



**ACADEMIC SENATE**

**DRAFT Meeting Minutes**

May 25 2021  
Zoom Meeting ID: 442 779  
680  
1700 W. Hillsdale Blvd.  
San Mateo, CA  
2:30 – 4:30 pm  
[Website](#)

**Executive Committee 2017-2020**

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

**Executives Present**

<b>Name of Officer</b>	<b>Executive Committee Role</b>
Rosemary Nurre Daniel Keller Arielle Smith	Treasurer Secretary President

**Senators Present**

<b>Name of Senator</b>	<b>Division</b>
Michelle Beatty	Math Science
Yvette Butterworth	Math Science
Tatiana Irwin (she/her)	CASS
Malathi Iyengar (she/ella)	CASS
Steve Heath	Business Technology
Vincent Li	Business Technology
Sunny Martin	Counselling
Joseph Nguyen	ASCSM
Gil Perez (he/him)	Counselling
Lia Thomas (she/her)	Library
Katherine Webster	Language Arts
Todd Windisch (he/him/his)	Language Arts

**Others Present**

<b>Name</b>	<b>Representing</b>

**Opening Procedures**

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President	2:34	Approved	Procedure
Approval of past minutes	President	2:35	Approved	Procedure
Public Comment	Public	2:36	<p>Rosemary: This is my last meeting as treasurer: I want to encourage all of you to continue to fight. We still don't have an approved contract and you now have 12 months to get the <i>next</i> contract approved. Please continue to fight to ensure that we get a new contract.</p> <p>Yvette: The program mapper that we have been working on in Guided Pathways went live last week. If you are interested in taking a look at it again, it is on the Guided Pathways website.</p>	Information

### New Senate Business

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report	Arielle	2:50	<p>Arielle is going to be on the district EOC (Emergency Operations Committee) where we are working on drafting feedback on the transition plan to return to campus. The draft will be a bit different than the one presented at IPC last week. Arielle will try to get permission to distribute a draft copy for feedback.</p> <p>We will have a DE coordinator position forthcoming for the coming year.</p> <p>During the fall semester, Teresa will be taking over from September through December—for Arielle while she is on maternity leave (Congratulations, Arielle!!) Arielle will be back again in January of 2022.</p>	Information
2	ASCSM Update	ASCSM	2:50		Information

		Joseph			
3	Standing Committee Reports	Teresa	2:45	<p>Curriculum: The committee met a week ago for the last time for this term.</p> <p>The committee updated the GE categories this semester including area E1 for the new ethnic studies graduation requirement.</p> <p>The committee also selected a new chair, Christopher Walker. Teresa said it has been “a long and interesting run.”</p> <p>We all thanked Teresa for her highly professional and very hard work as coordinator of this committee. Teresa also thanked Ada Delaplaine for her work throughout this time: none of the work would really be possible without her contribution</p> <p>Teresa agreed to be co-president of Senate next term just to help out when Arielle is on leave.</p> <p>The last CTL meeting was Monday. It has been quite a year. We have been planning for the August flex days coming up. We are working on adding workshops for the opening day and also just getting all of the flex day schedule ready. Flex days will be online still, but part of our planning for the fall and next year is looking towards what things will look like, including more hybrid options for flex days going forward.</p> <p>Madeleine: from the assessment side, it looks like I will be SLOing for one more semester unless I get more people who are interested.</p> <p>A quick review: this year we didn’t do anything very ambitious because we didn’t feel that we needed to prod people about assessment with everything else going on.</p> <p>In the future, we will be working more with antiracism efforts and with program review in fall. Part of what we will do with next fall’s review is give people an opportunity to think about what they want to assess in student learning. We will also be looking more at institutional learning outcomes—what you should walk out of CSM</p>	<b>Information</b>
		Liz			
		Madeleine			

		Lee		<p>with if you earn an associates' degree. It has been difficult to assess this. The focus group on this topic in the past was very interesting: we worked on how we could get more faculty input around small group or focus group work. We will be working more on institutional outcomes. We will continue working on interesting ways to gauge student learning. Students have given us very positive feedback.</p> <p>Tatiana: getting feedback from students who have gone to other schools has been very helpful in informing my teaching. Madeleine: this is really the goal--to give <i>faculty</i> feedback on our work, not just with grades (which don't tell us how much students really valued what they learned here). Instead, we would like to know more of the big picture, what students did and did not get out of their experience at CSM.</p> <p>DEAC will have our final meeting in May. We are thrilled to hear about the promise of a new day with a DE coordinator. Our next meeting is from 12-1 on 9/1.</p>	
5	Action Items		3:05	<p>1. <b>EOPS FT Counselor</b>  We have reviewed a committee for this position before, in March, but they did not have a successful search  Vote: approved by all</p>	<b>Action</b>

				<p><b>2. Adjunct Personal Counselor</b> Vote: approved by all</p>	
6.	Discussion items		3:02	<p><b>1) Professional Development discussion for district/administrative support</b></p> <p>Daniel: As I mentioned in last month's meeting, I love all of the professional development opportunities that we have on flex days and I truly appreciate all of the hard work that Liz and others have done to make these events work so well.</p> <p>But I never feel that we have enough time to discuss, let alone implement, any meaningful changes. This may be more of a problem in my department, which is large and messy: we have many part-time faculty who are not able to attend meetings or flex days even though their participation is essential. And even full-time faculty just don't have time, collectively, to work together.</p> <p>We are currently facing the challenge of redesigning courses to be more directly anti-racist and of offering more hybrid options. For these changes to be meaningfully implemented, we need <i>time</i> to collaborate—ideally time set aside by the college or district so that all faculty could participate. This is not the same as a stipend that leads to small projects faculty arrange on their own. I would like to discuss how we might do this if other faculty are interested.</p> <p>Tatiana: we could also include the points that I mentioned in our last meeting: we often don't hear much from faculty who have done professional development because there is no time/place where these projects are discussed.</p> <p>Liz: we need to understand what it is we are looking to do and how we go about doing it. These are not just faculty workshops so much as long-term projects.</p> <p>Madeleine: we might try to make space as a regular part of our duties—once a month, perhaps, or something like college hour?</p> <p>We could do this within departments and cross-disciplinary discussions: space regularly cleared in our day, rather than just being led through an</p>	<b>Discussion</b>

activity by someone else. Accreditation people want to see robust discussions about student learning. I would love to see it.

Rosemary: echoing Madeleine and Liz: it is really important we continue with these discussions. We all have to thank Liz for her incredible work, but short workshops are not enough. People need much more time to work together.

Lee: I also would like to see the senate really invest in this kind of development, but it takes time and funding from the district. Our flex days are more like conferences, while this is something more like communities of practice. We need to open up avenues for collaboration and we need the structure for these kinds of long-term projects to be built into the system

Kat: one of the challenges I always face after flex and English department flex day activities is that the conversations are great, but I don't have the time to enact what I learned in my classes. I want to make a lot of changes, but there is no time in the day to go back and plan. It's almost like we all need a unit or two, or even a full prep like 3 units.

Christopher: We have been able to make significant progress in the math department thanks to communities of practice and we still meet on a regular basis. However, because of AB705, we got a grant to create these groups so that we were able to bring in adjuncts and compensate them. It works to have these meetings on a regular basis, and it is really effective, one of the best experiences of my teaching years.

Madeleine: We have also changed how we do flex days overtime, with them gradually turning more into employee training-- like title IX training, for example which is necessary but is not really professional development. Liz has helped to change this, but now flex day is absolutely packed and sometimes talking about what we are doing in our classrooms gets swept aside. We need to think hard about shared governance: it is so taxing to be a part-time teacher and part-time administrator.

Tatiana: The E3 series also is a good example of a helpful community of practice. We don't need to invent something new so much as invest in what works.

Liz: I have been hearing a lot about "college hour" also, but I'm hearing it in terms of the new faculty institute. For faculty already teaching full loads, there just isn't time to work on collaboration.

Madeleine: it's true that we don't have time, but that's where we need to have a deep come-to-Jesus session with administration: we have to make time for meaningful work, not just another thing that we add to our already packed obligations. We need some substantive changes, like reserving one Friday for a month, and we have to schedule a time that is imposed.

Rosemary: the college has to make a commitment to give us the time to do this. This should count just as much as serving on a hiring committee. I strongly support the idea of making it more structured.

Arielle: so now what do we do about it? That becomes the ask that I am able to make of the incoming president. We need to make specific proposals

Lee: College hour is one model: a weekly time where people can get together and work. We could ask to bring that back as a once a week thing.

Kat: can we ask about how we might get FTE units for this so that we might have it built into our schedule because this seems to be something more than just the traditional projects that we do on a smaller scale.

AS: The college hour would require some reimagining of scheduling, and that would take some time. There are other colleges that do have a college hour, and some colleges have 3 units a year that they could dedicate towards

curriculum and PD work, but this would also mean that people are going to have to step back from current projects. It's going to take a little bit of research, just to see what options are out there and what models are out there to see how other systems do this, what kind of resources they require, especially in terms of compensation for time in addition to personnel resources.

Liz: Jeramy and the district senate are looking at workload smf class caps, so this is already on a lot of people's radars. We might be able to have a quick discussion on the CSM day on how to apply for these funds and use what tools we already do have

Kat, Madeleine, Daniel, and Liz all said that they would do some research on this over the summer. We will set aside time for an update early in the fall term.