



ACADEMIC SENATE

Meeting Minutes

October 9, 2018
Rm. 18-206
1700 W. Hillsdale Blvd.
San Mateo, CA
2:30 – 4:30 pm
[Website](#)

Executive Committee 2017-2018

Jeremy Wallace
President

Peter von Bleichert
Vice-President

Rosemary Nurre
Treasurer

Daniel Keller
Secretary

Executives Present

Name of Officer	Executive Committee Role
Peter von Bleichert Daniel Keller Rosemary Nurre Jeremy Wallace	Vice-president Secretary Treasurer President

Senators Present

Name of Senator	Division
Steve Heath Tatiana Irwin David Laderman Tim Maxwell Teresa Morris Stephanie Roach Kevin Sinarle Arielle Smith Christopher Smith	Business and Technology CASS Past president Language Arts Curriculum Committee ASLT Counseling Counseling Math/Science

Others Present

Name	Representing
Mondana Bathai	ASCSM

Opening Procedures

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President	2:35	Approved	Procedure
Approval of past minutes	President	2:35	Approved	Action
Public Comment	Public	2:35	<p>Kevin: DRC will be having an open house from 12:00-2:00 on October 17.</p> <p>Tim: We should talk more about dual enrollments (collaborations with high schools, CSM classes being taught in high schools). Jeramy added this to our agenda 10/27</p> <p>Christopher: There will be a Saturday meeting (October 20th) 9-5 open to all regarding the changes math and English are making in response to AB 705. This is particularly important to academic counselors, who help students with the process of guided self-placement. All are welcome to attend.</p>	Information

New Senate Business

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's report	President		<p>a. Board Policies 3.00, 3.15, 3.30, 3.35 Overall, the board are not suggesting any revisions, but we can suggest changes if we feel they are needed.</p> <p>Jeramy will send the policies out later One that may be of particular interest is 3.3—regarding a 12-month pay period, which we used to have.</p> <p>b. ASCCC Plenary (11/1-11/3): Jeramy is our delegate to the state senate and will be voting on resolutions. He will keep an eye out for any resolutions that will affect our constituencies and will consult with us as needed. While he cannot rewrite policies, he can suggest edits for the resolutions. He will send out resolutions to get our feedback.</p>	Information

				c. Program review: the online form should be ready by tomorrow.	
2	Vice-president's report	Vice-president		<p>Guided Pathways: there will be two flex day activities tomorrow: the 11:-12:30 "Your Voice" will focus on updating everyone and continuing to recruit faculty. The goal is also to include student voices, so there will be student speakers as well. Peter feels our college is on a positive track—we have been very methodical and more inclusive than many other colleges, which have often taken an "admin only" approach. Though the program may still seem "top down," Peter feels that faculty and staff have been given a fair amount of freedom to implement this in our own way.</p> <p>Jeremy suggested that we should get more units for a Guided Pathways faculty chair. We debated whether we need a permanent administrative position, but all agree that we do need a faculty voice, someone who can be there to represent faculty interests—which could help us stave off the reaction we are seeing from other senates. Now is the time to start asking for positions like these: we have been told that the district is in very good shape financially, and we have an administration that wants to work with us. Peter reminded us that faculty recruitment for this program is ongoing and faculty participation is <i>very</i> important.</p>	Information
3	ASCSM Update	Mondana Bathai	3:00	<p>ASCSM is working on organizing a voter registration drive on 10/16 and 10/17. The deadline is 10/22. If any faculty would like to join in that event, please contact Mondanna.</p> <p>ASCSM has elected Gabriella Topete Eng Goon as student trustee.</p>	Information
4	Standing committee reports	Arielle Smith	3:05	Professional development has division reps for all but math. The first meeting is scheduled to work on flex day follow up on 11/6.	Information

5	Ethnic Studies requirement	Tatiana	3:05	<p>Ethnic studies requirement: Skyline has adopted an ethnic studies requirement on their campus. Jesse Raskin has recommended three steps:</p> <ol style="list-style-type: none"> 1. In order to avoid adding new credits students have to take, Skyline allows them to “double dip”: on the associate degree worksheet, there are at least four areas where an ethnic studies course could satisfy the requirement. 2. We could also begin to incorporate “critical race theory” into SLOs and pedagogy—but this would require a lot of support from the institution and training of faculty. 3. The social justice AA-T is recognized by the state of California, which already includes many courses that many campuses have. For example, City College includes ethnic, LGBT and women’s studies. <p>The most tangible thing we could do right now is the first step.</p> <p>Rosemary noted that we need to be sure that faculty are buying in to this goal—some might feel concerned that they are losing students in other courses.</p> <p>Arielle pointed out that students are already taking these courses to meet current requirements (such as social sciences) .</p> <p>Kevin noted that we already incorporate areas such as information competency into English 100. Could we add an ethnic studies component to existing courses in a similar way? Teresa said that Skyline has done this—communication studies, for example, includes an ethnic studies component that allows students to meet the requirement in an existing class.</p> <p>Tatiana argued that this can be problematic—these classes are not the same as a student taking an ethnic studies course. A history course, for example, may include elements of</p>	Discussion
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				<p>ethnic studies, but saying that it satisfies the requirement seems more like “tokenism” rather than a substantial change.</p> <p>Tim added that simply attaching a new goal to existing courses—a “plug in” solution—can be extremely messy. For example, it took years for English to truly incorporate “critical thinking” into composition classes.</p> <p>Peter suggested that creating a degree would reduce these risks. Teresa: degrees and certificates need “care and feeding”—someone to be responsible for the path, the success, the vision... some degrees have a built in understanding of what they are for. But this would need infrastructure.</p> <p>Arielle found several colleges that have a diversity requirement for graduation. These are embedded into the existing courses rather than taught as stand-alone classes.</p> <p>Teresa also pointed out that we also run the opposite risk—the assumption that ethnic studies is “taking care of” race when in fact these issues are relevant to every discipline.</p> <p>Chris suggested we could take a survey of faculty to see how they are approaching this now—since critical thinking around race is supposed to be required in some SLOs now. Rosemary requested that we also poll faculty to find out the level of interest in adding the requirement.</p> <p>Jeramy has requested that Tatiana bring us a proposal for a future meeting.</p> <p>On a related note, Peter requested guidance in how to incorporate more ethnic studies in existing courses—how a business course, for example, can include more discussion of social justice issues. Arielle noted that all faculty can</p>	
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				<p>participate in the “Enacting Educational Equity: Transfer the Trainer Series” (E3T2S) community—there will be an activity promoting this group on flex day.</p>	
10	Expanding Professional Development at CSM	Arielle and Jeramy	3:55	<p>Arielle has taken on the role of PD leader this semester along with Liz Schuler.</p> <p>The workload is intense: right now, they are in charge of the new faculty institute, guided pathways, and many other initiatives as needed. This work is far outpacing the release time they are given (0.4)—even though there are so many things that PD would like to do to expand, to reach more adjuncts, to coordinate existing programs. They are asked to go to 16 hours’ worth of meetings every month in addition to regular meetings with deans, various presentations. At least half of the 30 hours a month they are given are spent in these kinds of meetings. Other schools have a dedicated full-release position for this work.</p> <p>Another issue: Adjuncts get paid only the special rate for this work—substantially less (62% of) full-timer release time. Too often, adjuncts take on this work with the hope that it will help them to get a full-time job, which is the equivalent of asking them to work for free. There isn’t anything in the contract that dictates what the special rate is used for or indicates that this work has to be compensated at the special rate.</p> <p>Teresa noted that the lecture rate requires student contact—this may be the reason that adjuncts are paid special rate. This is problematic—lab classes are paid differently.</p> <p>Jeramy notes that he and Theresa Martin were given 3 units just to redesign the flex days. Teresa suggested the PD leaders should document how much time they are spending now as well as propose a budget for how much time other plans (like inviting outside speakers) would take. We could then bring the request for more funding to IPC.</p>	Discussion

				<p>Peter: we could refocus how we are using existing resources, so that we wouldn't have to scramble for more funding.</p> <p>Jeremy suggested that we pass a resolution that the pay needs to be equitable for part timers who participate in this work—they should be compensated the same way as full-timers. Arielle and Jeremy will work on the language to create a resolution.</p> <p>Another question related to professional development (but not the above funding concerns): what do we want PD to look like in the future?</p> <p>Tatiana: more outside speakers—faculty would appreciate hearing from professionals who have dedicated their lives to one particular topic, like assessment, admissions.</p> <p>Tim: we need something like a “college hour” — as it is now, many faculty would like to go to events such as presentations by outside speakers, but many just don't have time.</p>	
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Next meeting: October 23, 2018 Location: 18-206, 2:30 p.m. Peter will be running the meeting as Jeremy is in VPI interviews.

Future Discussion Topics Program Review (10/23) Statement of Professional Ethics (10/23) Joint Academic/Classified Senates meeting (11/13) Enrollment Caps (11/27) Adjunct Equity (11/27) Public Safety Update (11/27) Flexible Scheduling (1/22) Reading Task Force update (1/22) Textbook Task Force update (2/12) Classroom Technology Educational Equity 50th Anniversary of the 1968 CSM Protests