



ACADEMIC SENATE

Meeting Minutes

December 8, 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 Dyana Huaraz Michelle Beatty Yvette Butterworth Lia Thomas Malathi Iyengar Tatiana Irwin Kevin Sinarle Sunny Martin Katherine Webster Todd Windisch Steve Heath Vincent Li	ASCSM ASCSM Math/Science Math/Science ASLT CASS CASS Counseling Counseling LAD LAD Business Business

Others Present

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

Christopher Smith Judith Hunt	Faculty Faculty
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Opening Procedures

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President	2:35	Rosemary approves Pete seconds	Procedure
Approval of past minutes	President	2:38	Rosemary approves Kevin seconds	Procedure
Public Comment	Public	2:40	Rosemary: We are still working without a contract. I feel like I'm talking to a brick wall. Does anyone in administration care? The spring semester will mean even more work for faculty, as many will have to do 3-5 evaluations. It's incredibly frustrating for both faculty and staff. Arielle has asked AFT to join us in the January meeting.	Information

New Senate Business

	Item	Presenter	Time	Details	Action (Motion/ Resolution)/ Information/ Discussion
1	President's Report	Arielle	2:45	There are no new announcements since District Senate has not met yet.	Information
2	ASCSM Update	ASCSM Joseph Nguyen	2:47	No new events coming up, but they are very excited to start the new semester	Information
3	Standing Committee Reports	Teresa	2:50	a. Curriculum Committee, Teresa Morris, Chair We have had close to 400 courses go through review this fall; our last meeting of the semester is this coming Thursday. Arielle notes that spring will be the last semester for Teresa's leadership. If you are interested in serving as the new chair of the committee, please let Teresa know.	Information

		Liz		<p>b. Committee Teaching and Learning, Liz Schuler/Madeleine Murphy</p> <p>Liz: Madeline will also be moving out of the SLO coordinator role, so all those interested please let us know. Professional development will have their last New Faculty Institute session this Thursday; The new faculty institute will then transition into the E3 (enacting educational equity institute)—Jeremiah and Tabatha will be involved. You should be getting an email soliciting participation. A reminder on flex days: there are two in January, the 14th and the 15th: they are district wide. We do not have a speaker, but will have a chancellor’s town hall, followed by a district-wide student panel.</p>	
		Lee		<p>c. Distance Education Advisory Committee, Tabia Lee</p> <p>DEAC’s final meeting was on 12/2; next meeting will be 2/3 from 12-1. The biggest news is the launch of our CVE-OEI self-study collaboration. We want to thank the senate for giving us the inspiration to get that going. We are inviting everyone to join. If you are interested in learning more about this group please plan to join us tomorrow from 1:00-2:00: The link is in the academic senate weekly summary. Lee will also be visiting division meetings in spring to discuss new policies and share the work of the committee.</p>	
5	Action Items	Lee	3:15	<p>a. Revised regular and substantive policy</p> <p>Lee shared some background about the timeline reviewing the work that was done. First, starting in October, the DEAC policy working group met and began revising the policy; from October to November, they shared draft policies. Second, they looked at the recommendations and submitted a final revised document for approval to forward to senate. Lee shared slides summarizing the changes.</p> <p>Tatiana: some of the language still seems very specific and restrictive. For example,</p>	Action

				<p>are we required to use only Canvas for gradebooks? Lee said that many of the changes are suggestions and not requirements. Todd approves; Peter seconds All approved</p> <p>b. CSM Policy on DE training There was no discussion of the policy. Rosemary approves; Todd seconds. All approved.</p> <p>c. Statement on Solidarity Jeremiah shared the revised statement with us. We will vote to endorse the statement, followed by IPC.</p> <p>All approve.</p>	
6.	Discussion items	Chris Smith	3:25	<p>a. OER Discussion – Chris Smith</p> <p>OER (Open Educational Resources) are materials that are in the public domain—free to be used, changed (in some cases), and shared. It usually refers to textbooks, but not exclusively. It is slightly different than zero textbook costs, which eliminates text cost by using alternative materials. While zero textbook costs refers only to textbooks, OER is broader.</p> <p>Chris shared information through slides about why we should consider using more low cost or free sources. For example, as a result of textbook costs, 1/2 of students in one study took different classes, while in another study, 2/3 wouldn't buy a textbook but would try to take the class anyway. Chris also shared an example of a counseling class that had a significant increase in success rates—10%, while some other studies showed a 28% increase in grades.</p> <p>Not relying on textbooks does mean creating your own materials. However, there are issues with copyright, attribution, and accessibility. OER programs such as OpenStax can eliminate the risks of copyright violations.</p> <p>Another way to reduce or eliminate text costs is LibreTexts, which collects open</p>	Discussion

		<p>ASCSM</p>	<p>4:00</p>	<p>resources that you can put together into a single text book. Chris would like Libre text to give some presentations and training in the spring so that more departments could use these materials.</p> <p>Currently, most of our courses do not offer zero cost or OER sources.</p> <p>We could use professional development funds to get support for training in using these sources</p> <p>Tatiana: there are works we want to assign that may not be in the public domain— sometimes it matters that we are paying for what we use. This doesn't mean that the burden should fall on the students. The district might need to step up.</p> <p>Would we be able to tell students the cost of texts in the course schedule? It's something we might be able to do but it is a long way in the future</p> <p>b. Student discussion on late assignments – ASCSM reps</p> <p>Dyana Huaraz from ASCSM shared comments from students in the last panel discussion –some from students who feel that they are struggling in meeting deadlines and keeping up with all of the assignments in the online environment. Students would like to feel more support from their professors. It would be good to accommodate them on a case by case basis if not through course policies.</p> <p>Rosemary: it is important that we accommodate students, but we also need to recognize that it is fair for instructors to say no. How can we get a better sense of what we would all consider reasonable extensions?</p> <p>Todd: It helps to set up communication with students early on and set up realistic goals. If students are talking with professors on a regular basis, they are more likely to</p>	
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		Arielle	4:15	<p>have a clear sense of what deadlines are negotiable.</p> <p>Kat: There is also a cost for faculty in accepting late work, incompletes, and so on—it might be helpful to get a little more guidance on when it is appropriate to give an incomplete as opposed to a not passing grade.</p> <p>c. FT Temp faculty resolution We looked at the revised draft on full-time temporary faculty</p> <p>Rosemary: There is nothing wrong with the draft, but we need to clarify how long this position is for—we want to make sure we are not leading FTT faculty on—that we are not giving the impression that a temporary position is going to lead to a full-time position. We should also make sure that these positions are for emergency purposes only.</p> <p>Pete: We need to say more about why we disapprove of these positions. If we are genuine about equity, we are not living up to the standards of equity. We are doing a great disservice to our colleagues. We know that this is being built on shaky ground. We should insist that current FTT positions are converted into FT roles and make a commitment to keep these positions to a minimum.</p> <p>Rosemary: I am going to vote against it—it isn't so much the document as the lack of specifics in the document about when FTT positions are appropriate.</p> <p>Lee: thanks to Rosemary and Pete for the comments. As a full-time faculty member, what we are getting now feels like a halfway handshake: we don't have the stability and the promise that others have in doing our work. It's an exploitative relationship. It may benefit the bottom line—and so it isn't likely to change. FTT faculty are in a precarious position. They are living with a lot of fear on top of everything else.</p>	
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Sunny: also thanking Rosemary and Pete for speaking up and to Lee—I am also in FTT position—but sometimes it is difficult to make a comment because we are concerned about the consequences.

Tatiana: if we don't revise or endorse this document or we restrict it—what levers do we actually have to ensure that this doesn't continue to grow?

Arielle: this rests with the board—we do have a new board that will begin next week. We can try to better inform them, and we can continue to have conversations with Mike Claire. It isn't always clear who makes the final decisions.

Arielle will ask Jeramy to include a very clear opening statement about how we as faculty recommend using this: ONLY for emergency situations. And we should make it clear that we are concerned that the way we are doing this now is exploitative and unfair.

Lee: We need to clarify what we are asking on behalf of current FTT faculty. For example, if these faculty are hired as full timers, do they one year of credit without regard to how long they have actually served?

Todd: the policy for credit for time served seems based on the premise that we are following the law—that FTT are only here for a year. But if the reality is that faculty members have been in this position for longer than a year, they should get credit. We also need to make it clear that faculty have been serving for longer than a year.

There are other questions to consider: Do we want to ask that FTT go through an interview process should they be considered eligible for a regular full-time position? If it is true that many FTT faculty serve beyond a year, how can we hold the district them accountable for violating the ed code? Is there is a path forward for current FTT who want to apply for regular full-time positions?

Pete: we could ask for a cease and desist for all hiring outside of the ed code; a path for people currently in this track; no more positions going forward.

Lee: We could call for the immediate cessation of hiring of these positions for 2021-2022 and request that those faculty members who are currently classified as FTT and receive satisfactory evaluations in 2020-2021 be offered and classified as full time, tenure track for the 2021-2022 academic year so that the FTT role can be phased out immediately.

Lia: this whole thing makes me nervous as a FTT faculty

Sunny: Because I am part of the Promise program, every year what I get is a renewal letter from the district. This is my third year in this position, so I'm optimistically assuming it will continue even though there is no certainty.

We will need to continue discussing our responses to these positions in the upcoming year. We have run out of time for our discussion of ASGC goals—we will also need to discuss this further in the January meeting.

Adjourned at 4:30