



DRAFT Meeting Minutes

April 27, 2021

Zoom Meeting ID: 442 779 680

1700 W. Hillsdale Blvd.

San Mateo, CA

2:30 – 4:30 pm

[Website](#)

Executive Committee 2021-2021

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 Daniel Keller Arielle Smith	Vice-president Secretary President

Senators Present

Name of Senator	Division
Michelle Beatty Yvette Butterworth Tatiana Irwin Steve Heath Vincent Li Sunny Martin Kevin Sinarle Joseph Nguyen Gil Perez (he/him) Lia Thomas (she/her) Katherine Webster Todd Windisch (he/him/his)	Math Science Math Science CASS Business Technology Business Technology Counselling Counseling ASCSM Counselling ASLT Language Arts Language Arts

Others Present

Name	Representing
Liz Schuler Teresa Morris Tabia Lee Christopher Walker Jeremy Wallace Jesenia Diaz Jeremiah Sims Paignton Howarth-Dunn	PD Coordinator Curriculum Chair DEAC Faculty DAS President Faculty Director of Equity Guest

Opening Procedures

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President	2:35	Approved DK Second Sunny	Procedure
Approval of past minutes	President	2:38	Approved :	Procedure
Public Comment	Public	2:40	<p>Rosemary: We still do not have an approved contract. We have been working without a contract for close to two years. MOU's for the summer and fall semester still need to be negotiated. This leaves minimal time to negotiate the 22/23 - 24/25 contract. We need the district to commit to good faith negotiations to have an approved contract before we resume classes Fall 2023.</p> <p>Daniel: As much as I love the variety of events available on flex day, I have always left flex day sessions thinking we just had the beginning of a conversation—and then there is no real time to follow up. Currently, we are being asked to seriously rethink our courses through the lens of anti-racism and social justice; many of us are also giving serious thought to more flexible approaches with online teaching.</p> <p>Making these changes effectively requires significant time for dialogue, collaboration, and reflection—but the status quo approach does not allow it. Essentially, the status quo is “attend events on flex day; make changes in your spare time,” despite the fact that no one really has “spare time” once teaching begins. This approach also marginalizes part-timers, who often have even less time than full time faculty and are not able to attend flex days. With the new challenges and new leadership, maybe now the time is right to ask the district to seriously consider giving faculty structured time during the semester for collaborative work.</p>	Information

New Senate Business

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report	Arielle	2:50	We have not had a District Academic Senate meeting, so there are no new updates.	Information
2	ASCSM Update	ASCSM Joseph	2:50	Joseph: Student government elections started yesterday and end on Thursday at noon.	Information

		Liz	<p>start to feeling more confident about the support we are receiving.</p> <p>Gil clarified how this approach is different from earlier programs such as SMART, which also publicized changes such as sending mental health clinicians with law enforcement: this program has more resources and uses paramedics rather than law enforcement.</p> <p>Please reach out to Gil with any questions or concerns: perezgil@smccd.edu</p> <p>2) NFI discussion – Liz Schuler</p> <p>Liz gave us some background about how the New Faculty Institute (NFI) has changed over time. NFI is a first-year orientation for full-time faculty, promoting teaching, institutional agency, and community building. It later became E3, enacting educational equity. We've had instructional and non-instructional faculty from a variety of disciplines. Typically, the sessions begin with an interest survey; then, participants chose topics such as assessment, tenure review, library services, and others. It is once a month for two hours and then we have a Canvas shell.</p> <p>Currently, we are planning on a “radical reimagining” for the 2021-22 school year. We have been discussing release time and other changes.</p> <p>Liz sought feedback from past participants in NFI/E3.</p> <p>Kat: based on experiencing the program in 2017, if I had one big question at the end, it was what audience was this planned for? Some activities, such as discussion of the “banking concept,” seemed designed for people totally new to education, but there were several faculty in the group with extensive backgrounds in education theory and research.</p> <p>It also comes back to a workload issue. Two hours a month is fine, but sometimes there were also reading and writing assignments beyond the sessions: for those of us who are starting at CSM, we are already working long hours as new faculty. Yvette said she had a similar experience.</p>	
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Todd: With E3 in 2018, though I found some of the activities helpful, I felt like I needed more structure. The sessions were two and a half hour meetings, but I would go in not knowing what the plan was for the day. I need a lot more structure.

Lia: I started as full time temp in 2020 and was not invited to the NFI—it sounds really interesting and I think it would have helped me.
Liz: people may get missed because of the process—I just get a list from the new faculty orientation. One of the things we need to work on is making it clear who should participate.

Chris Walker: one of the aspects that I enjoyed was the mentoring part—I was assigned a mentor from within my division and that was really helpful.

Tatiana: I was part of the first E3team—my hunch is that they were being responsive to feedback from the first group.

Jeremiah: it was also informed by administration. Because administrators wanted to check a bunch of boxes, they wanted to be able to have things that were measurable—so this is what changed the shape of E3. I feel like they made a program so that it fit within what administration understood as a priority. I wanted it to be dynamic and move with whoever is in it. I think it is a very worthwhile experience just for the camaraderie. If for no other reason than it provides that space I think it is worthwhile.

Liz: if there are any other things you want to add, please email or call me.

2) Elections: Certify Nominations –

Today we are going to finalize the nominations to academic senate; after we approve, we will start elections.

Jeremy asked for any nominations from the floor—there were none.

From the electronic submissions, we have the following candidates:

Stephen Heath was nominated as treasurer. Stephen accepted.

Teresa and Arielle were nominated as co-presidents and both accepted.

Jeremy
Wallace

		<p>Jeremiah Sims</p>	<p>Jesenia Diaz was nominated as VP.</p> <p>Jeramy requested a short statement of candidacy from all who are running.</p> <p>Election results will be reported on 5/11</p> <p>4) Pedagogical/Classroom Equity Best Practices</p> <p>Jeremiah shared information about classroom approaches that are democratic, multicultural, culturally responsive and grounded in social justice. While faculty have been expected to be masters of their disciplines, pedagogical knowledge is more than just content or content delivery: It is one thing to be a master in your discipline; it is another thing to be a master of pedagogy, which implies understanding how to best teach what you know.</p> <p>People are now also arguing that there needs to be a social justice pedagogical content knowledge. We have to remember that these things are distinct kinds of knowledge—being skilled in content does not mean being skilled in teaching, but even being skilled in teaching does not mean being skilled in social justice pedagogy.</p> <p>Educator preparation should include preparation to impact change in behavior.</p> <p>Jeremiah shared slides and content focusing on this kind of educational training, including the work of scholars such as Lisa Delpit and Jo Boaler: good teaching, Delpit argues, focuses on issues students regard as vital: big ideas rather than isolated facts, and involvement with real life experiences rather than abstract concepts and isolated facts.</p> <p>Jeremiah presented some pedagogical frameworks that emphasize these elements, as well as focusing more on student agency and sharing authority, including critical reality pedagogy and cogenerative dialogue.</p>	
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