



## Governing Council Officers 2022-2023

Kate Williams Browne  
2022-2023 DAS President

Jeremy Wallace  
DAS Past President

Arielle Smith  
2022-2023 DAS President-Elect

Sarah Harmon  
District Teaching & Learning

Jessica Hurless  
District Curriculum Committee Chair

David Eck  
Cañada College AS President

Natalie Alizaga  
Cañada College AS Vice President

Todd Windisch  
College of San Mateo Senator

Jesenia Diaz  
College of San Mateo AS Vice President

Lindsey Ayotte  
Skyline College AS President

Cassidy Ryan  
Skyline College AS Vice President

**Approved Minutes**  
Monday, March 13, 2023  
2:15 – 4:30 pm  
SMCCCD Board Room  
3401 CSM Drive, San Mateo, CA, 94402  
<https://smccd.zoom.us/j/84853940580>  
Meeting ID: 848 5394 0580  
Phone: +1 669 900 9128

**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		Action
1.2	Roll/Introductions	Clerk	1	CAÑ: David Eck, Natalie Alizaga CSM: Jesenia Diaz (remote), Todd Windisch SKY: Lindsey Ayotte, Cassidy Ryan DAS: Kate Browne, Arielle Smith, Jeremy Wallace DCC: Jessica Hurless DTL: Sarah Harmon Guests: Andrea Vizenor, Lauren Ford, Lisa Palmer, Monica Malamud	Procedure
1.3	Adoption of today's agenda	President	1	<ul style="list-style-type: none"> <li>Switch 3.3 to action item</li> </ul> <p>M: ; S:</p>	Action
1.4	Adoption of the minutes of previous meetings	President	1	February 2022 Minutes – tabled to April meeting	Action
1.5	Public Comment	Public	3		Information

### 2. Standing Agenda (35 minutes)

	Item	Presenter	Time	Details	Description
2.1	Campus reports	Senate presidents	15	Senate presidents and others will briefly share critical, non-agenda items only. <ul style="list-style-type: none"> <li>Cañada (Eck): Working on finalizing mid-cycle questions for CTE programs; AS decided not to record meetings; AS had an extended discussion on SB893; they would like the class cap task group to visit</li> </ul>	Information

				<ul style="list-style-type: none"> <li>• SKY (Ayotte): first in-person meeting; discussion about how screening committees are formed and created a task group; AS has been vocal about public concerns on campus (e.g. safety in the evening) and has formed a task group</li> <li>• CSM (Windisch): reviewing and revising by-laws, esp. as related to committee participation and the Teaching and Learning committee; reviewed DAS documents; Vice Chancellor McVean presented on SB893; drafting faculty collegiality letter in support of non-instructional faculty</li> </ul>	
2.2	Standing Committee Reports	DCC, DTL	10	<p>Standing committee chairs will briefly share critical items.</p> <ul style="list-style-type: none"> <li>• DCC (Hurlless): had first meeting of semester; discussed district alignment goals and flex day activities; discussed course deactivation SOP</li> <li>• DTL (Harmon): DTL is creating guidance for using AI in the classroom (for both students and faculty)</li> </ul>	Information
2.3	Presidents' Report	President, President-Elect, Past President	10	<p>President and Past President will briefly share district-wide information.</p> <ul style="list-style-type: none"> <li>• DPGC: three major issues on 3/6: SB893 policies; outside employment (tabled for now); reporting crimes</li> <li>• BOT (2/22): Kate emphasized to Board that many district initiatives require a great deal of human power; nonresident policies/fees are being discussed by board; district is looking into the student housing grant once more; board voted to suspend student health fees and parking fees for another year</li> <li>• EEOC: DAS leaders visited EEOC, who is working on hiring and equity</li> </ul>	Information

### 3. New Senate Business (50 minutes)

	Item	Presenter	Time	Details	Description
3.1	Dual Enrollment	Eck	30	<p>Discuss faculty experiences across the District with dual enrollment</p> <ul style="list-style-type: none"> <li>• David asked for DAS to agendaize this topic because: Trustee Petrides commented that the district faculty has had several issues with dual enrollment; the dual enrollment debate has been dominated by AFT so far and the senate needs to speak on it; Trustee Pimentel made comments that the only issues with dual enrollment are logistical when there are deeper concerns. Dave also noted that the District's dual enrollment goals are very large, and he doesn't believe that most faculty are aware of the impact of dual enrollment on their programs. Cañada AS has discussed dual enrollment but wants DAS to also voice its concerns.</li> <li>• Tim Maxwell expressed about the hiring process and minimum qualifications of dual enrollment instructors, the quality of the courses being offered on high school campus, the replacement of college courses with dual enrollment courses, and the maturity of dual enrollment students. Tim mentioned that there are high school students in Kern County who are graduating as college juniors and skipping the community colleges altogether.</li> </ul>	Discussion

				<ul style="list-style-type: none"><li>• Natalie shared concerns with the “right of assignment” argument promoted by Trustee Pimentel – will faculty be forced to teach dual enrollment? Can they opt out?</li><li>• Todd shared concerns with how minimum qualifications are applied to high school teachers and who is responsible for hiring the teachers. There is no interview process or any way to determine experience, esp. in CTE where industry experience might be desired</li><li>• Lisa Palmer would like to see the data on how many students come to our district after taking a dual enrollment course. The Cañada College English faculty met with Sequoia High School teachers about offering dual enrollment, and neither Cañada nor Sequoia instructors were clear</li><li>• Lindsey asked if anyone in the room has taught in dual enrollment. Sarah Harmon has. Lindsey has observed dual enrollment courses and she commented that the students were very mature and that many college faculty enjoy teaching these courses. Lindsey supports not forcing faculty to teach in dual enrollment.</li><li>• Sarah did not have great experiences with dual enrollment. She mentioned that the high school administration didn’t know what type of course it was and many students who couldn’t keep up were diverted to other courses. In another instance, two asynchronous Spanish were offered and the students were not told that it would be fully online.</li><li>• Lindsey noted that we need better communication and clarity in expectations</li><li>• Robbie Baden shared concerns about how dual enrollment will impact current adjuncts. He also asked how dual enrollment will serve equity and how we will measure that,</li><li>• Monica Malamud noted that Spanish faculty other than Sarah have had similar experiences. She also noted that students were enrolled in incorrect courses.</li><li>• Arielle mentioned that we need more faculty voice in how dual enrollment is implemented. She also mentioned that every department has different practices dfor engaging their adjuncts.</li><li>• Aaron McVean mentioned that expanding dual enrollment expansion is part of the SMCCCD strategic plan. He hears two stances – one against dual enrollment altogether and one that wants more faculty involvement. Aaron reaffirmed that dual enrollment is targeted at students who would not otherwise go to college (equity-focused). Aaron said that the district is willing to work with the senate to improve the program. Aaron also stated that the administration has no interest in forcing faculty who do not want to work with high school students to go out to the high schools, which would undermine the program.</li><li>• Andrea Vizenor shared some of the best practices used in dual enrollment like team teaching. Andrea echoed that they do not want instructors who aren’t excited about dual enrollment to teach in it.</li></ul>	
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				<ul style="list-style-type: none"> <li>Kate mentioned that the senate needs to keep working with administration to improve the program.</li> </ul>	
3.2	ASCCC Spring Plenary and Area B Meeting	All	15	<p>Discuss plans for this semester's ASCCC Plenary and Area B meeting</p> <ul style="list-style-type: none"> <li>Area B: March 24</li> <li>Plenary: April 20-22</li> <li>We need four delegates – one from DAS and one from each campus</li> </ul>	Discussion
3.3	DAS Elections	Wallace	5	<p>Share timeline, procedures, and eligibility</p> <ul style="list-style-type: none"> <li>Jeremy shared election timeline, eligibility requirements for president-elect, and nominating process</li> <li>Todd volunteered to serve on nominating committee</li> <li>Motion: appoint Todd to nominations committee and open nominating process</li> <li>M: Lindsey; S: Cassidy, motion passes</li> </ul>	Information /Action

#### 4. Ongoing Senate Business (40 minutes)

Item	Presenter	Time	Details	Description
4.1	By-Laws Task Group Update Ayotte, Ryan, Browne, Hurless	15	<p>Vote on by-law changes</p> <ul style="list-style-type: none"> <li>Jessica shared the changes made to the DAS by-laws</li> <li>David asked about faculty leaves and how those are treated under Article 6: Resignations, Vacancies, and Removals</li> <li>Teresa Morris asked that we change “Academic” to “Faculty” in definitions</li> <li>Kate suggested we bring these revisions back to DAS in April. Lindsey suggested that there be a feedback deadline of April 3<sup>rd</sup>.</li> </ul>	Action
4.2	Public-Facing Modality Definitions DTL	5	<p>Vote on public-facing modality definitions</p> <ul style="list-style-type: none"> <li>Sarah reviewed the feedback process and how feedback was incorporated into document.</li> <li>David asked about</li> <li>Jeremy asked</li> <li>Natalie asked what the proportions are for hybrid courses. Sarah noted that DTL recommends a 30/70 split. This split is not part of this document.</li> <li>M: David, S: Lindsey, motion passes with understanding that DTL will look into office hours requirements and update DAS in April.</li> </ul>	Action
4.3	Committee Handbook DTL	5	<p>Vote on DTL Committee Handbook</p> <ul style="list-style-type: none"> <li>Sarah updated DAS on revisions since last DAS meeting</li> <li>M: Lindsey, S: Cassidy, motion passes</li> </ul>	Action
4.4	SB893 Update McVean	10	<p>Vice Chancellor McVean will update DAS on SB893 implementation and future implications</p> <ul style="list-style-type: none"> <li>Aaron shared that starting fall, the proposal is to maintain breadth in enrollment fees and depth (e.g. textbooks, technology) for students in financial need or who participate in specific programs (e.g. Promise, EOPS,</li> </ul>	Information

				TRIO). Residency requirements apply with exemptions for undocumented and AB540 students. <ul style="list-style-type: none"> <li>David clarified that enrollment fee waivers would be for all San Mateo residents and AB540 students. He also clarified that these policies would be revisited if the costs</li> </ul>	
4.5	Equivalency Update	Wallace, Ayotte, Ryan, & McVean	5	Update from equivalency task group <ul style="list-style-type: none"> <li>David: Deans optional?</li> <li>David: Discipline experts especially when there aren't programs at all campuses</li> <li>Arielle: who is responsible for which parts? Jeramy: dean and AS President from requesting college would be in charge of finding discipline experts</li> <li>Natalie: HR process is unclear. How are equivalencies identified when applicants apply for a position</li> </ul>	Information

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

	Item	Presenter	Time	Details	Description
5.1	Announcements	All	5		information
5.2	Adjournment	Browne		Upcoming Updates/Agenda Items <ul style="list-style-type: none"> <li>- DAS Website Update – April</li> <li>- Faculty Collegiality – April</li> <li>- WebSchedule – April</li> <li>- Compressed Calendar – April</li> </ul> Meeting adjourned at 5:01 p.m.	action

### 2022-23 District Academic Senate Goals

- By-laws Revisions:** Update election policies and procedures (Lindsey Ayotte, Cassidy Ryan, and Kate Browne)
- DAS Website Update:** Update the District Academic Senate website (David Eck, Jessica Hurless, and Sarah Harmon)
- Processes for Determining Class Sizes:** Develop and propose processes for determining class sizes, including class minimums and maximums (Jeramy Wallace and Todd Windisch)
- Course Schedule Presentation/WebSchedule:** Work on issues related to how students interact with course schedules, WebSchedule, and CRM (Sarah Harmon & DTL)
- Improve equivalency processes:** Find ways to improve the efficiency of the equivalency process (Lindsey Ayotte, Cassidy Ryan, Jeramy Wallace, and Aaron McVean)

### Long-term District Academic Senate Goals

- The “10+1” in Changing Times:** Continue to support faculty in responding to academic and professional matters in the current pandemic, in the recovery, and in future conditions (DTL)

2. **Cross-District Curriculum Alignment:** Implement a process for aligning curriculum across the District (DCC)
3. **Compressed calendar:** Investigate a compressed calendar and other calendar interventions for increasing enrollment and access (David Eck, Cassidy Ryan, and Natalie Alizaga, Arielle Smith)

#### **2022-23 Projects of Interest/Oversight**

1. **Article 13 Professional Development:** DAS task group has completed work and revisions have been forwarded to AFT. (David Eck)
2. **Faculty Evaluation Procedures:** DAS task group has completed work and revisions have been forwarded to AFT. (Jeremy Wallace)
3. **Equity Minded Faculty Hiring:** EEOC is working on faculty hiring and District faculty have been involved. (Natalie Alizaga & Kate Browne)
4. **Academic Senate Alignment and Collaboration**
  - a. **Shared governance structures:** Discuss how each college approaches shared governance structures and processes
  - b. **Expand Noncredit Offerings:** Facilitate collaboration between the three local senates on noncredit offerings
  - c. **Enrollment Processes:** Advocate for changes to enrollment processes as developed by local senates
  - d. **Course scheduling and modalities:** Facilitate discussions on how each college is scheduling their courses and which modalities are being scheduled.
5. **Marketing:** Stay informed on the District's plan on a centralized marketing department and potentially take a position/make a recommendation.
6. **Fee Payment Policies:** Learn about payment policies for enrollment fees and investigate how these policies are impacting enrollments