

Meeting Minutes

November 24, 2020

Zoom Meeting ID: 442 779 680 1700 W. Hillsdale Blvd. San Mateo, CA 2:30 – 4:30 pm <u>Website</u> Executive Committee 2020-2021

Arielle Smith President

Peter von Bleichert Vice-President

Rosemary Nurre Treasurer

> Daniel Keller Secretary

ACADEMIC SENATE

Executives Present

| Name of Officer | Executive Committee Role |
|--|--------------------------|
| Peter von Bleichert (filling in as secretary after 3:00) | Vice-president |
| Rosemary Nurre | Treasurer |
| Daniel Keller(absent after 3:00 due to technical problems) | Secretary |
| Arielle Smith | President |

Senators Present

| Division | |
|--------------|--|
| ASCSM | |
| Math/Science | |
| Math/Science | |
| ASLT | |
| CASS | |
| CASS | |
| Counseling | |
| Counseling | |
| LAD | |
| LAD | |
| Kinesiology | |
| Business | |
| | ASCSM Math/Science Math/Science ASLT CASS CASS Counseling Counseling LAD LAD Kinesiology |

Others Present

| Name | Representing |
|------------------|--------------------|
| Teresa Morris | Curriculum |
| Liz Schuler | PD Coordinator |
| Tabia Lee | DEAC Faculty Chair |
| Jeremiah J. Sims | Director of Equity |
| Michelle Mullane | Faculty |
| Mike Holtzclaw | VPI |

| Micaela Ochoa | VPAS |
|---------------|---------------------|
| Kim Lopez | Interim President |
| Nick DeMello | District DEAC Chair |
| | |

Opening Procedures

| Item | Presenter | Time | Details | Action/ Information/Pr ocedure |
|----------------------------|-----------|------|--|--------------------------------------|
| Approval of today's agenda | President | 2:35 | Rosemary—approved; Pete seconds | Procedure |
| Approval of past minutes | President | 2:38 | Approved pending update to the DIAG report. Rosemary—approved; Kevin seconds | Procedure |
| Public Comment | Public | 2:40 | Rosemary: another two weeks have gone by and we are without a contract. It's incredibly disappointing that the administration isn't even interested in supporting faculty given all the words they have said about how hard people have been working. It has been 1 ½ years. | Information |

New Senate Business

| | Item | Presenter | Time | Details | Action (Motion/Resolution)/ Information//Discussion |
|---|-------------------------------|-----------|------|--|--|
| 1 | President's Report | Arielle | 2:50 | District Academic Senate report: DAS approved the resolution in support of ethnic studies, creating an ethnic studies department on all three campuses. All three campuses will now also have an ethnic studies graduation requirement. Arielle is hoping to schedule a senate retreat for one of the flex days we have in January—it has become obvious that we need some more time to make progress on some of the goals we have been working on. | Information |
| 2 | ASCSM Update | ASCSM | 2:50 | No student representative present | Information |
| 3 | Standing Committee Reports | Teresa | 2:50 | a) Curriculum Committee, Teresa Morris, Chair The Curriculum Committee is almost done with the fall curriculum review. Teresa is retiring as Curriculum Chair. For any interested in becoming the next chair, 2.2 of release time is available to be a "shadow" of the current chair. Must be a current or past member of committee. | Information |

| | | Madeline | | b) Committee Teaching and Learning, Liz Schuler/Madeleine Murphy This is Madeleine's last year as SLO Coordinator. The position has been evolving, becoming more focused on professional development. If you are interested, let Madeleine know. c) Distance Education Advisory Committee, Tabia Lee There are four working groups in DIAC now: The policy working group provides policy guidance and recommendations; second, the DE training and listening group which looks at feedback about DE trainings and provide training recommendations to the DIAC committee; third is group on tech tools, which is focusing on collaborating and developing flex days on technology tools for spring and beyond. Finally, the | |
|---|--------------|----------|------|---|--------|
| | | | | technology tools for spring and beyond. Finally, the fourth working group is the OER/ZCT working group, which focuses on supporting faculty and provide recommendations to DIAC about open educational resources and zero cost textbook resources that are available to students. If you are interested in joining any of these groups, please contact Lee or Erica Reynolds. | |
| | | | | Finally, Lee shared (via Zoom chat) a draft from the policy working group on regular and substantive interaction and a policy on DE training. It has shifted because of the feedback from divisions and the senate. Thank you to all who have made suggestions. We are looking to submit this to DIAC at the next meeting and to senate for the December meeting. The next meeting is 12/2 from 12-1. | |
| 5 | Action Items | Arielle | 3:15 | ACCJC Follow-up report Arielle is filling in for Hillary, the dean of PRIE, on this topic. We had our vising from ACCJC last fall, resulting in three commendations and one recommendation. The recommendation was for the regular and substantive contact policy. We have now updated the policy and in preparation for the follow-up visit this coming year. ACCJC will review classes in Spring. Arielle shared the draft of the follow-up report via chat. | Action |

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|----|------------------|----------|------|--|------------|
| | | | | The goal is to get the report to ACCJC by March and | |
| | | | | then have a follow-up "virtual visit" in June. | |
| | | | | Some feedback on the draft: | |
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| | | | | Tatiana: in our last division meeting we discussed | |
| | | | | how prescriptive the regular and substantive feedback | |
| | | | | policy is: it seems like we are overdoing it in response | |
| | | | | to the ACCJC feedback, prescribing far too much in | |
| | | | | minute detail. The complaint doesn't seem to justify | |
| | | | | this level of detail in response. | |
| | | | | Todd asked if we should also add our response to | |
| | | | | Covid 19—things like QOTL training, but Arielle said | |
| | | | | that we decided against adding this. | |
| | | | | | |
| | | | | Approval of the current response: Todd moves to | |
| 6. | Discussion items | Jeremiah | 3:05 | approve; Malathi seconds. All were in favor. | Discussion |
| 0. | Discussion items | | 3.05 | Anti-racist action plan and solidarity statement: Jeremiah shared the solidarity statement via Zoom. | Discussion |
| | | Sims | | | |
| | | | | Rosemary: I certainly agree that there are issues of | |
| | | | | white privilege on this campus, but it would help to | |
| | | | | have clarification on the repeated references to "white | |
| | | | | supremacy." My colleagues over the years have tried | |
| | | | | really hard to be supportive of all people. I acknowledge white privilege but am uncomfortable | |
| | | | | with the language of white supremacy. | |
| | | | | | |
| | | | | Jeremiah: people of good will may not see something | |
| | | | | like white supremacy in their experience just as | |
| | | | | heterosexual cis-gendered people don't see the | |
| | | | | experiences of gay or transgendered people. White supremacy is the basis for the injustices that BIPOC | |
| | | | | experience on our campus and in the broader society. | |
| | | | | Making people uncomfortable might actually help to | |
| | | | | be a catalyst-to push people to do something. | |
| | | | | This statement is not yet the action plan, but is | |
| | | | | intended to stress our commitment to change. | |
| | | | | Jeremiah shared some ideas about future actions: | |
| | | | | hiring more diverse faculty and staff, ensuring that | |
| | | | | interviews discuss how faculty plan to empower | |
| | | | | traditionally marginalized students. | |
| | | | | | |
| | | Michelle | | 2). College Budget Update | |
| | | Ochoa | | Michelle shared slides with projections, based on what we know now, for the worst, middle, and best- | |
| | | | | case scenarios for the college budget. The | |
| | | | | projections take us to 2023. The slides with the | |
| | | | | information are available | |
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| | | | | 3. CVC OEI | |
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| Nick DeMello Nick continued to update us on the CVC OEI, which we briefly discussed in the last meeting. As a reminder, The CVC consortium focuses on training for and development of online education as well as making technology (such as Pisces and Proctorio) available at reduced costs or in some cases free. Colleges that are members of CVC also have their online courses listed state-wide in an online database. Todd: by joining, are we agreeing to a push for more called at process of the process of | |
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| online classes? This is a concern for faculty who don't | |
| want to teach online, or for subjects like language | |
| learning that are not best taught in this mode. | |
| Kat Webster: we should be focusing more on what | |
| helps students learn rather than on what an | |
| organization like this can do for online classes. | |
| | |
| Nick noted that the trend towards more online classes | |
| started before the COVID crisis and argued that we should at least be attempting to reach students where | |
| they are—many may be discovering that online | |
| courses do work for them given their busy schedules. | |
| Some colleges that were reluctant to go online before | |
| the crisis will likely be continuing to offer classes in | |
| this mode. We should also remember that we as | |
| faculty are learning new skills, and it takes time—but | |
| some faculty may find that their retention rates and student learning are comparable or better online. | |
| student learning are comparable of better offine. | |
| Tatiana: Online education is actually going better than | |
| I expected, but we also need to be sure that we are | |
| not putting the cart before the horse: we need to | |
| shore up our infrastructure for supporting students. Networks like this are only as good as the resources | |
| they are providing. The organization sounds great but | |
| I am a little concerned that the resources we have | |
| already been given are not what works best for really | |
| engaging students intellectually in our disciplines. I | |
| don't want us to commit to a way of teaching online | |
| that we might not agree with. | |
| Nick: Joining does not commit us to using a particular | |
| set of tools—it's more about participating in the | |
| process of trying to offer the best quality resources. It | |
| is a huge network—there are probably others in the | |
| network who think like you. By joining, you are saying | |
| you are committed—but how much of it you want to use is really up to you. | |
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| Meeting adjourned at 4:30. | |