



ACADEMIC SENATE

Meeting Minutes

November 10, 2020
 Zoom Meeting ID: 442 779 680
 1700 W. Hillsdale Blvd.
 San Mateo, CA
 2:30 – 4:30 pm
[Website](#)

Executive Committee 2020-2021

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
Joseph Nguyen	ASCSM President
Michelle Beatty	Math/Science
Yvette Butterworth	Math/Science
Lia Thomas	ASLT
Madeleine Murphy	ASLT
Todd Windisch	LAD
Katherine Webster	LAD
Kevin Sinarle	Counseling
Sunny Martin	Counseling
Malathi Iyengar	CASS
Tatiana Irwin	CASS
Vincent Li	Business
Steve Heath	Business
Gil Perez	Student Services
Michael Marcial	Kinesiology

Others Present

Name	Representing
Teresa Morris	Curriculum Chair
T. Lee	DEAC Faculty chair
Liz Schuler	PD Coordinator

Dr. Aaron McVean Nick DeMello Christopher Smith Christopher Smith	Vice-Chancellor of Educational Services and Planning District DEAC Chair ITS Biology faculty
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Opening Procedures

Item	Presenter	Time	Details	Action/ Information/Pr ocedure
Approval of today's agenda	President	2:35	Move to approve: Rosemary. Second: Peter	Procedure
Approval of past minutes	President	2:38	Move to approve: Rosemary. Second: Peter	Procedure
Public Comment	Public	2:40	<ul style="list-style-type: none"> Rosemary: it is frustrating to have to keep repeating this: we are still working without a contract. It is disrespectful to both faculty and staff. Yvette: Last week, the Guided Pathways committee received approval from IPC for the career and community pathways. They are now working on getting the website up and running. When it is complete, the website should allow students to come to their meetings with counsellors better prepared—with more information than they do currently. Peter is working in district senate on bylaw revisions. We are looking for a volunteer, preferably an adjunct to help with the process. If interested please reach out to Pete. 	Information

New Senate Business

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report	Arielle	2:50	<p>District senate update:</p> <p>The district senate has been working on an equity-focused smaller class-size resolution for the course of the pandemic. The resolution is still being negotiated:</p> <p><i>Be it resolved, that the AFT and District Academic Senate ask the Board of Trustees to support a 25% reduction in class size for all courses during the pandemic, regardless of the modality of instruction.</i></p> <p><i>Be it resolved that the Board of Trustees commit to delineating and implementing a future process involving participatory governance bodies to lower class size based on social justice and equity principles in future semesters, and</i></p>	Information

				<p><i>Be it resolved that the SMCCD make a concerted, systematic effort in implementing lower class sizes, not leave these decisions to individual administrator purview.</i></p> <p>The district senate is also continuing to discuss the full-time temporary faculty document. AFT has been able to give some feedback on contract related issues. Arielle will bring it back to our next meeting for another review.</p> <p>Finally, the hiring committee for the next CSM president is getting underway. There will be a survey for all faculty (and maybe students). There will also be a town hall on Friday, 11/20 from 2-3.</p>	
2	ASCSM Update	ASCSM— Joseph Nguyen	2:50	<p>The first TEDx CSM is taking place on Friday this week—please attend and encourage students to join. Information about the event, including a Zoom link, was sent out over email last week. Look for further updates and emails this week.</p>	Information
3	Standing Committee Reports	Teresa Liz and Madeline	2:50	<p>No updates from the curriculum committee.</p> <p>Liz, Professional development :</p> <p>Our next flex days will be district-wide and will take place just before the beginning of the spring term, on January 14 and 15. All three colleges are coordinating. You will get an email soon with details about what the process will look like. We are also considering doing district-wide events again for April.</p> <p>Madeleine, Assessment:</p> <p>We now have brown bag forums on alternating Fridays. We are holding these in part to see if there is something we can learn from the shift to online education--something to take back to our classrooms when we are back on campus. Last Friday, we discussed grading, particularly in light of the pandemic: how can we not penalize students for things beyond their control? We should consider this beyond the pandemic as so many of our students are in situations beyond their control, even in “normal” times. We are looking at a future flex day activity so that faculty can who are doing contract grading and other alternate methods can share what is working for them. Tatiana: I’ve been talking to Robbie Baden about contract grading. It seems like most of the people talking about grading equity are in English, but</p>	Information

		Lee		<p>these strategies may not work well in other disciplines. Madeleine: there are many different approaches, so it would be worth discussing, but it is true that there are a lot of things that won't work in other disciplines so no approach should be considered a universal solution.</p> <p>Lee, Distance Education Advisory Committee</p> <p>Overall, there are now three working groups in DIAC:</p> <ol style="list-style-type: none"> 1. The regular and substantive policy group is looking to have the revised policy out to Senate in December. 2. The DE training and listening group is seeking feedback about training so far—there is now a form available for feedback: : https://forms.gle/7wGtKcQ7BeM3haKRA 3. Another group if focusing on tech tools to be shared during future flex days: there may be new training opportunities and new flex day topics. <p>We are forming a group to begin building an OER textbook resource for faculty. The first meeting will take place on 11/17, from 2:30-3:30. If you are interested, ask Lee for more information. DEAC is also working on building a “virtual village” for students—if you know anyone who is a graphic designer, please let Lee know</p>	
5	Action Items		3:00	None	Action
6.	Discussion items	Aaron McVean	3:05	<p>a) District Strategic Goals update – Aaron McVean, Vice-Chancellor of Educational Services and Planning</p> <p>The district has been in the process of revising the strategic goals plan for just over a year now. The initial plan was created in 2015 and is up for a six-year revision.</p> <p>Aaron has been sharing information about the updates with all campus stakeholder groups. By 12/14, the district would like to take all feedback to the final steering committee meeting with the goal of final adoption by January.</p> <p>Aaron shared slides showing who is on the committee and giving a summary of the work done so far. He highlighted the issue of opportunity gaps, sharing data on different rates of educational attainment in San Mateo county and the broader Bay Area. The</p>	Discussion

board is trying to use this information to inform strategies.

The district is looking more closely at high schools to understand the opportunity gaps and to get a better sense of what our students bring to campus. For example, data on rates of students taking “A-G” courses (which put students on the CSU/UC pathway) reflect racial and socioeconomic status. Data also show how degrees affect income levels in the Bay Area, where the cost of living is so high that a BA is becoming practically required. Disparities in educational attainment drive all other disparities including unemployment rates and stability of housing. All of this helps us try to better understand the students we are serving.

Malathi noted that data presented in such broad terms may miss important details: for example, not all degrees lead to the same economic benefits. It is also important to acknowledge that while outcomes differ by ethnicity and gender, there are many other complex issues that we miss in presenting data so broadly. Data presented this way also may make some feel that we just need to be handing out more degrees—but the quality of education obviously matters.

Aaron: we didn’t have time to get into the level of detail for this presentation, but we do look at details like ethnicity, jobs in particular fields and how they are different for women and people of color, particularly in Silicon Valley. This is glossed over in the charts I shared today, but we do look much more closely at this data. The goal of looking at different fields with regard to income is not to try to steer all students into STEM fields or to rush them towards a degree. But we do need to make sure that students are aware of their options.

Aaron shared more specific information about strategies and goals on slides—see the meeting recording for details. Please send any feedback to Arielle or Pete. A few senators offered feedback on the strategies and goals presented at the meeting:

Rosemary: it is disappointing that there is nothing in the goals that addresses taking care of *all* the people on our campuses, such as faculty and staff who are currently working without a contract. Tatiana added that online teaching has created new burdens on faculty that should also be acknowledged—and compensated.

Aaron: we have to be careful about the wording so that we aren’t bringing up negotiated items, but I

		<p>Nick DeMello, Christopher Smith (ITS)</p>	<p>3:45</p>	<p>would recommend that we include clear language supporting faculty and staff.</p> <p>Steve suggested that we should address how many communities are being adversely affected by the pandemic and the economic downturn. Are we doing anything to invite the most adversely affected people to campus?</p> <p>Aaron: one of the reasons we need to pay close attention to things like “alternative sources of income” is that we need funding to do the kind of outreach required to help those most seriously affected. For example, we cannot use money from the general fund for things like reduced or no enrollment fees.</p> <p>Chris Smith (of CSM) raised some questions about how we are enrolling middle college students: are we still trying to ensure that we are enrolling students who are emotionally and intellectually prepared for college? Malathi and Lee described positive experiences with these students. However, Malathi also noted a mixed experience with co-enrollment classes at a local high school: administrators at the school seemed to assume that her course in ethnic studies could be taught in less time than other courses and made comments suggested limited understanding and appreciation of these courses.</p> <p>Aaron acknowledged that we need to do much more to make sure that co-enrollment and middle college courses are successful for both faculty and students.</p> <p>b) Digital privacy: Nick DeMello, online education coordinator at Canada and Christopher Smith, district director of web services</p> <p>Nick and Chris addressed faculty concerns about student privacy on Canvas. Kat noted we have been concerned not only about student work, but all of the information that they might share to use Canvas and other systems.</p> <p>Chris said that ensuring digital privacy is one of the biggest roles that IT has. Canvas is a very secure system and we can continually add security features in the future. Canvas is secure because it is role-based: when you are enrolled or the class is closed, you no longer have access.</p> <p>Nick added that all organizations including Canvas are FERPA compliant—that is federal law—so institutions cannot access student data legally. However, this doesn’t mean that there can’t be data breaches or other ways for student information to get</p>	
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			<p>4:15</p>	<p>out, such as when students share work with each other Some faculty may be using third-party programs that are less secure. So while our security is very strong, the system isn't totally bulletproof.</p> <p>Nick shared more information about Portfolium, which is linked to Canvas. This program, which currently is being used only by Skyline in our district, is even more secure than Canvas in that students get to "own" their materials after the class ends. In Canvas, students no longer have access to a course shell once the class has ended. With Portfolium, they can create an "e-portfolio"—something they can use for future job opportunities—and they can keep their own password to access their work after a class ends. Nick strongly recommended that CSM consider a contract to use Portfolium in the future.</p> <p>c). CVC-OEI</p> <p>Nick also recommended that we join the California Virtual Campus Online Education Initiative. This is part of an effort to make sure that all of our systems are uniform across California campuses. Those colleges that first participated worked out most of the policies around best practices for using online tools. While participation has been limited in the past, in 2018 they opened the consortium so that all colleges can participate. If we join the CVC, we will have our courses listed in an online database so that students can find our online courses</p> <p>We adjourned at 4:30</p>	
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