

Academic Senate Plenary Notes
Fall 2017
Mark Dennis McConnell

New update from Saturday session

2017.11.04 Saturday

Voting on resolutions...I will bring a list of the resolutions and the results, as well as my voting record to our local AS.

2017.11.03 Friday

Breakout Session 1-Hot Topics for Online Education

-Law requires that faculty ACTIVELY engage with ALL students in discussions in online classes, but many point out that this is a double standard compared to F2F.

-Just signing in does not count as actively attending. State regs require substantial work for a student to be counted as present, like writing a discussion board post.

-The biggest thing to take away from this session is that there is so much variation in how DE is operational. Some campuses have a DE administrator, some have a FT faculty person, some have a dean that does it, etc. Some have staff development requirements, some have absolutely no plan at all so whoever says they can, can.

-If more than 50% of a degree can be earned online, you must file a substantive change report tot the state. Most do this through their curriculum committee.

-Using private email can be a liability. If a student brings up a charge, and you use private email like gmail, you could have your email and all other parts of your account (docs, pics, blog, etc.) tied up in a subpoena. Part time people seem to have the hardest time with email systems, and often use their own. They should not.

-Social Networking sites can be used and counted as regular and effective communication, but you have to be careful about FERPA.

-Law only requires reasonable accommodations...if there are concerns, involve your DSPS office.

-SARA (State Authorization for Reciprocity Agreements). A federal level agreement

that considers online ed from a school in another state OK for resident tuition if there is an agreement. This could be an issue as some schools (ASU) are building huge (Phoenix University like) none programs to offer out of state students (that pay in state for it). Competition could hurt schools. California is NOT in this program.

Breakout Session 2-Faculty and Administrators: Building a Better Relationship

-Mostly stories and examples of extremes...really great presidents, really bad presidents, etc.

-Very common thread was that administrators are generally better (and more liked) if they started as teachers, have experience in leadership (chairs, committees, senate, etc.), and have ties to the local community.

-One thing that the administrators on this panel suggested to help our administrators, was to compare their work to the teaching to the top model. Some teachers teach to the top and let strugglers fall. Some teach to the bottom and focus so much of their energy on saving every student that they push away a lot of good ones. Administrators feel the same-some respond for hours to that one squeaky wheel, and in doing so they lose respect from their faculty that would actually contribute. Good boundaries and equal treatment are the best ways to get around this.

2017.11.02 Thursday

Breakout Session 1-Strong Workforce Program: CTE Low Unit Certificates and How They Apply to the Accountability Funding

-LAUNCHBOARD-statewide data information site. Data is pulled from and added to this for CTE and certificate reporting.

-Residency requirements are an issue for many colleges. What is the CHC/SBCCD residency requirement?

-Opinion of the presenter-all certificates should be reported to the state, even low unit ones that aren't approved by the state. What is our reporting procedure/who is doing this?

-State is asking that all certificates should be submitted through the same approval process.

-Strong Workforce funding-the 17% allocation given this year is being awarded via a point system. Completion, salary, etc. goes into this. Salary increase by 2 quarters after completion gains points, but many programs cannot get students through testing and licensure that quickly and are then punished for the state system being slow.

-People are working on getting funding (getting it to count) for low unit certificates, skills builder certificates, etc.

Breakout Session 2-Course Substitution and Reciprocity in Local Degrees and Certificates, ADTs, and General Education

-Colleges need a reciprocity policy that is consistent and agreed upon by faculty.

-Math departments across the state have lowered units of classes to meet the cap that the ADT has. Many feel that this has led to unethical decisions (changing units, but not changing the workload so that faculty have to teach more for the same pay). Many also feel that this is not student centered.

-Legislation (AB 1985) requires that we have a policy (by Fall 2017) on how we deal with accepting AP credit. (*I believe Debbie Bogh actually already did this last year*).

-Some colleges have a ***legislative liaison*** that is given release time to keep the campus up to date with legislative action, some even have people that monitor the state and the state K-12 system.

-You may substitute courses (for the right reasons) within an ADT.

-Statewide senate website has a page on course substitution recommended practices for ADT classes.

-CTE is going to start using C-ID (many CTE people attending this had never heard this).

-C-ID is now entirely controlled by the ASCCC with funding from the chancellor's office. Issues can be resolved from within ASCCC.

Breakout Session 3-Supporting Our Students: Resources and Strategies for DACA students

- ICE tends to operate on administrative warrants (vs. judicial warrants) and we ARE able to block or ignore those (to a degree). The senate is setting up a tutorial on how to tell the difference.
- Judicial warrants are from HLS or US District Court.
- When DACA ends in March, we lose the ability to block administrative warrants.
- ASCCC has retained a full time legal counsel (not just for DACA, but that is a lot of his work right now).
- Recommendation: Have a formal policy in place. Learn the language to use in front of ICE (what to say, what not to say). Do drills and run scenarios.
- SB 54 puts restraints on local officials to work with ICE (AB612 is similar for K-12).
- ICE cannot go inside a private space with an executive warrant. They can go into a public place, and they can do anything they want if they have a judicial warrant.
- Sanctuary has no legal status or meaning.
- Recommendation: Assign staff or faculty (not police or admin) to be a point person to go to if ICE arrives. Ideally, someone who is bilingual.
- Chancellor's office just received a grant to develop a workbook on what to do if ICE arrives.
- Practical suggestions:
 - Don't collect info that you don't need.
 - Retain info only as long as you need it.
 - Don't disclose status, even informally.
 - Watch for disclosure in student work (i.e. if they disclose their status in an essay, don't leave the essay laying around).
 - ONLY clergy and psych are allowed privilege rights.
 - Have student opt out of any directory info on apps.
 - Seek legal advice...at least 14% of DACA recipients are eligible for other relief.
 - work with local clergy or psych professional