



ACADEMIC SENATE

DRAFT Meeting Minutes

October 26, 2021
 Zoom Meeting ID: 442 779
 680
 1700 W. Hillsdale Blvd.
 San Mateo, CA
 2:30 – 4:30 pm
[Website](#)

Executive Committee 2017-2020

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 Jennifer Howze-Owens Vincent Li Trang Luong Sunny Martin Gil Perez Liz Schuler Kevin Sinarle Lia Thomas (she/her) Fi Tovo Christopher Walker Katherine Webster Lale Yurtseven	Math Science CASS Math Science ASLT Business Counselling Counselling Counseling CTL Counselling Library ASLT Curriculum Language Arts Business Technology

Others Present

Name	Representing
Andrea Morales Hilary Goodkind Jennifer Taylor-Mendoza	ASCSM PRIE CSM President

Opening Procedures

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President	2:34	Move to approve: Daniel ; Second: Michelle Brown. Approved	Procedure
Approval of past minutes	President	2:35	Approved	Procedure
Public Comment	Public	2:36	<p>Stephen: At the last meeting we were discussing full time faculty who had been asked to return to campus for at least one class despite being promised they could teach their full load remotely . I said that there were two FT accounting instructors who were not teaching on campus, but both are teaching on a reduced load, so this may not be the same concern.</p> <p>Teresa: There will be two ceremonies this week to celebrate long term employees and retirees. Tomorrow at Bayview terrace is the CSM celebration--I will be speaking briefly.</p>	Information

New Senate Business

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report		2:40	<p>1. Statewide Senate plenary: Next Thursday through Saturday, Daniel and Teresa will be going to the statewide Senate plenary: there are several important resolutions that will be discussed, including issues such as OER/ZTC language.</p> <p>The Senates of CSM, Canada, and Skyline will all be sending one member responsible for voting: Daniel will represent CSM. See the weekly academic senate email to review the proposals: You can find more information here: https://asccc.org/file/2021-resolutions-packet-discussion-nov-2-2021-finaldocx</p>	Information

				<p>2. FACC: In addition to the AFT Union and Senate, the Faculty Association of California Community Colleges represents faculty interests at the state legislative level. They are not a bargaining unit, but instead focus on research and advocacy. A representative of FACC is willing to come and talk to us about legislation that could be important to us. They can also train faculty to learn more about how to do their own advocacy work. To learn more, see their website: https://www.faccc.org/</p> <p>Members of the senate said we would be interested in hearing from a FACC representative at a future meeting.</p>	
2	ASCSM Update	ASCSM	2:45	No updates	Information
3	Standing Committee Reports	<p>Christopher</p> <p>Liz</p>	2:45	<p>Note: Standing reports were written this time rather than delivered in person—we wanted to save time for the discussion with President Taylor-Mendoza.</p> <p>1. Curriculum Committee, Christopher Walker, Chair No updates: Curriculum committee has not met since the last Senate meeting.</p> <p>2. Committee Teaching and Learning, Liz Schuler/Madeleine Murphy</p> <p>CTL met yesterday, and after a Flex Day debrief and check-in on January planning, we spent the bulk of our time reviewing the Draft PD Plan and Draft SLO Plan. Our discussion focused on how the plans intersect, relate, and align with college priorities. In addition, we prepared for our November meeting's Program Review readings by generating focus questions.</p> <p>3. Distance Education Advisory Committee, Erica Reynolds—no updates</p> <p>4. OER ASCCC Liaison Update Lia met with the CSM Bookstore manager to talk about challenges the</p>	Information

		Lia		bookstore is facing with OER/ZTC implementation on campus, and did an informal assessment of courses in WebSchedule listed as “ZTC” compared to bookstore holdings. I’m working with co-liaison Chris Smith and CSM admin to figure out what CSM’s current definition of ZTC is for faculty, how faculty should use the OER designation in WebSchedule (if at all), and the processes that divisions are following to add these designations to courses in WebSchedule. Results to be shared at the next Senate meeting.	
5	Action Items		3:05	<ol style="list-style-type: none"> 1. Consent Agenda Resolution: Brown Act, Ongoing proclaimed state of emergency relating to the novel coronavirus causing the disease known as COVID-19. Items on the consent agenda do not need a discussion, but a vote. Todd moved to declare an ongoing state of emergency; Kevin seconded. All approved 2. DEAC bylaws update: see the minutes of the 10/12 meeting for a detailed description of the proposed changes to the bylaws around the DEAC membership and chair selection. Todd moved to approve the changes; Lale seconded. All approved. We will have an update to our bylaws today; the DEAC committee will vote and let us know who the chair is. The new chair will be attending Senate as a voting member. 	Action
6.	Discussion items		3:05	<ol style="list-style-type: none"> 1. Program Review: “The Great Read” Program review was submitted on 10/1. There were 83 submissions this time, though 8 seemed to be duplicates, so there were 75 discrete reviews from areas that have degree courses, one administrative review, and 23 from student services. There were six that did not come in—Teresa will communicate with the deans about those areas. One of them has no full time faculty member. The main concern about this is that program 	Discussion

review is supposed to be a review of courses, sequences, the health of the program, and if you have a certificate or degree but don't say how well the program is going then there is a disconnect.

Another issue: We are using the same forms for all program reviews, but this may be a problem, particularly for student services.

Our goal is to read all of the reviews: we want to go beyond just the discipline look that we get when we just write our own reviews.

Madeleine: To reiterate: it isn't about judging the reviews so much as looking for patterns. In CTL, we are focused on making connections between what we are doing, especially as instructors, and what we might need in terms of professional development. For instance, we may learn that a lot of people in different disciplines are having difficulty with the same thing, or we might find programs are doing something that has been particularly successful—needs, success stories, and shared concerns: what are we doing, what are our challenges?

Liz: The idea is just to make this something we can do something with. This is a great opportunity to get the big picture.

Kat: I'm still unclear on where this information goes after it is written. What does Senate do with this information?

Madeleine: it goes to the senate, which is the authority on these kinds of things. And the kinds of patterns we might look for: for instance, many in the workshops were just saying they don't really know what to do with the data. If most PRs have this problem, maybe we should start asking more specific questions.

Teresa: an example—when groups noticed in 2015 that most people said they wanted more professional development, there was no professional development coordinator. IPC then made the institutional change.

We spent time in breakout rooms discussing the questions we want to focus on in reading program review.

Follow up discussion:

Todd noted that the emergency withdrawal option that we implemented through the pandemic means that we don't really have accurate success rates—these students were not counted as having not succeeded.

Madeleine: It is really hard to know how much we can infer from what has happened this year.

Liz: It's also interesting that a lot of divisions have very different students from last year to this year.

Todd: maybe we should focus more on demographic shifts rather than success rates?

Kat: Equity tends to be approached differently across reviews. If we foreground the question "how is this program working to promote equity" we are really asking "is this department working to make success possible for more people?"

Teresa shared her plan for the senate reading of the reviews: this is a long-term project for our meetings. Teresa's draft timeline would have us assigned to groups of 4-5 for readings by 11/9; In the 12/14. Senate meeting, we will have breakout rooms to discuss organization of the readings and response; finally, we will be responding by 1/25, and report trends back to faculty by February.

We are looking to improve the process.

Madeleine: much of this is just required—like assessment—but it is also something that we want to know. The goal is to make sure that program review harnesses useful things we are doing and also to look at what other departments are doing—something we otherwise rarely get to do. We hope that we can make the review more relevant to the questions we are really interested in, and we should be figuring out, as departments.

Teresa will also try to ensure that no one reads their own department's program review.

4:05

2. Conversation with CSM president Dr Jennifer Taylor Mendoza

Senate members had a few questions for Jennifer in the time remaining:

Todd: There is a big push for CSM to have a presence on the coast, and to work more with our community partners. Historically ESL has been doing this with adult schools, so we are happy with the push to reach out to the coast, where there are many ESL students. However, the ESL department has not been invited to participate in any of the conversations about developing our programs on the coast. We did meet with Mike Holtzclaw—and we mentioned this issue, and later I had a meeting with Matt at La Costa. But when I met with Matt, I found that they had several ideas that they had not discussed with ESL. If ESL is really needed, they should be talking with us.

Jennifer gave a quick review of the coast side campus that we had open back in 2011. It isn't just CSM but the district that is interested in expanding services, for our sister colleges as well: I live in the coastside area and I see the need for services for this community—not just Canada. We want to make sure we are clear what our services areas are. We are trying to get rid of some of the biases and judgments that are attached to these campuses as well—such as the belief that Canada is the campus for Spanish speaking students. Jennifer also said that ESL should be involved in the conversations and that she would try to be sure that they are involved in the future.

Kat: : I have two related questions:
I had a full online schedule for Spring and then I was asked to teach at least one face to face class; this seems to be a blanket policy for all full time faculty who had online schedules.
The first question: we would like to better understand why we are being asked this—it doesn't seem to be a policy based on student interests.

Two: we also feel like faculty are still on the outside of discussions related to reentry and recovery, but we really do want to be included as cocreators of the process.

Jenifer: I can't get into specifics of HR decisions, but in a general way: It was clear in my eyes and to most people that we were coming back to a full return in spring. But the remote schedule situation depends on two things: one, were you already teaching online before? We wanted to honor those who already were teaching online. Admittedly, the process was rushed in some ways—decisions were made that were HR related and did not go through the HR process.

Madeleine: Usually things like your course assignments are not HR issues: you decide with the dean based on likely student population. But right now it is a difficult balance because none of us have an idea of what students are going to do. Do students want to return on campus full time?

Lale: The main issue that some faculty were concerned with is that this decision was made after the schedule was made and we were caught off guard.

Jennifer: It is an extremely complex set of issues. We are doing the best we can, but I agree that more collaboration and consultation with faculty would be ideal.

Teresa also asked Jennifer which of our senate goals she was interested in discussing in the future: enrollment and course cancellations is something Mike Holtzclaw is already working on, but we are talking about strategic enrollment management—planning ahead for the next five years. Jennifer said she is willing to work on anything, but strategic enrollment management is particularly interesting.

Meeting adjourned at 4:30.

- **Next meeting:** November 9, 2021
- **Location:** Zoom, 2:30 p.m.

Future Discussion Topics

- Proctorio use in the classroom (T. Windisch - November 2021)
- Promoting equitable practices in the classroom (TBA)

2021 - 2022 Senate Goals – Approved

1. Enrollment and course cancellations - AKA Strategic Enrollment Management practices
2. OER ZTC - Structure for supporting faculty
3. Dual Enrollment - Focus on qualifications and evaluation process consistency
4. Curricular alignment across the district - Assign to Curriculum Committee for mid-year update.

Zoom ground rules:

- Mute your microphone if you aren't talking.
- Use the chat function for questions, comments, or to get our attention