



**ACADEMIC SENATE**

**Meeting Minutes**

January 28 2020  
 Rm. 18-206  
 1700 W. Hillsdale Blvd.  
 San Mateo, CA  
 2:30 – 4:30 pm  
[Website](#)

**Executive Committee 2017-2019**

Arielle Smith  
 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 Arielle Smith	Vice-president Secretary Treasurer President

**Senators Present**

Name of Senator	Division
Yvette Butterworth Wendell Doman Stephen Heath Dyana Huaraz Tatiana Irwin Vincent Li Sunny Martin Tim Maxwell Teresa Morris Liz Schuler Lia Thomas Kevin Sinarle	Math/Science Language Arts Business ASCSM CASS Business Counseling Language Arts Curriculum Committee/Library PD Coordinator/CTL ASLT Counseling

**Others Present**

Name	Representing
Allie Fasth Laura Demsetz	Guided Pathways CASS

**Opening Procedures**

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President	2:35	Approved	Procedure
Approval of past minutes	President	2:38	Approved	Procedure
Public Comment	Public	2:40	<p>1. Jerimiah: A "plug" for the Enacting Educational Equity group: The group could use a few more participants, so Jerimiah shared a little about the nature of the conversations and topics the groups will be discussing this term. The conversations are about very serious and important topics, but the group also has a lot of fun just sharing experiences and ideas about how we can improve equity. They focus not only on classroom practices but on how we interact with students in general, both outside and inside the classroom. Jerimiah read some positive feedback from participants in the group—people loved being in dialogue with peers and learning from each other in a collaborative environment.</p> <p>Topics for this term include understanding metacognition; discussing who is positively and negatively impacted by culturally relevant pedagogy; learning about ableism; and understanding the role of equity in STEM education</p> <p>The group meets the 3<sup>rd</sup> Thursday in the afternoon.</p> <p>Please contact Jerimiah if you are interested.  <a href="mailto:simsj@smccd.edu">simsj@smccd.edu</a></p> <p>2. Rosemary: speaking as Co-chair of the faculty evaluations guidance committee: Theresa Martin has volunteered to take Rosemary's place after her retirement next year.</p>	Information

**New Senate Business**

	Item	Presenter	Time	Details	Action (Motion/Resolution) / Information/ Discussion
1	President's Report	Arielle	2:50	Announcements and updates	Information

				<p>1. Update on on-campus tabling discussion: Arielle was able to check with Mike Holtzclaw about our questions (see minutes from the 1/14 meeting). Later in the term, we will bring Aaron Schaefer in to one of our meetings to go into the issue further, but the gist of it is that we are very limited in what we are able to do. There are a few restrictions that might apply to the issues raised last time: for example, no one is able to impede public walkways or disrupt classes. We might be able to discuss further what might happen if someone tabling makes a comment that would be considered inappropriate in the classroom setting—this could also be considered disrupting the campus.</p> <p>2. Please fill out the scheduling survey that Arielle sent over email if you play any role in scheduling decisions, and please encourage your colleagues to fill it out also</p> <p>3. Tim Maxwell: Tim will be meeting to discuss dual enrollment with Tiffany and Mike Holtzclaw. They are hoping to hear feedback on what issues are coming up and want to be sure that they are addressing current concerns. .</p>	
2	ASCSM Update	Dyana Huaraz, ASCSM Rep	3:05	State senate candidates will be speaking on campus on February 6. Student senate will be meeting with the candidates prior to the event.	<b>Information</b>
3	Standing Committee Reports	) Liz Schuler	3:10	<p>Teaching and Learning Committee, Liz Schuler</p> <p>The CTL committee (made up of the library, assessment and academic excellence committees) are now joined as one. Unfortunately, there has not been a lot of participation, with as few as eight people attending meetings—not enough for a quorum—rather than the expected twenty.</p> <p>Rosemary noted that reduced attendance at committees seems to be a widespread problem. We may be busy, but we need representation on all of these. How can we enforce participation without having deans insist on attendance? Do we have a flow chart that shows all of the different committees and lists all the participants? It would be nice to have a visual representation.</p> <p>Liz will follow up in future meetings to discuss ways we might increase attendance. However, we also discussed a related problem: Liz is an adjunct at CSM and is already carrying a heavy load of extra work. It is unfair to expect her to also do the work of tracking people down and increasing attendance at meetings.</p>	<b>Information</b>

				Arielle noted that faculty participation in committees is a future discussion topic.	
5	Action Items		3:10	<p><b>1 . Allie: Guided Pathways Scale of Adoption Self-Assessment Report</b></p> <p>The Guided Pathways group has been looking at what other California community colleges are doing to implement this program in addition to focusing on self-assessment.</p> <p>A draft of the current report, which asks us to rate ourselves on a 0-5 scale in terms of the different pillars of the project, was sent out via email to all members of the college.</p> <p>The report is broken into 4 sections. Because it would take up too much time to go over all of them, Allie focused on the teaching and learning section.</p> <p>In some areas, the group rated the college as being “at scale.” For example, we do use the results of learning outcomes assessments to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p> <p>In other areas, we are currently “not systematic” in the changes we are making, though some programs have begun make changes. For example, Career Education, Nursing, and Business are incorporating opportunities for students to tour companies, and attend career fairs.</p> <p>Another pillar that is currently “not systematic” asks whether the college helps students “document their learning for employers and universities through portfolios and other means beyond transcripts.” Tim Maxwell noted that some of the practices described (such as E-portfolios) were attempted in the past but seem to have just faded away and been forgotten. Service learning is another example of a program that was once fairly robust but has disappeared. Will Guided Pathways help restart these efforts? At this point, Allie is just here to share the information, but we can definitely continue this discussion in the future.</p> <p>Another goal is “student engagement”—GP has done student focus groups in addition to having students serve on the committee. Tatiana mentioned that it</p>	<b>Action</b>

				<p>would help to have formerly enrolled students who are now in 4 year schools or even in the workforce comment on what would have helped them. Currently enrolled students may have a very different sense that students who have the benefit of hindsight.</p> <p>Allie is requesting approval of the document, but the document is not complete yet. So for now we cannot vote to give approval—ideally this would have been a discussion item. We should have the completed document by February 7 and have it as an action item on February 11<sup>th</sup>.</p> <p><b>Hiring Committee Approvals</b></p> <p>a) EOPS/CARE Counselor</p> <p>Approved</p> <p>b) Biology</p> <p>Approved</p> <p>c) Personal Counselor</p> <p>Approved</p> <p><b>2. Faculty Peer Evaluation Committee Approvals</b></p> <p>a) CASS</p> <p>b) LAD</p> <p>c) Counseling</p> <p>d) Business</p> <p>e) Kinesiology, Dance, Athletics</p> <p>All approved with one abstention</p>	
6.	Discussion items		3:55	<p>1) Attendance policy draft</p> <p>No one has sent in any comments on the latest draft that Arielle sent out. If there are no further comments, it should be an action item. However, we will wait until all divisions have met and discussed the policy. Our last February meeting (2/25) should give everyone time.</p> <p>Kevin noted that the piece on “extenuating circumstances” should be clarified: the DRC should only be contacted regarding “disability related” accommodations.</p>	<b>Discussion</b>

We should also be sure that the time for a grade change is one year—in line with policies on making up work through incompletes.

Tatiana suggested that the line about “instructors may require documentation” to verify extenuating circumstances might need to be clarified: instructors do not have to accept the verification just because it is documented. Some situations are complex, and it should be up to the instructor to determine whether the documentation is valid and appropriate. This might be better addressed in individual instructors’ syllabi. We should also discuss this in our divisions.

Arielle will make a few more small changes before bringing the policy back as an action item.

2) Board Policy review for feedback

a) District Mission (1.01)

All the language in the current document comes from already approved documents with minor changes noted by track changes.

Tatiana: we should also be committed to growth beyond our class—so we might want to add something to “meeting our students where they are.”

Tim suggested that we might add, to the final bullet point, that the climate supports student “*learning* and success” and not just success—particularly because “success” can be narrowly defined as just passing classes.

We will send this to DPGC for approval Monday.

Reminder: Arielle will not be here for the next meeting—Pete will be leading.