**District Academic Senate
San Mateo County Community College District**

Annual Report – 2018-2019

**Prepared by: Leigh Anne Shaw**

**District Academic Senate president 2018-2019**

**District Academic Senate members 2018-2019**

DAS President: Leigh Anne Shaw
DAS Past President: Diana Bennett
DAS President-Elect: Jeramy Wallace

Cañada College:
Senate President: Hyla Lacefield
Senate Vice President: Diana Tedone-Goldstone

College of San Mateo:
Senate President: Jeramy Wallace
Senate Vice President: Peter von Bleichert

Skyline College:
Senate President: Kate Williams Browne
Senate Vice President: Jesse Raskin

District Curriculum Chair: Teresa Morris

**District Academic Senate members 2019-2020**

DAS President: Jeramy Wallace
DAS Past President: Leigh Anne Shaw
DAS President-Elect: *vacant*

Cañada College:
Senate President: Diana Tedone-Goldstone
Senate Vice President: David Eck

College of San Mateo:
Senate President: Arielle Smith
Senate Vice President: Peter von Bleichert

Skyline College:
Senate President: Kate Williams Browne
Senate Vice President: Jesse Raskin

District Curriculum Chair: *to be elected Fall 2019*

# District Academic Senate Goals and Status for 2018-2019



## Goal: Improve faculty evaluation forms

### STATUS: Complete

Evaluation is a means for faculty to ensure equity and quality in teaching.



The DAS has completed a multiple-year process of soliciting feedback on the observation forms for faculty evaluations, and recommended revisions to these evaluation forms have been submitted to the union for negotiation.

## Goal: Review prior role of STOT and current adequacy of compensated online training for faculty

*District Strategic Goal 3: Increase program delivery options, including the expanded use of instructional technology, to support student learning and success.*

### STATUS: Complete; revision into modified goal

Faculty want to deliver the best in online teaching, and it became clear this year that many campuses are unaware of the MOU signed between the District and AFT that ensures compensation for online training. The DAS has been promoting awareness around this benefit to faculty.
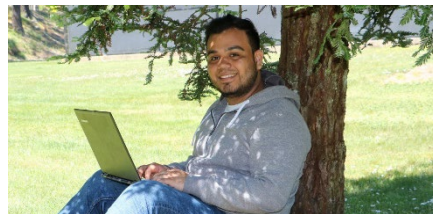


Meanwhile, the Distance Education Advisory Committee (DEAC) is planning to build on this goal next year by engaging a review of feedback on current campus online training and evaluating how well the training is meeting faculty needs.

**Goal: Explore opportunities within the Open Educational Resources initiative and other strategies for addressing financial barriers to accessing educational materials**

*District Strategic Goal 1: Develop and strengthen educational offerings, interventions, and support programs that increase student access and success.*

## STATUS: Complete

Each college in its own way is pursuing making textbooks more accessible and affordable to our students via OER. There is strong collaboration among the three colleges, and each college has a task force and an ASCCC OER Liaison. The DAS is not taking a district oversight or guidance role in OER, but is supportive of campus efforts. Next year, DAS plans to issue a statement of support for OER and other statewide initiatives.

**Goal: Continued facilitation of development of DE Policy and implementation of OEI rubric**

*District Strategic Goal 3: Increase program delivery options, including the expanded use of instructional technology, to support student learning and success.*

## STATUS: Complete

With collaboration between the DAS and the Distance Education Advisory Committee, the DEAC has issued a revision of the Regular and Effective Contact procedure 6.27.1. This procedure will move through the participatory governance process to ensure higher quality online teaching.

## The Work Continues…

**Goal: Work with facilities on a review of the impact of the classroom environment on teaching and learning**

*District Strategic Goal 4: Ensure necessary resources are available to implement this strategic plan through sound fiscal planning and management of allocations.*

## STATUS: to begin in Fall 2019

Faculty at all three colleges are committed to making our campuses student-ready. Faculty raised concerns over the impact on students of classroom environment issues and the message they communicate about learning, including:

- lack of temperature control in classrooms
- damaged, defaced, cluttered, mismatched, or aging furniture
- inconsistent and outdated technology in classrooms
- damage to learning spaces
- inadequate lighting
- accessibility concerns

On recommendation of the chancellor, the DAS tasked each college senate with creating a task force to address local impact of facilities on teaching and learning.

**Equity and social justice intentionality**
**STATUS: ongoing**



All three senates are actively engaged in discussions of ensuring greater equity for students. They have demonstrated this activity in the writing of resolutions as well as in the discussion of pedagogy/andragogy and changes to practices at campuses.

Specific DAS activities related to equity include:

- **Faculty Job Announcement Language**: Discussion of changes to language to appear in all faculty job announcements that can lead to greater probability of a more diverse faculty ready to engage in equity-minded teaching;
- **Equity Training**: Attendance to and presentation at equity summit and regional meetings led by the ASCCC;
- **District Mission**: Recommendation, through DPGC, to revise Board Policy 1.01 District Mission to better reflect the district's commitment to equity;
- **Campus Closures Guidance**: Following the closures due to the Camp Fire in 2018, the DAS has created a statement on campus closures designed to guide faculty in making difficult decisions of how to cover course content in a way equitable and accessible to all students;
- **Standing Agenda Item**:  The DAS retains a standing agenda item entitled "Equity Matters" so that the body has an opportunity to keep this issue fresh and regularly visited.

**Goal: Districtwide communication and alignment on Guided Pathways**
*District Strategic Goal 1: Develop and strengthen educational offerings, interventions, and support programs that increase student access and success.*
**STATUS: Revision to broader goal**



Each campus has a unique population and is proceeding with Guided Pathways in its own way. In order to avoid unintended consequences affecting our students, DAS wants to ensure cross-campus collaboration and sharing of innovations so that our students can benefit equally at all three campuses. A small amount of communication and sharing has begun.

This goal would be better reframed into a broader goal of greater communication and cross-pollination of ideas districtwide for not only Guided Pathways but for all statewide initiatives.

**Goal:** Work towards parity at all three campuses on the Strong Workforce Initiative

*District Strategic Goal 1: Develop and strengthen educational offerings, interventions, and support programs that increase student access and success.*

**STATUS: ongoing**

Two colleges, Cañada College and College of San Mateo, have a similar structure for detailing the work and funding available through the Strong Workforce Initiative to create greater opportunities and pathways for students entering the workforce.
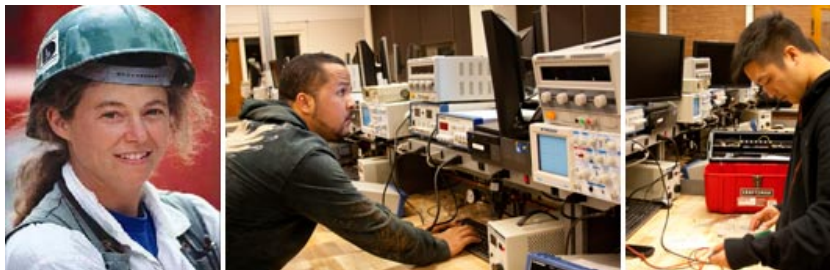


- Strong Workforce resources are addressed and allocated via a tri-chaired committee with faculty having a co-chair role
- Chairs make regular presentations to the Academic Senate
- Each senate has an ASCCC-appointed CTE Liaison

The result is greater outreach and engagement with faculty on projects aimed at improving workforce education than in the past at Cañada College and College of San Mateo. Skyline College has a different process that it is using to move forward with the Strong Workforce Initiative, and the CTE Liaison is not being regularly engaged. The senates would still like to see more parity among the colleges in terms of engagement of faculty on this important initiative. This goal will be part of a focus on greater faculty engagement in all statewide initiatives for the benefit of our students.



**Goal:** Assigning courses to disciplines (District Curriculum Committee)
**STATUS: to begin in Fall 2019**

The DAS strongly recommends assigning courses to disciplines for ease of articulation for students as well as clarity in cases of equivalency evaluation. This very challenging task is still before the DCC and will likely take longer to complete. The DCC would benefit from regular attendance to DCC meetings by administrative members.

**Goal:** Increase in Quality of Participatory Governance
**STATUS: Milestones achieved; work ongoing**



Participatory governance ensures faculty advocacy on behalf of our students, and while the DAS is doing well on this goal, there is further work ahead. Here are notable activities that have propelled our work forward:

- **Increased visits to senate meetings by board members**: The DAS made special effort to engage board members this year, and we have been rewarded with opportunities to work more closely with our board for greater information and understanding.
- **President-Elect system**: The DAS moved to a president-elect system of leadership, which has allowed a longer onboarding period for the incoming DAS president as well as a built-in cabinet team for support.
- **Intentionality around leadership succession**: Local senates have put more focus on ensuring informed, capable leadership.
- **Greater contact with local senates**: The DAS president's visits to each campus senate has resulted in greater unity and engagement in participatory governance.
- **Information dissemination**: Senate leaders disseminate information directly from the DAS and back to it with a greater flow and with more follow-up than in the past.
- **Differentiation amid collaboration between union and senate**: Perhaps the greatest achievement this year has been improved connection between the DAS and the union, aided by changes in approach by the leadership.
- **Attention to participatory governance (PG) structures at each campus**: Each campus has put attention towards the very necessary review of our PG structures to better assure faculty input as well as more balanced workload.
- **Reviewed DAS Ethics Statement**: A requirement for accreditation, this statement is nonetheless a statement of values for the senates and has been found to be still valid and appropriate. DAS may investigate adopting the revised AAUP ethics statement.
- **Work on Equivalency to Minimum Qualifications**: The current process for equivalency to minimum qualifications for faculty has been found to be problematic in its structure. DAS leadership has spent considerable time in discussion about how to improve the process. This work will continue in Fall 2019.
- **Cross-campus faculty engagement**: Discussions of creating a faculty leadership institute, a tri-campus senate plenary, and further cross-collaboration on flex events will continue to be a part of DAS work.
- **Continued focus on increasing collegial consultation**: The DAS has discussed the obligations of faculty and administration in collegial consultation and opportunities to enhance it.

## Goal: Professional Development Review and Revision

*District Strategic Goal 4: Ensure necessary resources are available to implement this strategic plan through sound fiscal planning and management of allocations.*

### STATUS: Initial review complete; challenges to be addressed ahead



Both College of San Mateo and Cañada College have depleted their faculty funding for professional development and will have no opportunities to apply until the next allocation of funds in October of 2019.   Lack of access to professional development has potential to impact the students we serve.

With so many changes to the educational landscape for community colleges, professional development is paramount to ensure equity, transformative teaching and learning, and student success.  In December 2018, a joint study session by AFT and DAS was held wherein faculty reviewed the PD processes at each campus and developed a list of concerns including the following:

- Lack of consistency in the process to obtain PD funding from campus to campus
- Expenditure of PD funding on activities not directly related to teaching and learning (i.e., participatory governance requirements or compliance with state initiatives)
- Lack of consistency and perceived issues of fairness in evaluation of PD requests

In March 2019, DAS and AFT developed a proposal for ultimate negotiation. The next steps include local senates having their local PD committees work districtwide to achieve a common process for obtaining professional development that is equitable and accessible.

# SMCCCD District Academic Senate
## Goals for 2019 – 2020



1. **Online Training**: Review current state of online training and ensure it is meeting faculty needs in serving students

2. **Classroom Impact**: Work with facilities on a review of the impact of the classroom environment on our students

3. **Equity**: Continue to focus on equity and social justice intentionality in all aspects of teaching, learning, and student interaction

4. **Statewide Initiatives Communication and Engagement**: Achieve greater communication between campuses and greater engagement of faculty involvement for equitable impact of these initiatives on students

5. **Curriculum Alignment**: Assign courses to disciplines (District Curriculum Committee)

6. **Governance and Consultation**: Explore ways to further improve collegial consultation and participatory governance to better serve our campuses

7. **Professional Development**: Improve access and equitable allocation of resources for professional development at all three campuses

8. **Equivalencies**: Improve the process for equivalency to the minimum qualifications

9. **Temporary Full-time and Grant-Funded Faculty**: Create a board policy to govern the hiring and evaluation of temporary full-time faculty hires and grant-funded hires

10. **Online Educational Resources**: Create a statement of support for OER initiatives and cost-lowering innovations for students at all three campuses