



ACADEMIC SENATE

DRAFT Meeting Minutes

February 22
 Zoom Meeting ID: 442 779
 680
 1700 W. Hillsdale Blvd.
 San Mateo, CA
 2:30 – 4:30 pm
[Website](#)

Executive Committee 2018-2022

Teresa Morris/Arielle Smith
 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 Arielle Smith	Vice-president Treasurer Secretary President President

Senators Present

Name of Senator	Division
Michelle Beatty Michelle Brown Yvette Butterworth Jennifer Howze-Owens Vincent Li Trang Luong Sunny Martin Andrea Morales Gil Perez Kevin Sinarle Finausina Tovo Lia Thomas (she/her) Christopher Walker Katherine Webster Todd Windisch Lale Yurtseven	Math Science CASS Math Science ASLT Business Counselling Counselling ASCSM Counseling Counselling ASLT Library Curriculum Language Arts Language Arts Business Technology

Others Present

Name	Representing
Julieth Diaz Benitez Krystal Duncan Madeleine Murphy	ASLT Dean, Counseling CTL

Opening Procedures

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President	2:35	We have made a few edits related to committee approvals: the amended learning community counselor screening committee. Move to approve the agenda with these edits: Daniel; Second Vincent. All approve	Procedure
Approval of past minutes	President	2:35	To be discussed at the next meeting	Procedure
Public Comment	Public	2:36	Michelle Brown mentioned ongoing concerns with the dual enrollment program. Last semester, Michelle brought up DGME's concern that unqualified teachers were being selected to teach their courses in the high schools. We now see that our video production class is being taught at Hillsdale and Aragon without any faculty input. I'm not sure that faculty really get a voice in these decisions. I don't think we can do anything about our focus on qualifications Daniel added that Skyline and Canada faculty have said that they are still being required to do dual enrollment in English when, at CSM, we were told it was off the table. Why would it be "off the table" only at CSM? We will need to keep looking at the dual enrollment program.	Information

5	Action Items		2:46	<p>1. Three faculty screening committees:</p> <p>a. The Learning Community counselor screening committee has added Fred as a faculty member and Fi Tovo as a counselor who works with MANA. With three non-faculty members, we have to ensure that we have majority faculty.</p> <p>Move to approve: Todd; Second: Michelle Approved</p> <p>b. Psychology Lale noted the committee includes members of different disciplines, but not outside of the division. These are all people in social science.</p> <p>Kevin said that we requested that members be from different disciplines, but we have not requested that members be from different divisions.</p> <p>Move to approve: Lale; Second Daniel Approved</p> <p>c. Equity, Outreach and Engagement Librarian</p> <p>Teresa noted that this committee will need an additional faculty member, so we are tabling this one</p> <p>2. Faculty participation on other hiring committees</p> <p>a. Executive Director of Strategic Initiatives and Economic Development</p> <p>Lale said that there are a lot of questions about this committee because the position is supported by Strong Workforce funds. If there are only two faculty on the committee, we are a little worried that the funds are being diverted a little bit. Teresa: there is space for an additional faculty member and there was a call for one, but no more volunteers. Should we hold off until we get a third faculty member?</p>	Action
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6.	Discussion items	Teresa	3:19	<p>1. The Great Read – Program Review 2021 – Findings</p> <p>Groups worked on a jam board: we reviewed all of the notes on the program reviews, looking for trends in equity, best practices, challenges, institutional needs, COVID impacts, and good ideas/opportunities.</p>	Discussion

		<p>Jennifer Howze-Owens and Julieth Benitez</p>	<p>4:00</p>	<p>We discussed a few general points after spending 30 minutes working in breakout rooms and adding points to the jam board. A few suggestions:</p> <p>Madeleine: how do we help programs with their resource requests? This is a common problem noted in many of the reviews—they are not getting their needs met.</p> <p>Jennifer Howze Owens: Our focus on overarching themes may impact what we see. We may not really see the equity concerns of individual programs.</p> <p>Todd: In the interests of time, we might ask programs to come to senate and highlight what they need rather than have us go through all the reviews. For example, if programs don't get a request they need, they can meet with the college president. But when it is done through this formal process, it can get forgotten.</p> <p>Madeline noted that the learning communities are fairly small, and yet many people are trying to rely on them for diversity and equity efforts.</p> <p>Michelle Brown: I see this also and it is almost abusive for everyone to rely on the LCOMS—that's not what they are for.</p> <p>Julieth Diaz Benitez: one big takeaway is that people are not sure how to address equity gaps. Maybe we need to do more to show divisions.</p> <p>Madeleine: equity is more of a college-wide issue and yet we are trying to approach it in a bottom-up way.</p> <p>We will revisit this in April.</p> <p>2. HyFlex – What is it?</p> <p>Jennifer Howze-Owens and Julieth Benitez talked to us about Hy Flex.</p> <p>They are working on trying to clarify for everyone what HyFlex means, and also trying to clarify what is meant other modalities, such as hybrid, synchronous, asynchronous.</p>	
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Julie: All of the terms can be confusing. We also know that faculty are trying in other ways to accommodate students who may not be able to attend classes. We have heard of “fly flex” – a situation where, without having the proper materials, faculty are Zooming in their classes for students who have missed.

One major misconception about HyFlex is that faculty have an input on which modality students experience.

But HyFlex is three modalities in one: in person, Zoom, and asynchronous.

Faculty will be expected to teach from the classroom, but students can, and likely will, switch from one modality to another. They can switch when they choose.

But it can also be very confusing for students. Sometimes the connections are not great, so this is a real problem. Students and faculty will need more support for these classes.

Todd, who is currently teaching HyFlex: faculty do get an extra unit—depending on the MOU. So this semester it is 8 hours of pay per unit per semester.

Last semester I did “fly flex” with a 360 Zoom, This semester I am in a HyFlex class that allows me to see my Zoom classes. All work is on Canvas.

This semester it has been helpful to have an embedded tutor—this allows me more help with things like the Zoom chat. Students can collaborate across Zoom and in class.

Jennifer: If you are thinking about teaching HyFlex, consult your dean. Check with Julie and Jennifer if you want to learn more about these courses.

Meeting adjourned at 4:30