



# 2017-2018 END OF YEAR REPORT

San Mateo County Community College  
District Academic Senate

Prepared by Leigh Anne Shaw, DAS President 2016-2018  
May 15, 2018

## District Academic Senate members 2017-2018

DAS President: Leigh Anne Shaw

DAS Vice President and Past President: Diana Bennett

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: Adam Windham

## 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)
- Participation in SMCCCD team to Equity in Faculty Hiring Institute (Mar 26-27)

## District Academic Senate Goals and Status for 2017-2018

### **1. Senate leadership and succession planning focus**

In May 2017, all three senates voted to transform from Senates of the Whole to Representative Senates. This process not only helped with transparency of voting in elections, but also engages the senates with more intentionality of representation. All three senates revised bylaws to reflect this change.

When the District Academic Senate approved its bylaws in April 2018, the structure to the elections process was revised. The term of the president was shifted from a two-year term to a three-year President-Elect model, whereby each year a President-Elect is elected by the faculty of all three campuses to serve for three years (first year as President-Elect, second year as President, and third year as Immediate Past President). It is hoped that this new model will cease favoring the election cycle of one of the three colleges, providing more equitable participation in this role, as well as reduce the impact on the department of the serving President. Reassigned time has been agreed for .2 assignment to the President-Elect and .6 for the President.

*Status: Completed*

### **2. Leadership building through review of ASCCC Local Senates Handbook**

This topic has helped to strengthen the local senates and provide a more solid foundation of leadership in the senates. Each month, the DAS agenda has included a topic from the Academic Senate for California Community Colleges *Local Senates Handbook*, and the DAS has discussed several topics in turn and considered their application to local leadership.

*Status: Milestones completed, and ongoing work to continue*

### **3. Continued facilitation of development of DE Policy and implementation of OEI rubric**

DE Policy was deliberated by both DAS and DEAC, and no changes are recommended at this time. However, the DAS has asked DEAC to take the lead on revising the online faculty evaluation form to align it to the OEI rubric. This work will continue into fall.

*Status: Partially completed*

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

The Faculty Selection Guidelines document has been consulted as needed throughout the year and has served to clarify several questions regarding hiring. What remains is a need to ensure that all deans are aware of the guidelines for hiring adjuncts, particularly that full-time faculty need to be part of the process and that no hires happen without the applicant submitting a full application to the part-time pool for selection and consideration. More work is needed to ensure consistency of practice; suggestions have included a DAS-sponsored training for deans or a webcast or podcast that can be stored on the District server and referred to for training and informational purposes.

*Status: Milestones reached, and ongoing work to continue*

**5. Pursue clarity on the next step for STOT (or its iteration) and ensuring that those resources remain dedicated to faculty training in online teaching and technology**

In response to faculty concerns about the use of the funding previously dedicated to the maintenance of Moodle, the DAS asked for assurance of continued funding in technology. The DAS has posted a statement from the Executive Vice Chancellor assuring the dedication of funding saved from Canvas adoption to training in online teaching and technology. This statement has been posted to the web site at <http://smccd.edu/academicssenate/work.php> Questions remain regarding the ability for the district to compensate faculty for continued training in Canvas; while most full-time faculty have been trained, compensation particularly remains an issue for our large numbers of adjunct faculty who have greater stresses on their time due to multiple locations of employment.

*Status: Milestones reached, follow-up to continue*

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

This topic has been discussed at both DAS and the Distance Education Advisory Committee (DEAC) and bears further discussion as to the role that DAS will play. The local colleges are all having varying levels of discussion of OER and its implications. Prof. Bianca Rowden-Quince of Skyline College wrote an OER grant on Skyline's behalf and won an award resulting in funding for professional development towards OER.

*Status: Milestones reached, ongoing work to continue*

**7. Ensure a strong faculty voice in the movement towards Guided Pathways.**

The DAS is pleased to report that all three campuses are moving forward with Guided Pathways, as evidenced at the report to the Board of Trustees study session on April 11, 2018. Cañada College reports still ramping up to full faculty engagement on par with the faculty involvement at CSM and Skyline.

*Status: DAS to continue to support local senates*

**8. Work with AFT to improve the faculty evaluation forms (language and format).**

The faculty evaluation forms underwent a lengthy and broad-reaching process involving surveys, forums, and several meeting topics. The Classroom Observation form for tenured, tenure-track, and adjunct faculty is nearing completion while the forms for online, counseling, and librarians are still under review. The participation in the Equity in Faculty Hiring Institute in March of this year has influenced this process positively.

*Status: Milestones reached, ongoing work to continue*

## Additional work of the DAS in 2017-2018

- 1. Appointment of faculty to the SMCCCD team attending Equity in Faculty Hiring Institute:** The DAS sent four faculty to the Center for Urban Education's Equity in Faculty Hiring Institute, held in Sacramento in March of 2018. This transformative experience is serving as a launching point for further work in increasing equity and diversity on our campuses via attracting and retaining a more diverse faculty.
- 2. Plagiarism policy revision:** Campus plagiarism policies are now equally compliant with the law.
- 3. Nomination of district faculty for state awards:** Rebekah Taveau of Cañada College and Danielle Powell of Skyline College were nominated for the Academic Senate for California Community Colleges Regina Stanback-Stroud Diversity Award, and the award went to Danielle Powell of Skyline College.
- 4. Support of local senate resolutions regarding equity and diversity:** To date, all three campuses have presented a resolution to the BOT that states the senates' commitments to equity in teaching and learning. CSM has additionally created an equity statement to appear on every class syllabus. "Equity Matters" remains a standing agenda item on the DAS meeting agenda.
- 5. Support and facilitation of the Faculty Diversity Internship Program:** The DAS President remains a member of the FDIP steering committee and has participated in Flex presentations and communication of the program to the three campuses. The DAS fully endorses this program.
- 6. Request for review of participatory governance structures and practices – local leadership, and review processes of appointing faculty to committees:** Work at one campus has begun on this in preparation for the Accreditation cycle, and all three campuses will be participating in this review.
- 7. Workload Equity Task Force:** The DAS did not take a leadership role in this task force, but was informed of and has endorsed its work. The DAS president was asked to facilitate the sending of surveys to all faculty; the email lists that the DAS president has make it impossible to exclude part-time faculty from the email, and since email specified only full-time faculty, there were many misunderstandings by part-time faculty that the District was not interested in the workload concerns of part-timers. This made for a difficult path moving forward, with the three campuses unclear on the DAS' role (actually, none) and misunderstanding the charge of the task force. Moving forward,

the communication methods for this task force will need to change.

8. **Minimum Qualifications and Equivalency BOT Procedure 3.15.2 moved to 3.05.1 and refined:** At long last, both this policy and its accompanying procedure are revised and complete.
9. **Participation on the Equal Employment Opportunity Advisory Committee (EEOAC):** the DAS president is now a member of the EEOAC and has participated in the creation of the new IDEAL program as well as the Equity Grant Program.
10. **Continued discussion of Study Abroad:** In collaboration with the District Curriculum Committee, the DAS facilitated discussions regarding the difficulty of assigning courses to disciplines as regards the Life and Culture course that is required by Study Abroad's participation in the American Institute for Foreign Study (AIFS). All three curriculum committees are proposing limiting the list of disciplines who may teach this course, and more work will continue on finding a more accessible answer to faculty outside of the approved disciplines who wish to teach in Study Abroad.

## Vision for 2018-2019

The year ahead is expected to engage DAS in areas that include the following:

- Work towards parity at all three campuses on the Strong Workforce Initiative:
  - All three colleges on the Strong Workforce Initiative, but not all three campuses have engaged the work of faculty equally. Faculty are most strongly engaged at College of San Mateo, where the college took faculty's request to a) provide reassigned time for the Senate-appointed CTE Liaison, and b) put the CTE Liaison in a position of great engagement and collaboration with the Director of Workforce Development and the Dean of Business and Technology; this partnership has managed to engage faculty in CTE and Strong Workforce work on levels unseen at the other two campuses. Skyline College and Cañada College both have Senate-appointed CTE Liaisons, but neither college has provided reassigned time nor engaged faculty at the level seen at CSM. The DAS will work to create more parity of faculty engagement at all three campuses to ensure that faculty are invited into meaningful participation and collegial consultation.
- Equity and Social Justice Intentionality
  - Infuse equity and social justice focus into multiple faculty contact points: job descriptions, evaluations, syllabi, professional development, etc.; continued participation in equity initiatives and projects at all three campuses
- Assigning courses to disciplines
  - This work will be undertaken by the District Curriculum Committee
- Professional Development Review
  - Application processes to be reviewed at all colleges to gauge effectiveness, equal access, and fairness
- Increase in Quality of Participatory Governance
  - Conduct district-wide focus on widening faculty leadership circles with an intentional review and analysis of the diversity of the senates at all three campuses and the inclusiveness of the participatory governance process
  - Engage campuses in legislative awareness and advocacy
  - Review and propose improvements to the involvement of faculty in administrative hiring
- Continue to improve faculty evaluation forms
- Work with facilities on a review of the impact of the classroom environment on teaching and learning, including but not limited to:
  - Uncontrolled temperatures in classrooms
  - Wifi and cell phone reception inconsistency
  - Furniture/classroom setup impediments to creative and dynamic pedagogy
  - Displacement of departments from campus due to construction
  - ADA accessibility