

Summary of Senate Goals Brainstorm with Faculty on Flex Day, 8/22/23

<p><u>Goal / General Topic</u></p>	<p><u>Specifics / Details</u> <i>What do you want to know? Why is this important?</i></p>	<p><u>Actions / Measurable Outcome</u> <i>What can Senate do to accomplish this goal? Is there a specific timeline?</i></p>
<p>Class sizes / Maintain class min policy of 10 students</p>	<ul style="list-style-type: none"> • Obviously good for students 	<ul style="list-style-type: none"> • Chancellor Moreno specifically asked for “position papers” analyzing/advocating for sides on this issues - it’s a critical win that we need to sustain
<p>Student attendance</p>	<ul style="list-style-type: none"> • Is there an attendance policy? 	
<p>Dual Enrollment</p>	<ul style="list-style-type: none"> • How much of a role does the Senate play in terms of making decisions around DE? Where does this interface with AFT? • DE undermines our integrity, our profession and our purpose • How will faculty help determine how DE is implemented/role of faculty in dual enrollment 	<ul style="list-style-type: none"> • Clear academic policies • Preparation to teach in HS • Organized onboarding • Shadowing - incentives for prospective students • Point by point analysis of 10+1 to expose issues
<p>AI</p>	<ul style="list-style-type: none"> • Troubleshooting 	<ul style="list-style-type: none"> • Establish policy related to integrity, especially in online classes
<p>Student/ adjunct representatives</p>	<ul style="list-style-type: none"> • Views from student and adjunct perspective. 	<ul style="list-style-type: none"> • Diverse representation • Add to by-laws, find funding (Senate funds or VPI office release time)
<p>Student spaces (library, ISC, learning center, etc.) and academic support particularly late evening.</p>	<ul style="list-style-type: none"> • It’s important for students to have support when classes are happening on campus. Having the library and restaurant/cafes closed before classes are over can impact enrollment and student satisfaction. 	<ul style="list-style-type: none"> • Ensure sufficient student spaces and support in the evening.

Remote work: where is the college/ district going?	<ul style="list-style-type: none"> • What are our goals? Do we aim to serve students outside the Bay Area? How do we ensure academic integrity? 	<ul style="list-style-type: none"> • Testing center network with other schools. More clear expectations on whether online students are expected to be near campus.
Review/oversight of online vs. in-person offerings. Make sure students have options	<ul style="list-style-type: none"> • some areas have scant representation for some courses in some modalities 	<ul style="list-style-type: none"> • Take inventory → decide if there's a cause for concern/need for remedy
Removing “instructional/noninstructional” lang from SMCCCD vocab		<ul style="list-style-type: none"> • convene joint AS/DAS/AFT comm to explore impact • review lang from participatory gov docs and other areas where it is codified
Formal leadership skills training for faculty		
Student IT Help	<ul style="list-style-type: none"> • Public student resource for IT/Comp help 	
Course cancellation - continue work with AFT	<ul style="list-style-type: none"> • students register “late”. We need to preserve our course offerings 	
Inclusive practices in all areas of campus culture. Try to get broader participation		<ul style="list-style-type: none"> • The action item should NOT be another syllabus blurb
Student housing - make sure we plan!		<ul style="list-style-type: none"> • Additional student services will be necessary
Independence from administrators (especially as it relates to voting)		
Curricular alignment across campuses	<ul style="list-style-type: none"> • Is it necessary? Or is it a benefit? 	<ul style="list-style-type: none"> • Classes should correlate for CIDs while still allowing for diversity of classes • Do we need to find out what obstacles still exist?