



ACADEMIC SENATE

Meeting Minutes

March 9, 2021

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
Arielle Smith Peter von Bleichert Rosemary Nurre Daniel Keller	President Vice President Treasurer Secretary

Senators Present

Name of Senator	Division
Yvette Butterworth Michelle Beatty Tatiana Irwin Malathi Iyengar Vincent Li Steven Heath Sunny Martin Kevin Sinarle Joseph Nguyen Lia Thomas Katherine Webster Todd Windisch	Math/Science Math/Science CASS CASS Business Business Counseling Counseling ASCSM ASLT LAD LAD

Others Present

Name	Representing
Tabia Lee Liz Schuler Teresa Morris Christopher Smith Christopher Walker	DEAC PD Coordinator Curriculum Faculty Faculty

Laura Demsetz Andrea Hanstein Jory Hadsell	CASS Dean CVC-OEI CVC-OEI
--	---------------------------------

Opening Procedures

Item	Presenter	Time	Details	Action/ Information/P rocedure
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>Rosemary: This semester is half over, meaning we have now been working almost two years without a contract. Given that this is a three year cycle, they should be working on the new contract next year, but we haven't ever worked out this one.</p> <p>Peter: it's also offensive for the district to approach this as "business as usual" when we are in the middle of a crisis. The stalling seems deliberate.</p>	Information

New Senate Business

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report	Arielle	2:50	<p>District Senate voted to continue the use of "NP" instead of F grades through December 21, meaning we will continue through both the summer and fall terms. We had already voted on it for this semester. If you have students, such as veterans, who cannot have "NP" on your record, you may be contacted about a grade change to an F grade due to VA restrictions.</p> <p>In our last CSM senate meeting, we discussed whether we could allow students to add themselves to a waitlist after the semester has started. However, there is a technical reason that we cannot do this.</p> <p>Malathi: Is there another way we can handle this challenge, even if there are technical problems with this way of going at it? For example, is there some other policy we can enact to prevent</p>	Information

				<p>the massive emails requesting adds at the beginning of the term?</p> <p>Arielle: part of the problem is that every instructor treats these situations differently: some will take everyone who contacts them; others will take one or two over the class cap; others never reply to student emails. We many not find be able to find a neat solution to the problem, but we can continue talking about it.</p>	
2	ASCSM Update	ASCSM Joseph	2:50	<p>Student senate is holding a student panel this Thursday (6:30-9:00) about what is happening in Myanmar. We will have an FAQ as well as students from Myanmar talking about their experiences.</p>	Information
3	Standing Committee Reports	Teresa, Curriculum Liz, CTL Lee, DEAC	2:50	<p>Curriculum Committee: The committee is continuing to work on the ethnic studies graduation requirement in response to the resolution.</p> <p>CTL is presenting the new professional development plan at division meetings. This week, Classified, ASLT and Math/Science. We will be sending a survey out with some quick questions about PD and continuing to work on the new website with many people involved.</p> <p>Flex day is coming April 22nd. If you have proposals that you would like to share, especially if you want to facilitate a group, please check the link: https://docs.google.com/forms/d/e/1FAIpQLSe6HkljM5qHsAs-l-xX2vq1MUBMjIBMEiSUBviG4KvY40C-Qw/viewform?usp=sf_link</p> <p>March 13 is the next brown bag for assessment. Please join if you can: https://calendar.collegeofsanmateo.edu/events/index.php?com=detail&eID=24837</p> <p>DEAC has been going out to divisions unpacking the regular and substantive policies.</p>	Information

				<p>The next DEAC brown bag meeting is about teacher inquiry into student learning, coming up on 3/16 from 2:00-3:30.</p> <p>The next regular advisory committee meeting is 4/7 from 12:00-1:00. Our instructional technologists will be sharing the work they have been doing on building student communities online. All are welcome to attend.</p>	
5	Action Items	Todd	3:40	<p>Resolution in Support of Students Affected by the Coup in Myanmar (Todd):</p> <p>We currently have students at CSM who are still taking classes at home in Myanmar, while other students who are here are experiencing significant mental stress. For students in Myanmar, banks are closed, internet access is limited.</p> <p>Skyline voted to approve the resolution last week. We did not bring it to discussion because of the urgency.</p> <p>Kat: is there any way that there could be a scholarship dedicated to these students that could provide quick support. Or are there any other ways that we can provide financial support for these students?</p> <p>Todd: We might be able to discuss this at an upcoming meeting. That would be something we could do at our local level rather than at our district level.</p> <p>Arielle: it would make sense to reach out to Aubrey in our international students office to see what kind of financial support they have</p> <p>Vote: Unanimous in favor</p>	Action
6.	Discussion items	Lee, Andrea Hanstein, Jory Hasdell	2:50	<p>1. CVC/OEI draft resolution</p> <p>Andrea Hanstein, director of communication and partnerships with the CVC OEI and Jory Hasdell, the director of the consortium, joined us to answer questions.</p> <p>There is some confusion around what happens to students who enroll in a course in CVC OEI if they are not regular CSM students. When a student cross-enrolls into a course at CSM</p>	Discussion

though the CVC OEI, they are automatically a CSM student, entitled to any services at your college that are tied to the enrollment fee.

Rosemary: Two questions: First, where would our class show up in the consortium--how does the system decide whose course is listed first? Second, if students from Sacramento City College come to CSM, am I as a faculty member obligated to follow Sacramento City policies?

Jory: In response to the second question, you would follow CSM policies since students taking classes here become CSM students. Regarding rankings and what students see: we try to match courses that have the same policies.

Decisions about what courses students see as comparable are based on a few different considerations: First, we want to keep students at their home college—that is, the first thing they will see is courses at their own college. After that, the results people get in searching depend on many different factors, including the day students do the search: colleges have many different starting and ending policies, for example, that can determine what courses a student sees as comparable. There are other factors that play into how the algorithms work, including courses that met the quality review badge.

Rosemary: if we don't join the CVC, can students still enroll?

Jory: Yes and no. If a student searches the CVC and finds a course, they can still enroll. If you join the consortium, students are eligible for an automated pathway—they don't have to go through nearly as many steps. It reduces wait times and the barriers to cross-enrollment.

Rosemary: why wouldn't we want to join this consortium?

Andrea: there really is no reason why you would not join, as far as I know.

Andrea also clarified that the CVC/OEI is not the same as the proposed "Cal Bright" California online community college. Having more colleges

join the consortium actually strengthens the brick and mortar institutions—it supports the point that many made in response to CalBright: our colleges are already offering a large selection of online courses, so creating an entirely new online college still does not make sense. It also helps to preserve local control over curriculum.

Tatiana: Every semester I have a handful of students who need direct resources such as psychiatric and police services, or food banks. I don't have any questions about the support faculty are going to get or the academic support students are going to get. It's these more delicate situations when we have been encouraged over time to help students with issues beyond academics: food, housing, mental health care—we are conduits to those things. It seems like something that would be hard to replicate in a virtual space. But if a student, for example, is threatening self-harm in another district, I don't know what to do.

Also, if a course has something like field trips that is one way we connect students to the community. There are a lot of things students are giving up if they are enrolled online, including the professor's knowledge of campus services, counselors, and community services.

Andrea: Lee and I did discuss this. In order to cross-enroll in a course, a student has to be currently enrolled in their home college, which you can usually assume is geographically close to where they are living, though there are exceptions. But when you reach out to a student, you don't know if they are cross-enrolled unless the student tells you. But if you reached out to a student and knew they needed services, you would refer them to CSM services. If it was then discovered that the student is not on campus, you would then refer them to their home college. You will have access to CVC services which can help you get students to the services they need, particularly if you don't have robust virtual mental health resources.

Steve: I have a student uptick towards the end of the registration process that I assume is partially due to students who cannot afford to enroll on

time. Is there a way I can hold off some slots based on trying to meet these students first?

Jory: We don't really have a model to set aside a certain number of seats, but we can look for ways to deal with this in the future.

Todd: Do you see a decline in enrollment when students are able to take, for example, non-credit classes elsewhere for no cost?

Jory: we have not seen this happen yet. We do have some non-credit courses. Our main mission is to help students reduce time to completion. We just haven't seen any data so far to show that there has been a trend in students seeking out courses. If we did see anything like that happen, we will make sure we commit that programs are not harmed. We are really looking at programs that are struggling with enrollments to pick up students state wide if they are in danger of being cancelled. We also try to keep students at home colleges.

Chris: are the courses that are listed all tied to a CID? How do they all align if they are all for transfer?

Jory: We primarily use ASSIST to link the courses, but we also have CID data. Until we have a better system for articulation, this is as good as we can get. We rely on the colleges for data on what courses are transferable and equivalent across different campuses.

Chris: do you notice if the students are mostly community college students?

Andrea: in the summer we see a higher UC and CSU rate. But these students are only eligible to use CC APPLY rather than the cross enrollment. We do see some of these students enrolling in the lower division courses.

Andrea: There are also small colleges that just can't get their students access to all of the courses they need, and if the colleges are physically isolated, these students have been out of luck.

The resolution is here:

<https://docs.google.com/document/d/1Rbl47yG3->

[XMDQ1w8XK2pxvj6XCEK7mYzc25H8fMNodM/edit?usp=sharing](https://smccd.instructure.com/courses/33809/edit?usp=sharing)

Chris Walker: what about repeatability? If a student enrolls in a course at another campus, does that count as an attempt at a course. Ariel: it does not since the policy is three transcript attempts.

2. HyFlex Modality

Lee gave a short presentation on HyFlex. HyFlex is a course design involving a mix of online and in person learning in which students can choose their methods of participation.

There are four pillars to this model: learner choice, equivalency, reusability, flexibility. You might think about these questions to decide if your course is suited to the HyFlex model: do you want students to have choices about how they participate? Are there many ways students can reach the learning outcomes? Do you use most of your resources once, or can they be used multiple times?

Students have a choice of participation modes, so the work in the different modes has to be equivalent.

For more information:
HyFlex @ the CSM Course Design Corner (Click the Triage link):
<https://smccd.instructure.com/courses/33809>

3. Common Course Management advisory board –

The CCMS advisory board advises about course management systems such as Canvas. The provide guidance to the CVC OEI but also serves our local colleges.

The committee has been working on issues such as plagiarism checkers in discussion forums, multiple due date in discussion forums, gradebook extra credit--these are just a few issues people have been investigating. You can

Lee

Chris Smith

		Arielle	<p>make suggestions and also vote on the problems they are focusing on now.</p> <p>4. Program Review</p> <p>We will be doing program review in the fall. Arielle sent a draft that is a little different than the draft that we had in pre-COVID times. This program review document is one that we are going to use for instruction but also that student services is going to use, so there may be language in there that does not apply to instruction.</p> <p>We reviewed the document and discussed a few issues:</p> <p>Rosemary: we keep trying to improve program review. But almost everyone agrees that it is really not a helpful document, and we suspect that no one is really reading it.</p> <p>Arielle: What I am hoping happens with the new president is that we improve this process</p> <p>Teresa: If you are proposing a new program, or need new resources, it has to be in the program review to show that there is a need. If you have asked for resources in program review, there is a much better chance of getting what you want.</p> <p>Arielle noted that she will be adding some "pandemic context" for this particular year</p> <p>Peter: Would it make sense to do a briefer Covid review? And is there anything we can do to help people who are doing this alone because of the size of their departments? Is there any way to get adjuncts compensated for participating?</p> <p>Arielle: we will look into doing a pared-down version that would give us all of the information we need.</p> <p>Rosemary: maybe we want things to be more targeted next year. I would hate to make any long-term predictions based on the current circumstances.</p>	
--	--	---------	--	--

		Arielle	<p>Teresa: one way to look at the situation so that it's not just "it's Covid's fault" is to focus on our practices: what did we learn about from this experience? What things do you want to keep doing or not keep doing?</p> <p>Arielle: for example, we have noticed that our no-show rates have dropped dramatically in counseling, whereas pre-Covid they were very high. So we can also see if there were any positive impacts on students.</p> <p>5. Bylaws Revision – Article V (Election, Terms, & Duties of Officers)</p> <p>We did not have time to discuss the charges, but Arielle really just put what we discussed in our last meeting into a table form. Since we already discussed, this will be an action item for our next meeting.</p> <p>Meeting adjourned at 4:30</p>	
--	--	---------	---	--