



ACADEMIC SENATE

DRAFT Meeting Minutes

September 28 2021
Zoom Meeting ID: 442 779
680
1700 W. Hillsdale Blvd.
San Mateo, CA
2:30 – 4:30 pm
[Website](#)

Executive Committee 2020-2021

Teresa Morris
President

Jesenia Diaz
Vice-President

Stephen Heath
Treasurer

Daniel Keller
Secretary

Executives Present

Name of Officer	Executive Committee Role
Jesenia Diaz Stephen Heath Daniel Keller Teresa Morris	Vice-president Treasurer Secretary President

Senators Present

Name of Senator	Division
Michelle Beatty Michelle Brown Yvette Butterworth Michael Marcial Jennifer Howze-Owens Vincent Li Sunny Martin Andrea Morales Liz Schuler Kevin Sinarle Lia Thomas (she/her) Christopher Walker Katherine Webster Lale Yurtseven	Math Science CASS Math Science Kinesiology ASLT Business Counselling ASCSM CTL Counselling Library Curriculum Language Arts Business Technology

Others Present

Name	Representing

Opening Procedures

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President	2:33	Move to approve: Daniel Second: Yvette	Procedure
Approval of past minutes	President	2:3	The September 14 minutes were approved with one correction to committee membership and a correction to the president's report: Program review is due at 4:30, not 10:30	Procedure
Public Comment	Public	2:38	No public comments	Information

New Senate Business

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report	Teresa Jesenia	2:40	Update on the Brown Act: the governor did sign the extension to the Brown Act so that we can continue to have meetings in this format. There are some conditions: the extension runs through 1/1/24, and it is based on the assumption that we are still in a "state of emergency." We need to attest every thirty days that we need to keep having meetings in this format. Update from the IPC meeting from Jesenia: there were presentations on Guided Pathways—Allie will be coming to one of our meetings. Jeremiah Sims also reviewed the "equity in action" plan.	Information
2	ASCSM Update	ASCSM Andrea	2:45	Andrea: We are having an event tomorrow from 10-1 pm: let your students know that it will be a celebration of Latinx or Hispanic heritage month: we will have activities, free food and drinks, and	Information

				guest speakers. The event will take place outside of building 10.	
3	Standing Committee Reports	<p>Christopher Curriculum</p> <p>Madeleine, Liz, CTL</p> <p>DEAC</p> <p>Finance Committee,</p>	2:50	<p>Curriculum: The committee membership is now complete—we now have a student rep and instructional designer.</p> <p>Chris has been tasked by the district office to update and reaffirm the classes assigned that allow AP tests (and other tests) for credit.</p> <p>Madeleine: We had our first CTL meeting yesterday, but we don't yet have math science representation. We do need interdisciplinary representation on the committee. Please join if you can—it is not a horrible committee!</p> <p>We are still working on transitioning to a new representative for the SLO position—Madeleine is serving one more term, but she will not be doing it after this year.</p> <p>We also worked on an annual assessment plan. The goal from 2018 was to have all departments file an assessment plan in fall and then a spring update. However, this really duplicates program review. Now your assessment planning and reporting is entirely what takes place in program review.</p> <p>Finally, the last time we did program review, we read the reviews to get a big picture of the discussion and we want to amplify that this year: look out for some time in early spring when we will be able to have a big discussion about the reviews we are working on now.</p> <p>Liz: We are also working on flex day—things are coming together this week. It is going to be on Zoom again, but we will be having breakfast and lunch for those that are on campus and want to be there for face to face time. We will have a student panel, some work on wellness and DE.</p> <p>No DEAC rep is present, but we are expecting updates soon</p>	Information

		Steven Lehigh		<p>Steven gave us an overview of the goals of this committee and sent a campus update from the finance committee. Most of the information is available on slides that Steven shared at the meeting.</p> <p>The gist: we are in a stable position financially—we have back up funds, a reserve that we have been able to accrue. This past year was not as good as had been predicted—property taxes did not come in as high as projected, so we had to dip into the reserve. However, this is not a major concern—just a reduction in the growth we had been seeing. Steven wanted to avoid getting too much into details, but said he is happy to answer questions and wants to keep the lines of communication open.</p> <p>Teresa: it helps to get an update every now and then, especially for those who are not sure what is going on with the finances. People had questions about transparency in the past—sometimes terms like “categorical funds” are not clear to everyone.</p> <p>Todd: It would be good to know more about what kinds of funds (from grants and other programs) we have to spend and how to use them—we want to be able to spend everything we have. It would also help to streamline the information: a quick update to senate about, for example, when we have money to spend, would be really helpful.</p>	
5	Action Items		2:55	<p>Committee Approvals: We approved the last set of tenure review committees: Move to approve: Todd Second: Vincent All in favor:</p> <p>Nomination for the OER/ZTC liaison: Lia Thomas and Chris Smith.</p> <p>Move to approve: Daniel Second: Michelle Approved, with one abstention</p>	Action

6.	Discussion items		3:15	<p>Academic Senate Goals</p> <p>We returned to our list of goals discussed at the last meeting: Teresa has modified the language of the goals and removed two—putting goals into an equity frame and the question of the physical spaces and ADA compliance: it wasn't clear that the physical spaces scan is a goal so much as an information item.</p> <p>The current goals:</p> <ol style="list-style-type: none"> 1. Enrollment and course cancellations - AKA Strategic Enrollment Management practices <p>In pre-pandemic times, there was a group focusing on strategic enrollment management—looking at issues like course enrollment caps and cancellations policies, among many others. A group attended a state workshop looking at how these decisions get made.</p> <p>We remain concerned about issues of transparency in how these policies are implemented and in consistency in how they are applied: from division to division, for example, course cancellations are not consistent. It seems like we are not currently very strategic about the process—the logic of when and why courses are cancelled is not clear to many. We may not get all of our questions answered, and we don't control scheduling, but we can show how it is affecting student success.</p> <p>Todd noted that having a separate task force can be challenging: last year we had a task force that only met a couple of times. We requested data from PRIE about where students end up when a class is cancelled, focusing on English, Math, and ESL because one of the rationales for early cancellation is that students need to find another class. We made the request in March and got a reply today, which essentially said we cannot get that data and suggested we survey students ourselves when a class is cancelled.</p> <p>Kat: I would be a little wary of making this each department's responsibility.</p>	Discussion
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We should still have an ad-hoc committee, ideally with more than language arts faculty—it should be more faculty from around the college.

Steven: another concern is that our enrollment is no longer revenue driven, so the idea of urgency around class cancellations is no longer an issue. Classes running slightly lower is now a possibility. Financially there is no longer an impetus to worry about it when we are no longer funded this way.

Teresa: While we don't have enrollments in our purview, the Senate has a lot to say about the effect on students—on their educational paths. This shift is important. We should make the goal say something more about the issues of transparency and student-focused practices.

Lale suggested we revise the goal to focus on transparency, equity—and focus on the effect on students. Kat, Todd, Lale said they would serve on the ad-hoc group.

This will be an action item on the next agenda.

2. OER ZTC - Structure for supporting faculty

This topic was proposed by Chris Smith at the last meeting. OER is part of academic freedom, creating syllabi, and many other issues, but we don't have enough structure to support faculty. We may need an ad-hoc committee to think about what structure is needed.

Lia: we need this because of what is happening at the state level and on other campuses. It would be nice to have the group establish what the needs are of our campus.

Teresa: the committee could focus on the following goals:

- Draft purpose statement for ad hoc senate committee
- Request recommendations from adhoc committee
- Work with VPI to understand faculty needs vs admin needs

Lia: it would be good to hear from administration if there are any major plans on this.

Kat: ZTC seems to be an answer to a larger problem: how can we make our materials more affordable for students? ZTC may be one really good answer, but I wouldn't want us to focus on just that.

Lale: we also need to focus on issues like academic freedom—I don't want to use ZTC books if I don't like them: faculty should not be pressured to adopt course materials that don't meet their standards. The quality may not be consistent. We need to make it clear to administration that ZTC may raise new concerns.

Teresa: the point is to stay focused on how this helps students have more equitable learning outcomes. People hear different things in different places; divisions have very different conversations, so it seems like plans have been based on partial conversations.

Liz: we tried to work on a PD series this August, but there are many different groups working on it—DEAC, the OER liaison, the library—so it is very hard to get people into a conversation. We need to start at the ground level to understand these concepts before we start telling people what to do.

Teresa: this relates to both academic standards and professional development. People need to understand how these choices impact students' success. Do we want to go for a statement, or resolution?

Todd: we probably need more conversation about what the ask would be.

Teresa said she would bring the topic back to our next meeting.

3. Dual Enrollment - Focus on qualifications and evaluation and process consistency

Michelle: the issue of faculty qualifications is the main way that this is relevant to Senate. Recently, digital media got asked to teach classes at Half Moon Bay—but not even in a

			<p>high school. This seems like another example of the dual enrollment situation: we are going to be asked to find faculty or we will be asked to teach there. The burden is now put on faculty to train people to make them qualified.</p> <p>Teresa: what action do we have around dual enrollment?</p> <p>Todd: I've been hearing from faculty that they want to be involved in the conversations and decisions about where this is happening. We might need a statement that we should be co-creators of these programs, not recipients of instructions from administrators.</p> <p>4. Curricular alignment across the district - Assign to Curriculum Committee for mid-year update.</p> <p>While this is primarily the purview of the curriculum committee, Senate also plays a role in conversations about course alignment—they can affect student learning in many ways. Chris will give us an update on the current process by mid-semester.</p> <p>4:15 HyFlex classrooms</p> <p>We are concerned with the technology and space needed for these classes.</p> <p>There are federal funds that we can use on infrastructure. Many of our buildings are old and would need updating. Newer buildings, however, don't need as much infrastructure. Mike Holtzclaw proposed some classrooms where we could have technology upgrades to make them available for hy-flex. Teresa is requesting feedback on which rooms are appropriate.</p> <p>Teresa noted that no department owns a particular classroom, but traditionally departments do have regular rooms. The hy-flex updates could change that. This could also have a ripple effect on classroom scheduling. W</p> <p>Chris: we should also have a voice in how appropriate these rooms are for classes—some of them are huge and may not be ideal for many.</p> <p>Meeting adjourned at 4:30</p>	
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