

## Cañada College Academic Senate

<http://canadacollege.edu/academicsenate>

2:10pm – 4:00pm

<https://smccd.zoom.us/j/97961189620>

### Draft Minutes 9/10/20

*Present: Diana Tedone-Goldstone, David Eck, Daryan Chan, Anne Nicholls, Lisa Palmer, Doniella Maher, Salumeh Eslamieh, Sarah Harmon, David Meckler, Tammy Robinson, Sarah Aranyakul, Gampi Shankar, Bryan Jeong, Gerardo Pacheco, Jenna French, Bettina Lee, Lisa Hicks-Dumanske, Valeria Estrada,*

*Meetings of the Academic Senate are open to all members of the public. Materials are posted on the meeting page of the Senate website.*

No.	Item/Topic	Presenter	Time	Action
1	Call to Order	Tedone		Procedure
2	Introductions	Tedone	1	Information
3	Adoption of Agenda	Tedone	1	
4	Adoption of Consent Agenda	Tedone	1	

#### Consent Agenda

*All items on the consent agenda may, by unanimous vote of the Academic Senate members present, be approved by one motion after allowing for Senate member questions about a particular item. Prior to a motion for approval of the consent agenda, any Senate member, interested student, citizen or member of the staff may request that an item be removed from Consent to be discussed in the order listed, after approval of remaining items on the consent agenda.*

5.1	<b>Counselor Tenure Committee</b> Gloria Darafshi Nadya Sigona Diana Tedone
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5.2	<b>District Faculty Equivalency Committee</b> Michael Hoffman (Mathematics) Bill Schwarz (Computer Science)			
5.3	<b>President’s Advisory Group</b> Jessica Marshall Patty Hall			
Public Comment				
6	Questions/comments on non-agenda items  <b>-Lisa Hicks-Dumanske, running for Board of Trustees. Sharing her personal connection to Cañada and understanding of its importance to her own achievements. Emphasizing the general value of this college and community colleges in general. Personally interested in work-force development. Anyone who is interested, please contact Hicks-Dumanske directly.</b>	Public	5	Information
Senate Business				
7.1	Introduction to Academic Senate  <b>-Focusing on duty as representatives. Share back information to your division/group whom you are representing. And also bring forward any concerns you may have from your group of faculty.</b>  <b>-Academic Senate as a recommendation body. We make representations to the College</b>	Tedone and Eck	5	Information

	<p><b>President and administration. Our recommendations don't have to be followed, but if the President/college administration doesn't follow a recommendation from Academic Senate, the explanation and justification must be put into writing.</b></p>			
7.2	<p>Updating Bylaws for adjunct representative</p> <p><b>-Show draft of Academic Senate bylaws that would create adjunct position.</b></p> <p><b>-L.P.: how would the position be selected/voted on?</b></p> <p><b>-Call for any part-timers who would be interested in position, then email all part-time faculty in the college to vote on the candidates.</b></p> <p><b>-S.E.: suggesting that the part-time position is a co-position, shared by multiple adjunct faculty. The idea being that it would help with the general goal of representing the wide range of part-time faculty at the College.</b></p>	Tedone	5	<p><b>Action, Salumeh motions to approve, Bryan Jeong seconds; all vote yes</b></p>
7.3	<p>Disability Resource Center Q&amp;A with DRC Director</p> <p><i>Ask for questions beforehand</i></p> <p><b>Questions submitted before the meeting:</b></p>	Lee	15	Information Q&A

	<p>1. How many DRC students do we currently serve this semester? Comparing to the last year, do we have more or less students?</p> <p>-Lee: About 180 students have been approved this semester so far. There are some still in the process of being approved. Compared to Spring 2020: there were about 220. So there has been a drop. One possible factor is that ...</p> <p>2. How many students have completed the Learning Disability testing in the last three years?</p> <p>-Lee: more students screened than tested. Students do not need to complete the test if they have documented medical records that warrants an accommodation.</p> <p>-Currently, 20 students on the waitlist to be tested.</p> <p>-French: mental health has been the most notable issue this semester. Please keep students aware of the Personal Counseling Option that is available remotely.</p> <p>3. Overview of the DRC structure – staff and responsibilities?</p> <p>-Lee: showing the DRC’s new website. Redesign aimed at making information as easily accessible as possible and current.</p> <p>-Proctoring service is still being provided remotely. See the “blue form” on the DRC website for setting-up a proctored exam.</p>			
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	<p>-DRC has a webpage (DRC &gt; “Faculty Resources”) that explains some of the common terms used in accommodations letter: for example, what counts as a “break”; what is a “scribe”; as well as more detailed explanations of the different processes.</p> <p>4. What are some of accommodations that DRC provide to students? Any workshops for DRC students?</p> <p>-Lee: the verbiage on the accommodations forms has changed somewhat. Lee wants faculty to understand that it is up to the faculty to interpret how the letter translates into the particular course. The DRC has emphasized to students the importance of talking to the faculty one-on-one in order to clarify the accommodations for each course. Lee giving an example of how different “distraction free environment” is for different students: for some students it is a matter of smell, others temperature of room, others silence, and some others not having complete silence. Another example: a faculty has the right not to be audio recorded, but if this is the case, then it would be necessary to provide an alternative if audio recording is a listed accommodation.</p> <p>-Lee: faculty should never tell a student that an accommodation cannot be met. Instead, it is a matter</p>			
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	<p>of finding the right means/method of achieving an accommodation.</p> <p>-Lee planning on DRC workshops. For example, Jenna French is offering workshop on transferring accommodations to another school.</p> <p>Long-term plan Lee has done one-credit courses at previous college an</p>			
7.4	<p>Anti-Racism Framework</p> <p>-Suggestion that it is made more clear that the opening definitions are direct quotes.</p> <p>-LP: emphasizing importance of reading some of the background material for understanding the importance, purpose of the framework. The Kendi book, <i>How to be an Anti-Racist</i>, specifically mentioned. There is a college reading group this semester for the book. Common vocabulary important.</p> <p>-SE: mentioning the work that AFT is doing on anti-racism.</p> <p>-SE: Black Student Union also working on new ideas/proposals.</p> <p>-DE: mentions the Activism and Change in 2020 that will be taking place September 17, 2:15-3:45pm.</p> <p>-DTG: Anti-Racism task force seeking two faculty members. Currently planned for this year. When the task</p>	Tedone	25	Discussion

	<p>force is approved, Diana will send out email to all faculty seeking participants.</p> <p>SE: noting the importance of having outside perspective for implementing effective, substantial change.</p>			
7.5	<p>Funding for Anti-Racism Events</p> <ul style="list-style-type: none"> <li>• \$1,000 per semester fall 2020 and spring 2021</li> <li>• Require an application?</li> <li>• Faculty as main audience</li> <li>• Address equity, social justice, or anti-racism related to teaching or other faculty matters</li> </ul> <p>-Past uses of A.S.: sponsoring in- class speakers, travel for projects that weren't covered by Professional Development funds.</p> <p>-Currently A.S. has about \$8,000.</p> <p>-DM: Could this go through the individual PD committee?</p> <p>-DTG: not about an individual faculty person going to a workshop. It would be more directed at bringing in a speaker or other individual to college, which cannot be funded by PD.</p> <p>-One proposal: make all of this year's A.S. dues earmarked for this effort. This is \$2,600 per year, so up to \$1,300 per semester.</p>	Tedone	10	<p>Action, Eck motions to approve, Anne Nichols seconds; all vote yes</p>

	<p><b>-DTG: emphasizing that the funds should be aimed at faculty. Any submitted applications would be voted on by Academic Senate as a whole. Rolling submission deadline: just need to submit proposal before an agenda is posted for a meeting (at least four days before an Academic Senate meeting).</b></p>			
7.6	<p>Distance/Online Education Training</p> <ul style="list-style-type: none"> <li>• Requirements (number of hours, who provides training)</li> <li>• Faculty member is cleared for teaching online by Dean.</li> <li>• 3 years update requirement (what type of training would benefit veteran online instructors)</li> <li>• Compensation</li> </ul> <p><b>DM: is there a clear process for getting compensated if they are trained by an outside source, such as @One?</b></p> <p><b>--VPI Robinson: they can seek PD funding.</b></p> <p><b>--SE: if it's a District-mandated training, then PD funds shouldn't be used.</b></p> <p><b>--DE: as a concrete example, a number of faculty took POCR training via @One during the summer. This was part of a training process for becoming a QOTL coach. We were told that our hours of POCR training</b></p>	Eck	10	Discussion



	<p>would be covered by separate funding but didn't receive any follow-up. What is the process for having this reimbursed through the Online training MOU?</p> <p>--DM: we don't want to preclude faculty for doing online training at our District and be compensated according to the MOU, even if they have done training at another college?</p> <p>--VPI Robinson: the compensation is available to anyone who takes the training.</p> <p>--LP: Why is there a requirement for training every three years?</p> <p>-SH: There are frequent changes in many areas, including FERPA, Accessibility--these alone are reasons to have some kind of refresher. Now, what that refresher is? That's a different question, and one that many are working on</p>			
7.7	<p>Academic Senate Goals</p> <p><i>Update on Last Year's Goals</i></p> <ul style="list-style-type: none"> <li>• Development of procedure for New Instructional Program Development</li> <li>• Development of procedure for Program Revitalization/Program Improvement and Viability</li> </ul>	Tedone	20	Discussion Action

	<ul style="list-style-type: none"> <li>• Work with IPC and VPI to streamline Reassigned Time process</li> <li>• Work with District Academic Senate to define ZTC designator in WebSchedule and propose low-cost designator as well</li> <li>• Work with District Academic Senate and Union to continue work on hiring and evaluation policy for full-time non-tenure track faculty</li> <li>• Adjunct representative on Academic Senate (0.05 reassigned time).</li> <li>• Work with marketing and Associated Students to make marketing easier for faculty</li> <li>• Work with District Academic Senate to look at the big picture plan of professional development</li> <li>• Prioritizing new faculty position proposals</li> <li>• Nominations for ASCCC awards</li> <li>• Nominations for local college awards</li> </ul> <p><i>New Goals</i></p> <ul style="list-style-type: none"> <li>• Work with CIETL and ACES to support anti-racism and equity professional development training for faculty</li> <li>• Work with District Academic Senate on equity and anti-racism projects, including</li> </ul>			
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	<p>faculty evaluations, hiring practices, district and college policies and procedures, ethnic studies support, and training.</p> <ul style="list-style-type: none"> <li>• Support faculty teaching online</li> <li>• Development of procedure for New Instructional Program Development</li> <li>• Development of procedure for Program Revitalization/Program Improvement and Viability</li> <li>• Prioritizing new faculty position proposals</li> <li>• Nominations for ASCCC awards</li> <li>• Nominations for local college awards</li> <li>• What else?</li> </ul> <p><b>Item delayed until next meeting.</b></p>			
<b>Regular Reports</b>				
8.1	<p>President's report</p> <p><b>-Updated list of full-time faculty available on the Academic Senate website. See the "Faculty Service" section of the website.</b></p>	Tedone	5	Information
8.2	<p>Treasurer</p> <p><b>-Currently just over \$8,000 in checking, \$25 in savings account.</b></p>	Chan	5	Information
8.3	<p>Curriculum Committee</p> <p><b>-Lot of great faculty work being done. Currently 80 items submitted to Curriculum.</b></p>	Palmer	5	Information
8.4	Professional Development	Eslamieh	5	Information

	<b>-There is funding available. All faculty encouraged to apply.</b>			
<b>Other Reports, Meetings and Deadlines</b>				
9.1	Upcoming Events, Meetings, Deadlines		1	
	Adjourn			

*In accordance with the Ralph M. Brown Act and SB 751, minutes of the Cañada College Academic Senate will record the votes of all members as follows: (1) Members recorded as absent are presumed not to have voted; (2) the names of members voting in the minority or abstaining are recorded; (3) all other members are presumed to have voted in the majority.*

**Academic Senate for the 2020 – 2021 academic year:**

President: Diana Tedone; Vice President: David Eck Secretary: Natalie Alizaga; Treasurer: Daryan Chan Curriculum Committee: Lisa Palmer; Professional Development: Salumeh Eslamieh; Humanities and Social Sciences Division: TBA; Science and Technology Division: TBA; Business, Design & Workforce Division: Anne Nichols; Kinesiology, Athletics, and Dance: TBA; ASLT: TBA; Student Services/Counseling: TBA