

June 25, 2017

# 2016-2017 End of Year Report District Academic Senate for San Mateo County Community Colleges

Prepared by Leigh Anne Shaw, DAS President 2016-2018

## Summary

This report details the activities of the DAS leadership during the 2016-2017 Academic Year, highlights the progress on DAS Senate goals, and offers vision and goals for the year to come.

## District Academic Senate Membership 2016-2017

DAS President: Leigh Anne Shaw

DAS Vice President and Past President: Diana Bennett

Canada College:

Senate President: Doug Hirzel

Senate Vice President: Sarah Harmon

College of San Mateo:

Senate President: David Laderman

Senate Vice President: Kathleen Sammut

Skyline College:

Senate President: Kate Williams Browne

Senate Vice President: Stephen Fredricks

District Curriculum Chair: Danielle Behonick

## Activities of the DAS President

- Meetings with Chancellor Galatolo (monthly)
- Meetings with Vice Chancellor of Educational Services (monthly)
- Board of Trustees meeting attendance (twice monthly)
- Co-chair District Participatory Governance Council (monthly)
- Chair District Academic Senate meeting (monthly)
- District Curriculum Committee attendance (monthly)

- Local Senate meeting attendance (1-2 times monthly per college)
- ASCCC Area Meetings (1 per semester)
- ASCCC Senate Plenary sessions (1 per semester)
- Service on district hiring committee (1)
- Invited to co-chair Board of Trustees Study Session on the topic of Teaching and Learning (April 19, 2017)

## Goals for 2016-2017 and Status

### **1. Conversion from Senate of Whole to Representative Senate/By Laws revision.**

All three campus faculty senates in the SMCCCD were created as senates of the whole. While this structure was effective and appropriate for three small colleges, as the colleges grew, it became challenging to remain compliant with the Brown Act regarding transparency of elections. The decision was made to convert to representative senates. An informational campaign went out in Spring of 2016 and increased in Fall of 2016. At the end of Fall of 2016, all three senates converted to representative senates. Local senates are engaging in revision of by-laws as needed.

*Status: Goal reached*

### **2. Senate leadership and succession planning**

This goal remains an ongoing challenge as the senates continue to deepen and broaden their engagement. More officers and non-officers have attended ASCCC leadership events including the Curriculum Regional Meetings, Curriculum Institute, Accreditation Institute, and Fall and Spring Plenary Sessions. There is still more work to do regarding mentorship of prospective leaders and succession planning. Skyline College is working on a revision of by-laws that will potentially facilitate this succession.

*Status: Continuance as a goal*

### **3. Sharing of best practices (CSM, Cañada, Skyline) and review of Local Senates Handbook**

The DAS has strived to devote a portion of each meeting to reviewing the ASCCC Local Senates Handbook. This review has enabled the senate to reflect on its own practices at both local and district level and to more deeply understand the role and purpose of the senate. This work will continue in Fall 2017.

*Status: Continuance as a goal*

#### **4. Development of DE policy, application of OEI rubric & regular and effective contact hours**

The DAS requested the DEAC to review and revise policies and procedures to align it with the revised state OEI rubric. This work continues and is expected to be completed in Fall 2017.

*Status: Continuance as a goal*

#### **5. Canvas migration collaboration**

The senate has cooperated as needed in the rollout of trainings for Canvas conversion. Most of this work has been done at the local level in reflection of the different processes adopted at each college. WebAccess will sunset in May of 2017, and Canvas will be the course management system used by all faculty in Fall of 2017.

*Status: Goal reached*

#### **6. Review of evaluation forms for instructional and non-instructional faculty**

A survey was made available to faculty observers, evaluatees, and supervisors to reflect on the evaluation forms that have been in use since 2014. A report has been compiled and presented at the May 2017 DAS meeting. The AFT will be apprised of the findings at the beginning of Fall 2017 with a request by DAS that the AFT act on the findings.

*Status: Goal reached*

#### **7. Review and revision of Faculty Selection Guidelines document to clarify hiring and evaluation processes**

This project has not been begun in this academic year. The senate will visit it in Fall of 2017.

*Status: Continuance as a goal*

#### **8. Proposed: Recommendations from DCC on lab definitions in Appendix F**

This project was added later in the year and has been withdrawn as a goal due to prioritization of curriculum matters.

*Status: Withdrawn as a goal.*

# Additional Activities Conducted by the District Academic Senate

## 1. Increase of reassigned time for Academic Senates

Through collaborative discussion, the presidents of each of the three colleges have agreed to assign a total amount of 1.0 reassigned time to their local senates to be allocated by the senates as needed. This is an increase from .8, which previously was allocated in inconsistent ways at each college between the leadership of the senate and the curriculum committee. The amount and the patterns of delegation were ingrained over time and never questioned or compared among colleges until this year. After this collaboration with the college presidents, it was agreed that the colleges benefit directly when they support the faculty senates in their work, and that the work of the senates has increased substantially, putting great strain on senate leadership. Each college senate president may decide how to divide that reassigned time.

In addition, the district has agreed to compensate the District Academic Senate president for .6 reassigned time, charged to the district, not to the local college from which the president hails. This is an increase from .4.

Reassigned time of faculty load is interpreted as follows:

.1 – 10%	1.5 units
.2 – 20%	3 units
.3 – 30%	4 units
.4 – 40%	6 units
.5 – 50%	7.5 units
.6 – 60%	9 units
.7 – 70%	10.5 units
.8 – 80%	12 units
.9 – 90%	13.5 units
1.0 – 100%	15 units

Models for local senate allocation of release time can be decided each year by the senate leadership, allowing flexibility for anticipated work ahead (i.e., an accreditation year). Examples could include but are not limited to the following:

- .4 = senate president; .2 = additional senate leadership; .4 = curriculum chair
- .5 = senate president; .5 = curriculum chair
- .6 = senate president; .4 = curriculum chair

It is recommended that the local senates insert a clause into their bylaws to guide the allocation of release time.

## **2. Clarification of Minimum Qualifications and Equivalency**

Board Policy 2.08 *District Participatory Governance Process* has three procedures with it:

- 2.08.1 District Participatory Governance Process
- 2.08.2 Faculty Service Areas
- 2.08.3 Academic Senate/Union Agreements

It was generally agreed that the placement of Faculty Service Areas is out of place under BP 2.08. Working closely with the Vice Chancellor of Educational Services and Vice Chancellor of Human Resources, the DAS has done extensive work on revising this policy and moving it to a more appropriate location: BP 3.05 *Designation of Faculty*. The revised policy and procedures will be presented to District Participatory Governance Council in Fall of 2017.

In addition, there was much confusion over the procedure for determining minimum qualifications and equivalency. The DAS has worked at length to clarify the policy and better enable colleges to complete such work as needed. An FAQ sheet has been created, and work is embarking on the creation of a training video to clarify the roles of Faculty Qualifications Committees (the committees who determine equivalency to minimum qualifications).

## **3. Standing invitation to Board of Trustees to attend local and district senate meetings**

This is a new practice that the District Academic Senate hopes to turn into a tradition. The DAS wishes to give the BOT a broader understanding of the voice of faculty beyond what is heard in negotiations or at public comment in board meetings. It is hoped that a strong and fluid relationship can be established and nurtured between faculty and the Board of Trustees.

## **4. Work on the Faculty Diversity Internship Program**

DAS set up a small task force to help refine the participation guidelines for the FDIP. It was imperative that the method of engaging faculty interns should be in alignment with the processes of hiring adjuncts and honoring seniority rights. Through this work, the FDIP now has a recruitment method that faculty are confident in.

## **5. Initiating Dialogue with Study Abroad over Faculty Concerns**

At one of the DAS meetings, issues concerning faculty compensation and support during Study Abroad courses was brought up. In addition, it was shared that there is a potential bias towards faculty in the humanities because of the required course,

Life and Culture, that must be taught on every Study Abroad course; only faculty who hold the minimum qualifications to teach it may teach it. This issue was brought to the attention of the Study Abroad committee, who met to discuss it on Tuesday May 23. Further work is hoped to be achieved on this issue in Fall 2017.

## Vision for 2017-2018

The SMCCCD faces some challenges ahead with regard to the many initiatives that face us both from a state level, districtwide, and locally.

- **Strong Workforce Program Involvement**  
Statewide, the impact of the Strong Workforce Program has potential to engage faculty, but locally, faculty report a lack of engagement in the planning and collaboration part of the work. As guided by the ASCCC, each local senate appointed a CTE Liaison, all of whom report little opportunity to be involved in this work. As suggested by colleges statewide, release time for the CTE liaisons was recommended by the DAS, but it was not entered into the local district funding plan. It is the goal of the DAS to have faculty involved at a very meaningful level in the SWP, as this work has impact on teaching, learning, curriculum, program development, and processes for budget.
- **District Strategic Plan**  
The District Strategic Plan has potential to engage faculty at a high level, and the DAS leadership has stated its intentions to the district leadership to be a part of this work. DAS looks forward to meaningful involvement in this plan.
- **Online Education Initiative**  
The Online Education Initiative is rolling out in different ways at the three colleges, and the DAS has little engagement directly in this initiative. DAS does interface with the Distance Education Advisory Committee on policies such as the Distance Education Online Rubric, and will continue to facilitate the passage of educational policies for distance education.
- **Equal Employment Opportunity Committee**  
The Equal Employment Opportunity committee initially had the DAS president as a member, but schedule conflicts precluded the president's attendance. The president was not successful in identifying a designee to appoint to this committee, so the committee has operated without consistent faculty voice since its inception. It is hoped that faculty representation can be ensured in Fall 2017.

- **Community, Continuing, and Corporate Education (CCCE)**  
Concerns were raised about the appropriateness of the offering of Medical Assisting courses via Community, Continuing, and Corporate Education (CCCE) since the courses are offered at one of the colleges. The DAS hopes to assist the district in finding an amicable and just solution to this concern.
- **Workload equity**  
Workload equity has morphed from a bargaining unit discussion to one involving the three senates; each senate was asked to appoint a member to explore the issue in Fall 2017. DAS will discuss as needed in Fall 2017.
- **College and District Promise Programs**  
College promise and district promise plans are forming at the colleges and district, and the DAS is poised to advise and give input as needed.
- **Open Educational Resources Initiative**  
The Open Educational Resources initiative offers opportunity to resolve textbook cost and access issues that all three college senates are concerned with. The DAS is committed to exploring ways to access these opportunities.

## District Academic Senate Goals for 2017-2018

1. Senate leadership and succession planning focus
2. Sharing of best practices and review of local senates handbook
3. Continued facilitation of development of DE Policy and implementation of OEI rubric
4. Review and revision of Faculty Selection Guidelines document to clarify hiring and evaluation processes
5. Pursue clarity on the next step for STOT (or its iteration) and ensure that those resources remain dedicated to faculty training in online teaching and technology
6. Explore opportunities within the Open Educational Resources initiative and other strategies for addressing financial barriers to accessing educational materials.
7. Ensure a strong faculty voice in the movement towards Guided Pathways.
8. Work with AFT to improve the faculty evaluation forms (language and format).
9. Contribute faculty voice in the discussion on workload equity.