



**ACADEMIC SENATE**

**Meeting Minutes**

April 28, 2020  
 Zoom Meeting  
 1700 W. Hillside Blvd.  
 San Mateo, CA  
 2:30 – 4:30 pm  
[Website](#)

**Executive Committee 2017-2020**

Arielle Smith  
 President

Peter von Bleichert  
 Vice-President

Rosemary Nurre  
 Treasurer

Daniel Keller  
 Secretary

**Executives Present**

<b>Name of Officer</b>	<b>Executive Committee Role</b>
Peter von Bleichert	Vice-president
Rosemary Nurre	Treasurer
Daniel Keller	Secretary
Arielle Smith	President

**Senators Present**

<b>Name of Senator</b>	<b>Division</b>
Yvette Butterworth	Math/Science
Wendell Doman	Language Arts
Dyana Huaraz	ASCSM
Tatiana Irwin	CASS
Vince Li	Business
Teresa Morris	Curriculum Committee
Peter Nannarone	Business Technology
Minu Mathur	CASS
Sunny Martin	Counselling
Tim Maxwell	Language Arts
Liz Schuler	PD Coordinator/CTL
Kevin Sinarle	DSPS
Lia Thomas	ASLT
Ellie Tayag	Library
Lale Yurtseven	Business/Technology

**Others Present**

<b>Name</b>	<b>Representing</b>
Wissem Bennani	Global Learning, Skyline
Laura Demsetz	Dean, CASS
Heidi Diamond	Dean, Business/Tech
Mike Holtzclaw	VPI CSM
Jing Luan	International Education
Aaron McVean	Vice Chancellor, Ed Services

## Opening Procedures

Item	Presenter	Time	Details	Action/ Information /Procedure
Approval of today's agenda	President	2:35	Approved with one addition (review of the faculty leadership proposal)	Procedure
Approval of past minutes	President	2:38	Approved	Procedure
Public Comment	Public	2:40	<p>Rosemary: We are still working without a contract. Let's hope that with a new chancellor we will be able to get it finalized sooner.</p> <p>Kevin: During our last meeting, we talked about creating some guidelines for instructors working with students needing DRC accommodations. We have developed a handout with some guidelines that will be sent to all faculty via email.</p> <p>Peter: We have been getting questions about the ten hours stipend for preparing for online classes negotiated between the union and district. The language makes it sound like we can only apply for it for training on pedagogy—is this true or can we apply it to any work we did to prepare for the transition?</p> <p>Lia also noted that the time for the training might need to be more flexible: the library was still open even after the campus was closed, but library faculty were working on the transition during those days—can they claim the work they did as part of the time?</p> <p>Aaron: the ten hours is for any training, or just the time it took to make this transition. The bottom line: if you had to transition, it can be for the training and/or the time it took. It is intentionally wide open—no pre-approvals are necessary.</p> <p>Tim Maxwell: what is the current status of requests for computer equipment and hotspots—are they available to all students in need? Aaron will try to get an update.</p> <p>Yvette: a reminder that everyone is invited to the Guided Pathways "mix and mingle." Links to the Zoom conference were sent over email. Wear a crazy hat or CSM wear, meet with your colleagues, have some fun.</p>	Information

			Tatiana: A reminder that AFT is passing around a petition to sign in support of the contract negotiations—to try to put some pressure on the board. Please sign it if you have not already done so.	
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**New Senate Business**

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report	Arielle	2:50	<p>Announcements and updates</p> <p>Faculty should have received a link (sent out today) to a new survey focusing on the transition to the online classes. You should also look out for an email from Jeramy in the next two days providing some guidance on finals. There is a group that has been working on this for the last week and a half.</p> <p>We still have a call for applicants for the faculty evaluation guidance committee.</p>	Information
2	ASCSM Update	ASCSM	2:50	Dyana Huaraz, ASCSM Rep—elections for student government opened on Monday and will close Thursday.	Information
3	Standing Committee Reports	<p>Teresa</p> <p>Liz</p>	2:50	<p>a). The Curriculum Committee met last Thursday and the last meeting is in two weeks We have been focused on the GE areas and some review of our regular and substantive contact policy. This policy is particularly important right now because it will change and enhance what our DE policy looks like. The DE supplement will change to be more robust, specifically because state guidelines have changed a little bit. You will hear more about these changes. We will keep looking at this issue as well.</p> <p>b). The Teaching and Learning Committee met yesterday afternoon. We are doing contingency planning for August but there is a lot of uncertainty right now—we don't know if we are going to try to hold the August flex day online, and the District hasn't decided about opening day for fall.</p>	Information

		Lale		<p>Tim noted that public health policies and the county will need to make this decision more than we will. It doesn't seem to be in our hands. Liz: in terms of planning it can really change things dramatically. For example, we could have speakers for the flex day—many more than we would have if we were face to face. But most of the planning needs to be done by mid-May. Programs like word jam and math jam have already made the decision to go online and a lot of other schools are making these decisions to go back online already. It seems likely that we will be online, and even if things are open, is anyone going to want to go to a room full of 200 people in August?</p> <p>Arielle noted that both faculty and students are saying they want that decision about next term made sooner rather than later. For planning and logistics, it would be easier to plan assuming things will be online.</p> <p>c). Distance Education Advisory Committee: The regular and substantive contact draft was reviewed in an off schedule meeting. We will meet again on Tuesday and hope to be able to finalize the draft policy. All are welcome to attend.</p> <p>Other Informational Updates: AFT – Paul Bissember could not be here today but will be here for the last meeting of the term</p>	
5	Action Items		3:05	<p><b>Action Items 3:00-3:15</b></p> <p>a). Regular and Substantive Contact policy We discussed the current draft of this policy, which went to the curriculum committee on Thursday.</p> <p>Rosemary: some of the language about substantive contact seems vague and unrealistic. In a live classroom, you always have students who are disengaged—you see them, but you may not really have “substantive contact” with them. What</p>	<b>Action</b>

does it really mean to have contact? Lale: You don't have to call or email each student individually. Instead, regular contact means that, for example, every Monday you send out a message to all students. Substantive contact is described in a few different examples on the document. Lale also noted that there is a difference between content, which might include something like a recorded lecture, and contact, which requires some interaction with students.

Peter: some of the language seems to suggest that online courses must be fully equivalent to regular courses. For example, in the second paragraph, the document claims that "interaction and content delivery must parallel an equivalent F2F class." Lale said that the main point is to offer equal quality and quantity of instruction, not so much a 100% equivalent experience. We could revise the line to say something like "should attempt to simulate" a face to face class.

Teresa: we can change the language of some of the principles, but the policy needs to be very clear that our online classes are not correspondence courses. Regular and substantive contact with students is an essential difference between these types of instruction. So however much we revise the language, it is very important to keep this distinction clear.

Mike H: we can make changes to the language, but it is also important to act quickly—we can't afford to delay this over the summer. The language also has to be generic enough to be our campus policy on DE, but it also has to be specific enough so that accreditors can see that these classes meet the criteria for distance education.

Lia: Regarding contact: weekends, holidays, breaks, --we should be clear about whether faculty are really expected to respond to

				<p>students during all these times. Arielle suggested that we can change the language to say that we should respond within two business days.</p> <p>Arielle noted that we are hoping to have this implemented by the fall term. Are we OK with not reviewing it again? Peter asked that we see it one more time, but Lale said there is a plan to have some summer training and we can't wait on a policy--If we wait another two weeks it may be too late.</p> <p>Arielle: we are not going to vote on it here because it is up to the DE and Curriculum Committee. If you want to send feedback before then, please send it to Arielle.</p>	
6.	Discussion items	Jing, Mike, Aaron, Wissem	3:40	<p>a). GOAL program</p> <p>Mike: The GOAL program started as a pilot last fall at Skyline. Since then, we have been involved in further conversations hoping to explain the program. Today, Jing and Aaron will be telling us more about this program. Wissem, who led the program at Skyline, can then answer questions about how it has been going.</p> <p>Jing: Our International Ed program is now among the top 20 in the country and is ranked second in Northern California. So we have wanted to continue innovating to address the needs of the community more. We have been talking about diversifying our offerings including online classes. We are trying to preserve what we have—to make sure that the current F1 students are coming to us, but also to make sure that we are addressing these needs in a global context.</p> <p>Aaron: We have already started a program at Skyline for career education (CE) courses. But with Covid 19, we are now thinking of students who may not be able to be here at all. There is also an opportunity to provide online education to a broader community, like a hybrid of</p>	<b>Discussion</b>

students who might start online and then come here. We would like also to open the ability for students to take career ed courses in high demand fields for students in other countries.

This also includes students who are planning to transfer to other colleges for four year degrees. Currently, CE certificates, like early childhood education, can be earned online. International students also come out of high schools for concurrent enrollment. Among other advantages: There is no visa required to take courses from home countries, so this reduces travel, housing, and transportation issues.

At the same time, there are many new challenges with an online program such as this, so we need to identify support services for these students.

Wissem: At Skyline, we had a small group of four students taking courses in economics and business. Out of the four, three then came to Skyline for face-to-face classes, and all three are planning to transfer. We have learned a lot from this group of students that we hope will help in the expanded pilot we are going to implement in fall 2020. For the expanded pilot, we will accept a larger group of students in various academic disciplines and hopefully at our other colleges.

Aaron: the next steps include putting a steering committee together to help guide this through fall. Our timeline isn't ideal because of the emergency.

Aaron will be sending details to all three senate presidents to request the formation of a steering committee. Ideally, this group will include people from key areas—math, English, ESL—as well as popular disciplines such as business, as well as representatives from counselling.

Questions:

Rosemary: given that this takes place only online, how do we know that the registered students are even the people who are taking the class? It would also help to get a better sense of the rationale: this seems like just an opportunity for money. When students are on campus, they interact with students and participate, but when it is online, what is the benefit for our students who are here?

Aaron: In response to the first question, one of the steering committee's major goals is to make sure that we verify the identity of students who are fully online. There may be other issues that are particular to working with students who are in other countries—the issue is complicated and is something we are working on right now.

On the second question, about the rationale, one major goal is to introduce students to our system online with the hope that they will be here later. It's not just about money. At the same time, we should be aware that there is a potentially serious revenue impact from losing international students. We might not recover our international student community. We are still sorting things out, which is why it is important for the steering committee to be formed.

Lia: What about the international rules that complicate many of our online programs? For example, we have not tested the library One Search program internationally, and there are copyright rules that limit what students can see in other countries. For example, YouTube is not always available in China. Aaron: this would also be part of the goal of the steering committee and pilot program, to work out some policies for these situations.



Tim M: The idea that we are addressing the needs of the community with such a program seems questionable. Normally, when we say “the community,” we are referring to the people who are actually here. This expands our “community” to include concurrent enrollment and students who may never be here. Is this really a good use of our faculty time?

Tatiana also pointed out that some of our statements about what we want students to experience seem contradictory: we hear that the whole point of bringing in international students is that they come to our campus and enrich courses here, but when it suits the district, we don’t ask these students to even attend. Tatiana also noted Lia’s comment that there are limitations to what students can do in their home countries: if there is censorship of some materials, we are not offering these students an equivalent experience.

Aaron replied that the concerns about equivalent offerings are important, but part of a much longer discussion. In response to Tim M’s earlier point, Aaron doesn’t see GOAL as taking away faculty time: we have no plans to assign classes to faculty who are not interested in participating. Faculty who do want to participate in the longer discussion may want to join the steering committee or attend their meetings.

b). Management and Academic Supervisors Evaluation Procedures

We have had questions about dean and other supervisor evaluations, and requests for more transparent information about details such as when the evaluations happen and what the regular schedule is. In response, senate has drafted a request for information about these questions. Note this does not count for classified

supervisors who have separate evaluation procedures.

Peter: is there anything that says that faculty evaluators should not be subordinate to a dean before they participate in evaluation? Mike H: we make sure that full and part time faculty get surveys for evaluations. Deans are then given the chance to name others who are working with them. But the core is always people who report to the dean being evaluated. Laura also noted that all adjunct and full time faculty get to weigh in, because the evaluation goes out to all.

Mike also noted that the transparency issue should be understood in terms of all of us knowing the schedule of evaluations, not the outcomes. We also don't share even the schedule or other evaluations with the whole public. Maybe this is something that should be shared only with the senate—just a list of who is up for evaluation each year.

Laura: back when I was faculty, if someone told me that the timing of my evaluation would be available for all to see, I would be a little concerned. There is no problem with the schedule being available in house, but not to the broader community—the outside world. Publicly posting it seems like a dangerous thing. Arielle suggested that we could have it on a SharePoint or other protected document that someone has to sign in to view. As a result of this discussion, we removed “publically” out of the document. This will come up as an action item at our next and last meeting.

c). There was not enough time left for our discussion of the DAS draft policy reviews. Teeka James has shared some feedback about the current professional development policies, which will be further discussed at the May 11 District Senate meeting. Teeka also suggested that we

			<p>postpone decisions. Feedback is open until the 5/11 meeting at District Senate.</p> <p>Final issue: the document asking for increased release time for senators: This came as a request from Skyline. We believe that the demands on our time have increased. So what this does is asks the district to increase the release time—to double it from 1.0 to 2.0. We will need more time to discuss this at the next and final meeting.</p>	
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**Future Discussion Topics**

Faculty leadership proposal – increase in district funded release time (5/12)

District DE resolution

Strategic Planning (Aaron McVean, 4/28)

SEM update (SEM team, 5/12)

GP program mapper platform (Allie, 5/12)

CVC-OEI resolution of support (Aaron McVean, Nick Demello)

Promoting equitable practices in the classroom (TBA)

Faculty Participation

Enrollment Caps

SJRA Program Review Research

Curricular alignment districtwide - resolution

Dual Enrollment – AB288 clarification (Tiffany/Kelsey)

Guided Pathways cluster activity (Allie -TBD)

College Budget Update (Micaela Ochoa, Fall 2020)

**2019-20 Senate Goals:**

1.Enrollment and course cancellation: create guidelines around class cancellations and enrollment minimums. 9/24 Workgroup established

2.Ethnic Studies/social justice AA requirement

3.Curricular alignment in district

4.Adjunct Professional equity

5.Dual enrollment (Oct 22)

6.Physical Spaces/environmental scan, ADAcompliance in physical and online classes

7.Protocol for 51-50

8.Equity in hiring

9.Articulation process (Sept 10)