



**ACADEMIC SENATE**

**Meeting Minutes**

August 25, 2020  
 Zoom Meeting  
 ID: 442 779 680  
 1700 W. Hillsdale Blvd.  
 San Mateo, CA  
 2:30 – 4:30 pm  
[Website](#)

**Executive Committee 2017-2020**

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 Rosemary Nurre Daniel Keller Arielle Smith	Vice-president Treasurer Secretary President

**Senators Present**

Name of Senator	Division
Yvette Butterworth Stephen Heath Malathi Iyengar Tatiana Irwin Tabia Lee Mike Marcial Sunny Martin Teresa Morris Madeleine Murphy Joseph Nguyen Liz Schuler Kevin Sinarle Lia Thomas Tim Tulloch Todd Windisch	Math/Science Business/Tech CASS CASS ASLT Kinesiology Counseling Curriculum Committee CTL ASCSM CTL Counseling ASLT Kinesiology Language Arts

**Others Present**

Name	Representing
Heidi Diamond	Dean, Business/Tech

Tim Maxwell Chris Smith	Language Arts Math/Science
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## Opening Procedures

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President	2:35	Approved updated agenda (The update was minor changes to committee membership and dates—sent out before the meeting)  Approved	Procedure
Approval of past minutes	President		Minutes from the final meeting of spring 2020 will be discussed at the next senate meeting	Procedure
Public Comment	Public	2:40	<p>Rosemary: Faculty and staff continue to work without a contract. All of us should be very disappointed in our administration for not working with our negotiating team to come to a contract resolution before the semester started. All of us spent unpaid time over the summer preparing for the fall semester and to have our efforts be ignored is insulting to say the least.</p> <p>Tim Maxwell: Many of the tools we are using in this online environment should raise concerns about confidentiality and intellectual property rights. We are using 3<sup>rd</sup> party applications that may be selling faculty work and/or student information. Arielle said she has asked CSM administration to discuss these concerns with us at a future meeting.</p> <p>Peter: Some faculty have also expressed concern about a lack of clarity and unpaid hours of work making the transition to online teaching over the summer. The QOTL course training over the summer was fairly complex for those who did not begin the course with working knowledge; some faculty spent more than 60 hours working on new shells. Liz also noted that she spent time prepping for a class that was cancelled—including putting the time to have 80% of the class course shell completed to meet the requirements for QOTL. Sunny added</p>	Information

		<p>that the required 80% course completion was much greater than many were expecting Others noted that requirements seemed to be different for different sections of the QUOTL course: Todd said that his section was only told they had to complete 50% of a course shell to receive credit.</p> <p>We also have not yet had our courses reviewed or heard any feedback about when this will be completed. Madeleine also said that she thought she was supposed to be one of the reviewers, but she asked if this was the case and never heard back. Liz noted that the people who were teaching and reviewing the QOTL course did an amazing job but it was an overwhelming task. It seems like it was set up to fail—but, despite the problems, Liz said she learned a lot and heard positive feedback from others.</p> <p>Arielle: when we launched QOTL we thought we would have a CSM-only training, but in mid-May we were notified that the training would be coordinated district-wide. This had an impact on the standards they were using to certify—as well as the workload. Because of these problems, and because Erica Reynolds has been on leave, not everything was ideal. There were 8-9 cohorts of over 30 people—a huge lift in terms of participation and the amount of work that went into it. We should be hearing more about the course evaluations soon. Thank you all for participating.</p> <p>A related issue: The five hour regular and substantive contact training seems to have gone well overall for everybody. Since everybody needs to do this be sure to reach out if you have not been able to do that.</p> <p>Lia: Library updates: we now have curbside pickup that just started in the last week. It's a 3 step process: request, schedule pickup and then come to campus to pick up physical items. Mon-Thurs-Sat are days for scheduled pickups.</p> <p>The library is also offering several new databases: OER faculty select; World News; and Pronunciator which is a language learning database. We have discontinued Lexis Nexus, which was very low-use and replaced with News Bank. Copyright and fair use guides are available on the website right now. We can still help with getting things embedded in your Canvas courses—librarians are still working 6 days a week and available through chat.</p>	
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			Final note: Tabia Lee is our new instructional designer--looking forward to getting together and collaborating with faculty.	
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**New Senate Business**

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report	Arielle	2:50	<p>Announcements and updates</p> <ol style="list-style-type: none"> <li>1. Introductions</li> <li>2. President search timeline</li> </ol> <p>Mike Claire sent an email and also addressed the timeline for the presidential search on the opening day: Kim Lopez is staying on as interim president for the full year. This gives us more time. Our goal is to get the committee together by the end of fall and to go through with the whole process during the spring semester. We will be discussing this in future senate meetings.</p> <ol style="list-style-type: none"> <li>3. The District Equivalency Committee</li> </ol> <p>This committee now requires participating from two faculty from different disciplines, a change that was approved this past spring. Every college will now have two standing reps that serve with discipline experts called on to serve as needed.</p> <p>We need to fill the CSM representative positions. The workload for this committee varies depending on requests. In the past year, we've had four equivalency requests come through.</p> <p>Teresa: do the representatives have to be full time and tenured? Arielle thinks is probably the case, but she is not sure.</p> <p>Malathi: do the two representatives have to be from different disciplines? It seems like this would be necessary if all are voting members: even if one person from the discipline comes in, that person would be outnumbered.</p> <p>Arielle: This change was actually a response after some equivalency committees were seen</p>	Information

as biased because deans had a say in who the members were. With this change, the two reps are mainly there to ensure procedures are followed correctly. Final decisions about equivalency should be made by discipline experts

4. Report from district senate:

Yesterday district senate passed a resolution concerning justice and district responsibility, including creating a social justice framework that guides work at the district office; changing hiring procedures; looking at equity audits at college and district level and making sure that we are enacting changes based on these audits.

District senate also discussed what spring is going to look like. So far, for the most part administrators are leaning towards continuing to have all lecture classes offered remotely, and doing an assessment of hard-to-convert courses. Arielle has also requested further discussions at future district meetings, and we will discuss the spring term in future CSM senate meetings.

The district meeting also discussed our ongoing efforts to comply with the 50% law by the end of fall, The law requires all community college districts to spend at least 50% of their "Current Expense of Education" for "salaries of classroom instructors." Arielle noted that non-instructional faculty, including counselling, do not count towards this total

We are currently out of compliance with this policy. As a result, we are looking at some faculty hires for the spring start. We should know within the next few weeks if we have new positions. The decisions will be based on last fall's resource requests. They are looking at just the instructional faculty positions. Most of the full time temporary hires have been in counselling or instructional design so these are not directly affected by this change.

Peter: would it be worth doing a resolution advocating that adjuncts be given priority or an automatic interview? We discussed some pros and cons of this point: on the one hand, many of us would love to see our current adjuncts get priority for possible full time positions. But decisions about hiring should be left to divisions and departments rather than decreed through a campus-wide injunction. Chris noted that any such proposal may go against policies of fairness and equity by giving our adjuncts a leg up.

Rosemary: if you were to look at the hiring we can't play favorites by giving special access to any one group because that could be discriminatory. We want to make sure that the process is fair and transparent—and giving priority to any one group seems like it would be discriminatory.

Tatiana: rather than pass any policies giving priority to one group of potential hires, we could create workshops for adjuncts so they would be better equipped for full time interviews. This would be giving our adjuncts tools so they know they are valued and don't feel as frustrated.

Arielle: We can discuss this more moving forward, but a policy prioritizing adjuncts would need to be a district-wide, and there are a lot of specifics that would need to be discussed. Currently, individual committees can always decide if they want to give consideration to adjunct candidates. We could also be sure to start the process of supporting current adjunct faculty during the applications process.

Finally: one of the candidates from the board of trustees has requested time to talk with us at ASGC. Should we invite this person? Peter—shouldn't we wait until they have been elected? Otherwise it might just seem like a campaign stop. Teresa: I've been on senate since 2006



				<p>Madeleine would also like to move on from this position in the coming year.</p> <p>Liz: Flex day numbers: we had an amazing turnout—167 for opening remarks, 193 for the student panel; attendees in the 40s and 60s for others and as many as 100 for the “tips and tricks” workshop. Overall, 917 people participated in some form during the opening flex day—double what we normally have. When we are able to publish the links, we expect that we will continue to have people viewing content. The evaluations are still coming in, but many so far said that they liked connecting with people in the breakout rooms; others wanted a slightly longer break between sessions.</p> <p>The new faculty institute has five members—we are working on setting up dates for activities that can be done virtually.</p> <p>c) Distance Education Advisory Committee, Tabia Lee</p> <p>Meeting has not happened yet</p>	
5	Action Items		3:40	<p>a) Tenure Review Committee Appointment Approvals a. Membership for 17 committees—</p> <p>Approved—no opposition, two abstentions</p>	<b>Action</b>
6.	Discussion items		3:30	<p>1.) Brown Act in the time of COVID 19</p> <p>Arielle has created a document to provide some context for senate to make sure that we are meeting expectations for the Brown Act. Arielle reviewed some of the main policies of the senate, including the 10+1, the quorum requirement, and the process for adding items to the agenda. Particularly important right now that we are in this remote format are the items under “watch out for”—such as “serial meetings” where meetings informally take place without full participation of senate. While these things are</p>	<b>Discussion</b>



always in violation of the Brown Act, they may be more likely to happen in our current online environment. We also have to be careful about “hub and spoke” issues, where we try to generate discussion over email rather than during meetings. While members can and should share issues with their divisions, decisions must be discussed at meetings.

## 2. Senate Goals for 2020-21

We started with a review of senate goals from last year:

- Enrollment and course cancellations:

We established a working group to look at this, along with a strategic enrollment and management group that was already running. We found that earlier documents did not discuss enrollment minimums. Todd noted this is an ongoing concern with ESL classes—lower level students have been left without classes because of cancellation policies. ESL has struggled with not having a number target—it changes every semester and college-wide number guidelines don’t address the specific needs of departments; this also seems like an equity issue given that students in these lower level courses must now either be without a class that meets their needs or enroll in courses that are too advanced.

Rosemary: regarding enrollment caps—a committee we had last year did not accomplish a guideline. We should seriously go after this—we could be faced with increased enrollment caps and it isn’t clear what guides course cancellations

- Ethnic studies requirement:

We also want to continue discussing the ethnic studies local degree requirement: the district is looking at implementing it district wide. Currently CSM is the odd one out in the district for lacking this requirement, but Teresa noted that Skyline and Canada have different requirements —so it is pretty confusing right now. Whatever we do, we shouldn’t complicate it for students. It would make sense to listen to students first.

Tatiana worked over the summer to draft something that could function as a set of core requirements for a class. We want to make sure that it is a meaningful class and make sure that we have classes and faculty to meet student needs when it becomes a requirement. We will also continue to discuss this locally and at the district level.

- Curricular alignment:

Rosemary noted that, historically, we have not been in alignment across the district, and it really negatively affects our students. We could do more to reduce repetition across campus and to avoid many other problems due to lack of alignment—including confusing students with the different numbers and articulation requirements. Chris: the lab sciences, biology in particular, have had a really difficult time getting things in alignment. People didn't follow the rules that the district had set up. Maybe the CIDs (course identification descriptors) would be a better place to start.

- Adjunct professional equity

We didn't discuss this at length last term. Part of the issue we had may be that it is such a broad goal—we might want to define it more specifically at least for this year.

- Dual enrollment:

We did have a discussion of this at two meetings last term, but we did not get a specific goal.. Todd noted that he was supposed to teach a dual enrollment class but it fell apart. If this is something we want to pursue, we need a training program and guarantee much more preparation rather than just asking teachers to jump into the high school environment. Tatiana: we should be concerned that decisions will be made in the absence of our input. We should make sure we continue to weigh in to ensure that decisions are not being made without discussion.

- Physical spaces environmental scan  
ADA compliance is on hold right now since we are not on campus; however , ADA compliance in online classes is a current concern with

			<p>accommodations. Peter noted that we found ADA violations on all three campuses, but the district was working to address these.</p> <p>We ended with a short video by former CSM student Ashley Perrillat reading an essay by the late John Lewis. The essay was attached to the meeting agenda.</p>	
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