



## Governing Council Officers 2018-2019

Leigh Anne Shaw  
*2018-2019 DAS President*

Jeremy Wallace  
*2018-2019 DAS President-Elect*

Diana Bennett  
*DAS Past President*

Teresa Morris  
*District Curriculum Committee Chair*

Hyla Lacefield  
*Cañada College AS President*

Diane Tedone-Goldstone  
*Cañada College AS Vice President*

Jeremy Wallace  
*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, October 8, 2018  
2:15 – 4:30 pm  
District Board Room  
3401 CSM Drive, San Mateo, CA

**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	0		Procedure
1.2	Roll/Introductions	Secretary	1	Present: Teresa Morris, Diana Tedone-Goldstone, Hyla Lacefield, Peter von Bleichert, Aaron McVean, Leigh Anne Shaw, Kate Williams Browne, Jesse Reskin,  Guest: Amber  Absent: Jeremy Wallace, Diana Bennett  Aaron will be joining us for future District Academic Senate meetings.	Procedure
1.3	Consent agenda	President	0	Nothing on consent	Procedure
1.4	Adoption of today's agenda	President	1	Approved unanimously	Action Approved unanimously
1.5	Adoption of the minutes of previous meetings	President	1	Approved	Action Approved unanimously
1.6	Public Comment	Public	3	Leigh Anne: Santa Rosa JC passed a resolution of no confidence against State Chancellor Oakley. Concerns related to Chancellor's Office lack of collegial consultation with State Academic Senate	Information

### 2. Standing Agenda Items (45)

	Item	Presenter	Time	Details	Description
2.1	Reports	Shaw	10	District Security report available (link at end of these minutes)  Area B meeting this Friday.	Information

				<p>Feel free to paste your reports to the online form and Leigh Anne will share to constituents.</p>	
2.2	Faculty Senate Handbook	Shaw	25	<p>A standing agenda item to hold space for review of best practices for Senate operations.</p> <p>Focus for October meeting: p. 21 – 26  <a href="https://www.asccc.org/sites/default/files/local_senates_handbook2015-web.pdf">https://www.asccc.org/sites/default/files/local_senates_handbook2015-web.pdf</a></p> <p>AFT Pres Paul Rueckhaus and DAS president Leigh Anne Shaw are setting up regular meetings for AFT and Senate to work more collaboratively together.</p> <p>Faculty sometimes confuse the purview of the Union and Senate.</p> <ul style="list-style-type: none"> <li>- Teresa: Evaluation issues, not sure where to get questions answered during crisis.</li> <li>- Kate: Looking at academic and professional matters they almost always involve workload. Easy to conflate the two since Senate overview is related to committees and other things that affect workload.</li> </ul> <p>Challenge as Senates to keep conversations to teaching and academic efforts and Union to workload.</p> <p>Kate: If not in communication with Union then Union not aware of issues.</p> <p>Leigh Anne and Paul working to increase communication and understand areas of overlap.</p> <p>Handbook goes into detail on Ed. Code and areas of Union, Academic Senate, and areas of overlap.</p> <p>Example is Flex service: Leigh Anne communicates memo but needs to coordinate with Union so she know which Flex Days are required and which are flex, etc.</p> <p>Teresa: Academic Calendar. Concern that calendar gets created with little to no input related to courses. Like instruction day after Memorial Day. How does successful completion of class factor into Academic Calendar creation? Not clear how created. Could use some Senate representatives that perhaps bargaining unit can't comment on. There are technical pieces that bargaining can help with but teaching and learning questions should be in the same room.</p> <p>Hyla: One Flex Day on Yom Kippur which meant that observant Jewish people can't participate without breaking.</p> <p>Teresa: And putting it before holidays devalues Flex Days. More transparency would help.</p> <p>Leigh Anne: Policy states that Union needs to be part of discussion; perhaps other faculty and students should also be in the room.</p> <p>Aaron: Lead with AFT negotiations? Paul would know who this is.</p>	

			<p>Not sure what the process is or the timeline for making the Academic Calendar.</p> <p>Leigh Anne will get clarification from Union on how process works.</p> <p>Kate: Professional Development for faculty is also a cross-over issue between Academic Senate and the Union.</p> <p>Additionally, the bargaining agent should consult with the senate prior to negotiations to determine any additional area of mutual interests and concern to be bargained” (pg 22).</p> <p>Process may not be robust in involving faculty and Senate; idea to establish joint committees or task force to exchange information.</p> <p>Peter: Issues around space and teachability would be a good issue for this type of committee/task force. Related to both teaching and working conditions.</p> <p>Teresa: Revising evaluation forms would also be a good project for this type of committee. However, something like the space issue that is concrete and doesn't have a big history would be a good issue to start with for this type of committee.</p> <p>Hyla: Good idea but adds more committees. Important that AFT listens to committee. This could be a great way of showing that Union cares about academic side as well.</p> <p>Leigh Anne: Opportunity to build and shape relationship between Union and Academic Senate. Recommends thinking about this as a task-force, since task-force only gets together when something is needed.</p> <p>Kate: Opportunity to get something mutual with Senate and AFT. Finding an issue or item that is of mutual concern and has broad base could demonstrate how things could be done better. Would be a very good first step towards being mutually supportive.</p> <p>Leigh Anne: What would this look like? Workload Committee model: One senate and one AFT representative from each college. Also Dean and district rep. Could be used for task force.</p> <p>Governance Committee vs. non? Appointing faculty is governance? Not clear on definition. Official standing committees? Need clarity on what is governance committee.</p> <p>Aaron: Task Forces/Work Groups get started when not sure what projects will look like or need long-term work. If becomes long-term seems like it should become governance committee and more formalized.</p> <p>Peter: Bringing it back to space issues. Create spreadsheet and have faculty populate it with issues around space. Could have Dean collect data and then have task force come together to discuss.</p>	
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				<p>Leigh Anne: Go back to your campus' and ask Senates what their thoughts are about joint task forces/communications between Senate and Union to benefit faculty. Can put it in Presidents report.</p> <p>Leigh Anne: Portion on page 25 and 26 really good to review for accreditation. Strongly recommends sharing with people o accreditation as lens focuser.</p> <p>Peter: One case evaluation of tenure track faculty member, satisfactory year one and didn't pass year two and was fired without any type of audit beyond committee. Wasn't sure whether Union or Senate should be involved in this case.</p> <p>Kate: Want to get out all faculty evaluations procedures and policies out to check to see if followed correctly.</p> <p>Leigh Anne: Can't comment on specific occurrence, but recommends that CSM faculty could use that information to improve faculty evaluation procedures and policies and bring to AFT. Could be a project for joint task force.</p> <p>For November meeting, review Part 3 p. 27-42, particularly pages 36-42 (Succession Planning and College Reports)</p>	
2.3	Equity Matters	Shaw	10	<p>A standing agenda item to hold space for topics related to equity.</p> <p>Leigh Anne: Asked for input from local senates.</p> <p>Kate: Senate took a deep dive in about what it means to be a student-ready college. What is faculties role in making it a student ready college and how does that help disproportionately affected students? Skyline will revisit same topic in future meeting too.</p> <p>Hyla: ACES working on proposal for Director of Workforce and intending to ask for it in this new hire position round.</p> <p>Leigh Anne: Would like to revisit issue of equity in new faculty hiring. A number of faculty and administrators went to training but lost sense of what doing with that training. Reached out to HR and asked if could talk about it.</p> <p>Kate: Went to Student Success Conference equity in hiring one of the issues most interested in related to student success and equity.</p>	

### 3. New Senate Business (80)

	Item	Presenter	Time	Details	Description
3.1	Approval of DAS 2018-2019 Goals	Shaw	2	See list at bottom of this agenda. M/ Hyla S/ Kate Approved unanimously	Action Approved unanimously
3.2	Approval of DAS appointees to Study	Shaw	2	Canada: Alison Field CSM: Margaret Kaluzny Skyline: Lavinia Zanassi	Action

	Abroad Advisory Committee			M/ Kate S/ Teresa  Approved unanimously	Approved unanimously
3.3	Discussion of Professional Development at each campus	Shaw and Wallace	45	<p>Discussion:</p> <p>Five key reasons why faculty access professional development funds:</p> <p>Improvement of teaching</p> <ul style="list-style-type: none"> <li>- Teaching skills in general; new techniques, i.e. classroom flipping, tech for teaching</li> </ul> <p>Staying current in disciplines</p> <ul style="list-style-type: none"> <li>- Related to teaching specific discipline, learning new developments, keeping up with technologies</li> </ul> <p>Participatory Governance Requirements</p> <ul style="list-style-type: none"> <li>- Senate Plenary, leadership, etc.</li> <li>- Should this be in competition with other types of PD?</li> <li>- Curriculum chair must go to Curriculum Institute, etc.</li> </ul> <p>State Initiative Compliance work</p> <ul style="list-style-type: none"> <li>- Guided pathways initiative, Multiple Measures</li> <li>- Should this be in competition with other types of PD?</li> </ul> <p>Personal Growth</p> <ul style="list-style-type: none"> <li>- Dealing with conflict in workplace, leadership training, etc. Might not have to do with discipline or teaching.</li> </ul> <p>Potential: Social Justice</p> <ul style="list-style-type: none"> <li>- Specific to this district. Could be in improvement of teaching and district (not state) initiative compliance work.</li> </ul> <p>Teresa: What if interested in Guided Pathways but not on task force or committee?</p> <p>Leigh Anne: Improvement of teaching, State Initiative Compliance work, Personal growth. Could fall under all three. Not clear when applying for funds.</p> <p>Leigh Anne: Are we serving all faculty's needs in these areas?</p> <p>Jesse: How does improvement of teaching break down into different sub-categories? Different levels related to this. Examples, flipping classroom, using Canvas, general approach to teaching all different levels. Important to look at how we support teachers as they define their needs in these areas.</p> <p>Hyla: Issue of people on Curriculum Committee having difficulty getting funds to go to Curriculum because funds used for other things. Frustrating when can't get funds to do job.</p> <p>Leigh Anne: Not good that these areas are in competition with each other.</p>	

			<p>Kate: What we can do is hone-in-on these things and get them right. Each matters. What we hear that there is professional development money that is not spent.</p> <p>Amber: Been on Professional Development Committee and have never seen a total.</p> <p>Teresa: In past supported by something to go to Curriculum Institute. First year went to own discipline conference and found out there was no money left. First time in 5 years had to figure out other pot of money because own professional development was in conflict with Curriculum professional development. Seems like everything got put into same pot and now no prioritization. Doesn't want to compete. Goes to Curriculum for betterment of institution, not discipline or self.</p> <p>Hyla: One problem we have is having faculty other than president to go to things as well. Our pot of money is from Academic Senate and that isn't enough for two people.</p> <p>Leigh Anne: What are the appropriate funding streams for these different types and what should be do moving forward to address this process.</p> <p>Amber: Skyline process. Some classified and staff money separate. Faculty professional development funds. Also money through CTTL. Sometimes when Admin. wants to send a group will come out of CTTL or article 13 or both. Article 13 is part of our contract, does that make it ours or not ours and how are we splitting it up between campuses? Funds based upon committee AFT appoints, why is VP able to disapprove applications before they get to committee?</p> <p>Leigh Anne: Skyline- One professional development form, goes to dean, committee, VP, then Presidents.</p> <p>Amber: Now it goes from Dean to VP, then bounces back if faculty don't promise to do more work, then gets sent to committee. Article 13 could be used for improvement of teaching, staying current in disciplines, and personal growth.</p> <p>Jesse: With process now wait until approved and then purchase professional development travel/conference/etc. Could faculty pool funds to get X product? Example: have on-campus professional development instead of going out?</p> <p>Leigh Anne: Do you want faculty to have allocation of funds?</p> <p>Jesse: Don't want to cap it, but want option to pool funds.</p> <p>Amber: Deans who have extra money will have faculty do things they want them to do.</p> <p>Leigh Anne: Generally Deans know pockets of money to use for projects. Wants process to be more transparent.</p>	
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			<p>Kate: AFT appointed committee, not connected to Senate. Process has become multiple stepped, went to multiple Deans, VP, President, then to committee. Takes a long time, sometimes more than when PD happen. Underscore being more transparent and more streamlined.</p> <p>Leigh Anne: Should be pot of money set aside for known Participatory Governance Requirements and State Initiative Compliance work.</p> <p>Peter: Would like to see separate buckets for institutional vs faculty PD needs. Have to be good at how to pursue money.</p> <p>Teresa: If aware of initiative might be sent to request, but not aware of how to get funding. If unaware where pots of money are located and requirements for these pots very confusing for new faculty. Not transparent.</p> <p>Peter: Communication of opportunities not there.</p> <p>Hyla: Tried to go to Leadership, application bounced because hadn't written a full page. Graded not on how answered but on technicality. Local processes not consistent.</p> <p>Leigh Anne: Decision seems to be more subjective rather than objective because no process.</p> <p>Peter: Process to get paid back takes a long time.</p> <p>Amber: Reimbursement is purview of business office.</p> <p>Peter: Some colleagues stopped applying of PD because of amount of work to get reimbursed.</p> <p>Leigh Anne: Do you have a teach-out obligation?</p> <p>Peter: No obligation to formally share.</p> <p>Kate: Always have to apply for Article 13.</p> <p>Peter: Did not have to apply for Article 13, sent without having to apply.</p> <p>Kate: Had to apply for funding in July.</p> <p>Hyla: Wrong accounts put on things and messed up funding for Strong Workforce. Some individuals had to jump through more hoops to get reimbursed.</p> <p>Business Office making things more difficult.</p> <p>Teresa: Complexities of PD, everything got flattened. The approval is one thing, the reimbursement is now under Business Office. Not sure if prioritization going on in PD.</p>	
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			<p>Diana: PD committee funded sabbaticals last year and now are 32K in red. Waiting for 55K to get in black this year. Asking for report on how money was spent last year.</p> <p>Amber: Would like to talk about tuition. Would like to take a graduate course. Eugene Whitman talked about faculty using pilot tuition reimbursement program but there is not more information available on this. Why only cover Master's program level work and not PHD? Had one faculty member apply for these funds, was approved by committee but turned down later.</p> <p>Aaron: Tuition reimbursement program on agenda item and will ask at staff meeting for update and about faculty piece in particular and communicate back. Using Article 13, can't quite remember, but thinks there is language specifically saying can't use for tuition expenses. Could be contract language that could be changed, but if tuition program funded that can keep separate.</p> <p>Pete: Unemployment low in private sector companies are using tuition reimbursement to attract workers. Perhaps student-loan match to attract people? Good tax reimbursement for district.</p> <p>Leigh Anne: Where do we go from here?</p> <ul style="list-style-type: none"><li>- Clearer transparency of funding streams</li></ul> <p>Amber: Might be helpful for 3 article 13 PD committees to meet up.</p> <p>Agenda:</p> <ul style="list-style-type: none"><li>- Idea of how much have funded out of Article 13 from the last year. Records of applications, approvals and denials</li><li>- Compare processes</li><li>- Average time for approval</li><li>- Endorsement of the different types of professional development apply for and how processes don't take these into account.</li></ul> <p>Jesse: Some Deans and staff get ProCard to pay for professional development.</p> <p>Teresa: If this goes to committees, advise to take off pie chart since it makes it look like all areas are equal. Asking more for non-competition. Don't want to give idea equally funded.</p> <p>Kate: What other professional development structures at colleges and are they streamlined or separate?</p> <p>Leigh Anne: Find out who the chair is for the Article 13 PD Committee and send to Leigh Anne. Hearing that Article 13 money should be used for some PD areas but not all. Look at State Initiative and Participatory Governance and talk to District on how not appropriate for Article 13 money to be used for those two areas.</p>	
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				<p>Aaron: Many legacy local processes that are already established so complicated to get common agreement. Will probably defer to how local committees do things.</p> <p>Leigh Anne: Transparency is important at all 3 colleges. Erin- Could you get me 5-10 minutes at VP Council to do a presentation?</p> <p>Aaron: Will look into it. Most of productive work will be with current local structures. More need to understand each process to make change.</p> <p>Leigh Anne: Running over time, we can talk more about this topic. It affects all three campuses in the same order of magnitude.</p> <p>Aaron: Report from PD committees should be shared with district Business Office.</p> <p>Leigh Anne: It sounds like we need to have a separate discussion with Business Office.</p>	
3.4	Feedback on Ethics Statement	Shaw	15	<p>September meeting asked local senates for feedback on the Ethics Statement by DAS <a href="http://smccd.edu/academicsenate/code-of-ethics.php">http://smccd.edu/academicsenate/code-of-ethics.php</a></p> <p>Leigh Anne: This is an Accreditation year, considering concerns all three campus' have had with equity does this statement still stand?</p> <p>Take to constituents and see if any updates need to be made.</p> <p>Hyla: Does the administrators have a statement of ethics and are they following it?</p> <p>Leigh Anne: Does admin have the same obligation as staff, students, and faculty?</p> <p>Aaron: Not sure, did work on Classified Statement of Ethics a number of years ago.</p> <p>Peter: Whether or not Admin has one shouldn't prevent us from having or updating ours.</p> <p>Leigh Anne: I recommend saying that is a separate issue, this is a requirement of accreditation and only asking if this still represents us.</p> <p>Hyla: Students want to be able to report inappropriate behavior from faculty. Students concerned about going through current process.</p> <p>Leigh Anne: Title 9 issue, have person specifically at district who covers this. Perhaps have her clarify language that is student specific and faculty specific. Not necessarily related to this document.</p>	Discussion
3.5	Recap of discussion on Increasing Quality	Shaw	15	<p>Recap of what was discussed at September meeting.</p> <p>- Canada has tri-chair for Strong Workforce</p>	Discussion

	of Participatory Governance			<ul style="list-style-type: none"> <li>- Clearing guidelines for faculty participation in admin hiring. Have non-tenured faculty on admin hiring committees? Are there guidelines on how to choose faculty to be on these committees?</li> </ul> <p>Also review of committee structures and review of committees, task forces, work groups, etc.</p> <p>Leigh Anne: What timeline should we have?</p> <p>Peter: Committees that are underserved. Faculty not sure what committees to be on.</p> <p>Teresa: There is a list of committees and who are on them.</p> <p>Spring would be a good time for Review of all committees, work groups, task forces, or teams which faculty serve.</p> <p>Leigh Anne: Ad Astra might be useful for seeing what committees are meeting by requesting rooms. Could give us a picture of colleges.</p> <p>Mid-Semester, March, might be a good time for this.</p>	
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#### 4. Final Announcements and Adjournment – 5 minutes

	Item	Presenter	Time	Details	Description
4.1	Announcements	All			information
4.2	Next meeting/Future Agenda items			<p>November 19 (Peter)</p> <ul style="list-style-type: none"> <li>- Compensation for faculty training in online teaching. Takes many hours for training. The fact that it's not compensated leaves out a large number of faculty. Hoping DEAC also take this on as a topic.</li> </ul> <p>December 10 (Hyla)</p> <p>February 11 (notetaker)</p> <p>March 11 (notetaker)</p> <p>April 15 (notetaker)</p> <p>May 13 (notetaker)</p>	information
4.3	Adjournment	Shaw	4:30		Action Approved. Meeting end at 4:29 pm

In accordance with the Ralph M. Brown Act and SB 751, minutes of the SMCCCD Academic Senate will record the votes of all members as follows: (1) Members recorded as absent are presumed not to have voted; (2) the names of members voting in the minority or abstaining are recorded; (3) all other members are presumed to have voted in the majority.

All agendas, minutes, and handouts can be found at <http://smccd.edu/academicsenate/agenda-and-minutes.php>

All SMCCCD Board Policies and Procedures can be found at <http://smccd.edu/boardoftrustees/policies.php>

SMCCCD Annual Security Report 2018 is available here:

<https://smccd.edu/publicsafety/2018%20SMCCCD%20Annual%20Security%20Report.pdf>

## **2018 – 2019 District Academic Senate Goals**

1. Work with AFT to improve the faculty evaluation forms (language and format)
2. Review prior role of STOT and current adequacy of compensated online training for faculty
3. Explore opportunities within the Open Educational Resources initiative and other strategies for addressing financial barriers to accessing educational materials.
4. Continued facilitation of development of DE Policy and implementation of OEI rubric
5. Work towards parity at all three campuses on the Strong Workforce Initiative
6. Equity and Social Justice Intentionality
7. Assigning courses to disciplines (District Curriculum Committee)
8. Professional Development Review
9. Increase in Quality of Participatory Governance (to include Local Academic Senate succession)
10. Work with facilities on a review of the impact of the classroom environment on teaching and learning
11. District communication and alignment on Guided Pathways