to bubble up the issue, note something publically. Bound by tech constraints of our scheduling system is why we ended up with 30-minute model. Counseling pushing for 45 min., deans are not allowing for flexible scheduling. Deans have an override, and can take away appointments. Counselor’s hands are tied.</p> <p>David Eck – give student choice or appointment time Kate – How many hours a week is FT, and why do meetings have to be timed if a full-time job? Arielle – convoluted FTE calculation for counseling faculty. Appendix F. Art. 7.6 designates load, 25 for counseling, 5 professional duties (we use those for appointments). That’s the 30 hours on campus.</p> <p>Wallace: Resolution brewing. We need to create a document to send to trustees. Leigh Anne: Public comment at BoT to get it started. Pete – Counseling fac. integral to GP success. Wallace - Resolution on July 6 agenda for approval.</p>	Discussion

<p>3.3</p>	<p>Equity, social justice, and the senates</p>	<p>Wallace</p>	<p>3:15</p> <p>Define social justice and equity in the context of shared governance and discuss how the senate can promote justice, particularly racial justice, within its purview under the “10+1”</p> <p>We need to stop talking about students in abstract way, cannot blame on outside forces, and take responsibility. I feel Equity is being watered down. We are co-conspirators in institutional racism.</p> <p>Jeremy presented a list of ‘How Do We’ to focus our discussion.</p> <p>Pete – Campus culture should be like - Home. People, language, culture.</p> <p>LeighAnne – conversation about equity, social justice, gender exclusion.</p> <p>Eck – Feedback from students, powerful for faculty in a broader sense to see how they are teaching, what sorts of strategies can be used/shared.</p> <p>Tim R. – Ongoing education and training for faculty. Hiring practices: Expectations of cultural competence, social justice, etc. How to affirm student’s background. Many folks in CC teaching do not get teaching credentials, how to make classroom better, tend to emulate the old guard/their own professors.</p> <p>Vincent – ICE sweeps in SF, young put themselves on ground, blocked buses. Story about sexual abuse of student by prof. in N.Cali district. Investigation, three others, sex room, going on 10+ years. District did nothing. Prof. leaked all information. That is social justice. We have to live our values. Time is up. We have to take this opportunity, must catch the momentum of students already doing this. Anti-blackness lives within White racism/hegemony.</p> <p>Arielle – Majority of faculty white. When pedagogy or practice conflicts with equity, academic freedom not valid justification to continue to do something that negatively impacts.</p> <p>Wallace - What if we are causing the equity issue.</p> <p>Jessica – Every moment student in our district, they must be aware that we’re aware of their racial, socio-economic reality. Hesitant about the hiring/onboarding. It is not just those that are new we have to look at, but those already in process. Evaluation includes Q: ‘Do you communicate respectfully with your students.’ Program Review does not ask how is your curriculum social just?</p> <p>Wallace: No more Band-Aids. Cannot just add two questions and say we’re done. Foundation faulty.</p> <p>Nate Jones – Being here 10+ years. Institutions program with White Supremacy propaganda. De jure vs. De facto. Voices are a threat, put in place, put in corner. True change: ‘You cannot dismantle master’s house with his tools, need</p>	
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4. Final Announcements and Adjournment – 5 minutes

	Item	Presenter	Time	Details	Description
4.1	Announcements	All			information
4.2				Select note-takers: 7/6: Kate B. 7/20: David E. 8/10: 8/24:	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