



Draft Minutes for May 02, 2024

Thursdays, 2:10pm-4:00pm

Join us in person: 4-301

Join us on zoom: <https://smccd.zoom.us/j/86803721214>

Academic Senate: “the organization whose primary function, as the representative of the faculty, is to make recommendations to the administration of the college and to the Board of Trustees with respect to [academic and professional matters](#)” (CA CCR Title 5).

Voting Members

Executive Officers

- **President:** Lindsey Ayotte [votes in ties]
- **Vice President:** Cassidy Ryan-White
- **Secretary:** Jessica Truglio
- **Treasurer:** Sima Karve
- **Past President:** Leigh Anne Shaw [non-voting]

Senators

ASLT:

- Andrea Fuentes

BEPP

- Herlene Grace Beltran
- Tammy Calderon

Counseling

- Joyce Lee
- Mandy Lucas
- Kenny Gonzales

GLPS

- TBD

Language Arts

- Katie Hern/Nathan Jones
- Jarrod Feiner
- Janice Sapigao

KAD

- Amber Steele

SPWD

- Alexa Moore

SSCA

- Rika Yonemura-Fabian
- Kathy Zarur
- Jennifer Merrill

STEM

- Miranda Wang
- Michael Song
- TBD

CTE Senator

- Soledad McCarthy

Part-Time Faculty

- Sujatha (Suji) Venkataraman
- Maryam Khan
- Jessica Silver-Sharp

Voting members: 24

Simple majority: 13

2/3: 15

Non-voting Members

Governance Committee Chairs

- **Curriculum Co-Chairs:** Jessica Hurless & Bianca Rowden-Quince
- **Professional Personnel:** Lynsey Hemstreet

Advisory Members

AFT

- Marianne Kaletzky

ASSC

- Win Shwe Yee

Classified Senate

- Marisa Thigpen

PD/CTTL

- TBD

SEED

- TBD

Guided Pathways

- Herlene Grace Beltran and Jessica Hurless

OER Liaison

- Ame Maloney

1.0 Opening Procedures and Welcome

1.1 Senate Networking

Presenter: President Ayotte

Time: 10 minutes

Notes:

1.2 Call to Order/Establish Quorum

Presenter: President Ayotte

Time: 1 minute

Notes: The meeting was called to order at 2:15pm.

1.3 Adoption of Agenda

Presenter: President Ayotte

Time: 1 minute

Notes:

A motion to adopt the agenda was made by Vice President Ryan and was seconded by Senator McCarthy. A roll call vote was taken with all present voting members approving.

1.4 Adoption of Minutes

Presenter: President Ayotte

Time: 1 minute

Notes: Approval of minutes from [April 04, 2024](#) meeting

A motion to adopt the minutes from the April 4th Meeting was made by Senator Wang and was seconded by Senator McCarthy. A roll call vote was taken with all present voting members voting to approve.

1.5 Adoption of Consent Agenda

Presenter: President Ayotte

Time: 1 minute

Notes:

ASCCC Library Services Platform (LSP) Work Group

- Jessica Silver Sharp
- Pia Walawalkar

No discussion on consent agenda items.

1.6 Public Comment

Presenter: President Ayotte

Time: 10 minutes

Notes:

Cassidy Ryan: BCE Showcase Monday, April 20th from 3 to 5 pm. Please come and support our Barbering, Cosmetology and Esthetics students!!!

Martin Marquez: Academic Senate please help spread the word regarding Skyline College's Inaugural LatinX Graduation! We want as many LatinX students to participate as possible, specifically students who have applied for their degree / certificate and are transferring. Attached is a flyer in English and another in Spanish. Students must [Sign-Up](#) to participate through the link:

<https://forms.office.com/r/WyejBmXbwy> I appreciate your support and help in spreading the word!

Lindsey Hemstreet: End of year celebration Tuesday, May 14th from 4-5:30pm in 6202-4

Suji: Shared some concerns regarding students using AI and suggested that Academic Senate work towards a written policy regarding syllabus language.

Soledad McCarthy: There is a sentiment on campus where several CTE faculty and programs feel as though they are being treated less than traditional programs such as associates and transfer degrees. However, as a community college we are in service of the community and providing what is needed, which in several cases is the knowledge and skillset to acquire a job/career after graduation. During 2022 and 2023, CTE Programs awarded 5,276 certificates and AS degrees overall at Skyline College and 1,249 certificates alone during that period.

CTE provides students the opportunity to better lives, just as much as a AS/AA or AST/AAT, but provides a direct pathway to technical fields immediately. I ask that the Academic Senate to write a resolution in support of the equity and inclusion of CTE as professional programs. We would also like the creation of a CTE faculty advisory board at Skyline College to be led by the AS CTE Liaison.

Nick Kapp: To the Academic senate of Skyline College: I would like to take a moment of your time to underscore the importance and value of our career technical education (CTE) programs. Our CTE students are an essential part of our academic environment, engaging in rigorous studies that not only prepare them for specific careers but also serve and enhance our community.

These programs train students for critical roles—whether it's in automotive repair, biotechnology, or cosmetology—each of these contributes significantly to our local economy and societal well-being. Our students learn to fix our cars, develop life-saving drugs, and enhance our daily lives through

their work. However, their impact extends beyond these practical skills. Many of our CTE students become entrepreneurs and job creators, vital to the economic health and cultural vibrancy of our community.

At Skyline College, we are committed to providing an education that equips our students not just with technical skills, but with a holistic set of capabilities that enable them to lead fulfilling lives. They become professionals who contribute thoughtfully and substantially to our society.

I believe our role as an academic community is to ensure that all areas of study, including CTE, are recognized as vital to our educational mission. These programs are not peripheral; they are at the heart of what we do—preparing all students to be skilled, thoughtful, and responsive members of our society.

As we continue to support and expand our academic offerings, let us remember that our mission is to educate all students to their highest potential, making them professionals in their chosen fields. Every student, every program, is integral to this mission. Together, we are not only involved in general education; we are all engaged in the process of developing professionals, crafting a future that reflects our shared values and commitments.

Thank you for your attention and your continued support of all our academic programs.

Tony Viertel: Spoke in support of CTE programs and the distinction that our students graduate from them prepared to take on professional careers.

Grace Beltran: Spoke in support of CTE programs and the vital role that they play within our campus community.

Tadashi Tsuchida: Thank you for giving me the opportunity to speak. You may know that following the passage of AB 705 in 2017, Skyline stopped offering its developmental level math classes, including Pre-statistics, Algebra 1, Algebra 2 and below. Now, with the passage of AB 1705 in 2022, we are being told that we also need to stop offering Precalculus and trigonometry, forcing all STEM students to start directly in Calculus 1. I am here on behalf of Math and other STEM faculty to express the serious concerns we have about the negative impact this will have on our STEM students.

First of all, many high schools do not require Algebra 2. Students who did not take this class in high school would be missing Algebra 2, Trigonometry, and Precalculus AND YET they would be required to take Calculus. Incidentally, none of the three adult schools on the peninsula offer algebra classes.

This set-up is like being forced to take an advanced piano course without being able to take the previous courses. It will feel the same way for someone who has been thrown into Calculus 1 without preparation. Will they be willing try yet again after failing multiple times? The way AB 1705 is set up, students are expected to try and fail three times – with the assumption that they'll keep at it and not lose heart. This is setting students up to feel thoroughly defeated and give up on their dream.

According to the state chancellor's office, since the passage of AB 705, enrollment in math classes has dropped by 46% (2017-2023), with the first 20% drop happening before the pandemic (2017-2019). This has consequences that affect the entire STEM division, and the greatest impact has been on our most vulnerable students.

However, the consequences will be far worse if we cancel Precalculus and Trigonometry under AB 1705. Does this sound like equity to you? It sounds like the opposite to me.

In conclusion, the math department would like the academic senate's support to continue offering precalculus (at a minimum) to support our students. Students will not be forced to take classes, but they will have the right to **choose** what is best for them. In our college and our district, we pride ourselves on being equitable, student centered, promoting access and giving students opportunities to transform their lives. If these are not just words, but are truly our values, we cannot take away critical classes from our students.

From Younga Choi and Tadashi Tsuchida on behalf of the Skyline College Math department.

Tammy Calderon:

First, I want to emphasize the vast array of career opportunities that the cosmetology industry offers. It's a privilege to be part of an industry that can launch you into a career with unlimited possibilities. Whether you choose to work in a salon or spa, become a platform artist, or share your expertise as an educator with top brand names in the industry, like Redken, each path is filled with unique challenges and rewards. I say 'AND' because each of these roles is equally important and can lead to a fulfilling career. My path led me to a career in teaching using my professional expertise. I applied it to further my education by earning my undergrad in project management and my Career Technical Education credential. All this to say, as a CTE educator, it is important to be seen as a professional who has already put the time and energy into a career and can see the importance of educating the next generation of professional hairstylists, estheticians, barbers, project managers, or even teachers. It is my privilege to be a teacher, and I hope that my peers see me as the professional they see themselves as. Knowing that we both put in the time and gained the experience to apply in classrooms, counseling, and research synchronously/asynchronously in support of our student's success. It's just that, launching the next generation of students with endless possibilities to succeed in whatever they choose to become the professionals they see in us, regardless of how we got there!

CAREER

"Career" is often used to refer to a profession, occupation, trade, or vocation. A career could define what you do for a living, and it could range from those that require extensive training and education to those who can perform with only a high school diploma and a willingness to learn.

TECHNICAL

tech-ni-cal 'tek-ni-kəl. Synonyms of technical. 1. a.: having unique and usually practical knowledge, especially in a mechanical or scientific subject.

EDUCATION

Education is the act of teaching knowledge to others and receiving knowledge from someone else. Education also refers to the knowledge obtained through schooling or instruction and the teaching institution. Education has a few other senses as a noun.

Rika Yonemura Fabian: Erin Struss had a baby two days ago! Congratulations to Erinn!!

Alex Moore: Spoke in support of our CTE programs and the important role they play in the lives of our students and helping them reach their goals.

Jessie Raskin: Dear colleagues and friends, I respectfully ask you to consider that a paralegal program is a form of professional education because it equips individuals with the specialized knowledge, skills, and ethical principles necessary to work effectively within the legal profession. Recognizing paralegal education as professional education underscores the rigorous training and adherence to professional standards required for paralegals to competently assist attorneys and contribute to the efficient administration of justice. Failure to acknowledge that a paralegal program is a form of professional education discredits the efforts of hardworking paralegal students, a majority of whom are women from underrepresented backgrounds, by undermining the legitimacy of their educational pursuits and

professional aspirations. Moving forward, it is my sincere hope that despite our occasional internal disputes, we can direct all our efforts as educators to uplift our students and support their personal and professional growth.

Ame Maloney: Title 5 section 5824, minimum standards for library faculty. Per this document, we should have a minimum of 5 faculty librarians and 9 support personnel. Skyline is not in compliance with this law. [Title 5 Section 58724](#)

Cassidy Ryan: Spoke in support of CTE from an enrollment standpoint as our CTE programs are often at max capacity and thus help other programs with low enrollment. In addition, she shared concerns over a lack of support for our CTE students especially those in evening programs.

2.0 New Senate Business

2.1 Academic Senate Election Results

Procedure | **Information** | **Discussion** | **Action**

Presenters: Election Committee: Dr. Bianca Rowden Quince and President Ayotte

Time: 5 minutes

Notes:

Please join me in congratulating the newly appointed Academic Senate Executive Officers, Adjunct Senators and Division Senators who will serve in faculty leadership for the upcoming academic year.

President: Cassidy Ryan (BEPP)

Treasurer: Sima Karve (STEM)

Curriculum Chair: Rick Hough (STEM)

Professional Personnel Chair: Soledad McCarthy (BEPP)

CTE Liaison: Tony Viertel (BEPP)

Adjunct Senator: Jessica Silver-Sharp (ASLT)

Adjunct Senator: Daisy Guterrez (SSCA)

Adjunct Senator: Kishaun Young (COUN)

ASLT Senator: Vincent Kang

BEPP Senator: Tammy Calderon

COUN Senator: Kenny Gonzalez

COUN Senator: Suzanne Poma

LA Senator: Janice Sapigao

SESP Senator: Lucy Jovel

SSCA Senator: Katie Manbachi

SSCA Senator: Kathy Zarur

STEM Senator: Miranda Wang

STEM Senator: Michael Song

STEM Senator: Kolo Wamba

2.2 Modification of Local Sequential Courses

Procedure | [Information](#) | [Discussion](#) | Action

Presenter: Jacquie Escobar

Time: 20 minutes

Notes: Jacquie Escobar shared information about Skyline College's local "Sequential Courses" policy which is not in alignment with the policy of transfer partners, specially UC's. The former language can be found here: [Prerequisites, corequisites and course preparation doc](#)

The proposed updated language for the sequential course recommendation will be:

Sequential courses are those that must be taken in sequence; a lower-level course should be taken before taking a higher-level course (example: SPAN 110 (Elementary Spanish) should be taken prior to taking SPAN 120 (Advanced Elementary Spanish)). Most higher-level sequential courses have a prerequisite that requires that students demonstrate successful completion of the lower-level course before they can enroll in the higher-level course can. In some cases, students may need to take courses out of sequence. Please consult with your Skyline College counselor regarding limitations. Students who intend to apply to transfer to four-year colleges and universities should consult a Skyline College counselor to determine college and university policies/limitations regarding taking of courses out of sequence.

 [DRAFT SEQUENTIAL COURSES Language.docx](#)

This item will be brought back to May 16th meeting to approve the language change.

2.3 Title IX Resolution Draft-First Read

Procedure | [Information](#) | [Discussion](#) | Action

Presenters: Rika Yonemura-Fabian

Time: 20 minutes

Notes: The Title IX resolution writing group shared a draft of the [Title IX Resolution](#) and asked for initial feedback. Some of the discussion/feedback during our meeting included:

Feedback:

- Add an introductory statement to help prepare the reader to understand
- Filter the "where as" statements so they are more succinct

The ask is that senators take this back to their constituency groups for feedback. A vote will be taken at the May 16th meeting.

2.4 Senate Dues Conversation Continued

Procedure | [Information](#) | [Discussion](#) | Action

Presenters: Lynsey Hemstreet and Sima Karve

Time: 20 minutes

Notes: At the April 04, 2024 senate meeting The following motion was made by President Ayotte and was seconded by Senator Feiner: Put aside half of the funds to put towards sponsoring regalia purchases for students and to vote at a later date between:

- a scholarship for a Palestinian student
- scholarships for transfer student application fees

Senators were asked to get feedback from their respective divisions to share with senate at the May 02, 2024 senate meeting of how they wish to allocate the remaining senate dues. At the May 2nd meeting, only two divisions had shared a preference for where the funds would go. One division voted for the funds to be used towards transfer fees and one voted for the Palestinian scholarship.

During our meeting, we learned that we currently have \$6, 258 in our account. One thousand dollars of that must be used for scholarships in fall of 2024. The remaining funds can be held onto or used for other expenses. This item will be brought back for vote at the next meeting.

2.5 ASCCC Spring Plenary Final Adopted Resolutions

Procedure | **Information** | **Discussion** | **Action**

Presenters: Vice President Ryan and President Ayotte

Time: 10 minutes

Notes: The Spring 2024 Plenary Resolutions are now available online at the ASCCC [Resolutions Process webpage](#). Delegates of the plenary session voted on a number of resolutions and amendments, with the end resulting in 31 adopted resolutions.

3.0 Standing Agenda Items

3.1 Committee Reports

Procedure | **Information** | **Discussion** | **Action**

Presenter: Curriculum, IEC tri-chair, FTEFAC, SPARC, Professional Personnel, CTE

Time: 10 minutes

Notes:

IEC: IEC held its second successful CPR Share Outs on Monday, April 22 with 10 programs completing CPR this Spring 2024.

It began with an in-person Poster Session (you can view the [SP 2024 CPR Posters online](#)), followed by a panel conversation ([video available for viewing](#)).

The [2024-2025 Teams](#) are already underway and preparing for the next academic year.

3.2 Campus Reports

Procedure | **Information** | **Discussion** | **Action**

Presenter: ASSC Student Rep, CTTL, Guided Pathways, Classified Senate, AFT Reps

Time: 10 minutes

Notes:

4.0 Announcement and Closing Procedures

4.1. Final Announcements

Presenter: President Ayotte

Time: 5 minutes

Notes: Future Spring 2024 Academic Senate Meetings Dates:

- May 16th

4.2. Motion to Adjourn

Presenter: President Ayotte

Time: 1 minute

Notes: The last meeting of the Spring 2024 semester is on Thursday May 16, 2024. If you would like to request an item be put on the agenda (Consent, discussion, action or information) please submit your request for the next meeting by Thursday May 09, 2024 by 12:00pm. You can request an agenda item [here](#)

Academic and Professional Matters, AB 1725 “10 + 1”

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate