



**ACADEMIC SENATE**

**DRAFT Meeting Minutes**

March 8, 2022  
 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
Charlene Frontiera Alex Kramer Carol Ulrich	Dean, Math/Science Director, Workforce Development Program services coordinator, student services

## Opening Procedures

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President: Teresa	2:35	<p>Addition to the agenda:</p> <p>We need to include our regular declaration regarding the Brown Act allowing us to continue holding virtual meetings in this state of emergency.</p> <p>Move to approve the agenda with the declaration: Yvette; Second: Michelle Brown. Approved</p>	Procedure
Approval of past minutes	President	2:37	<p>The minutes from both February meetings, 2/8 and 2/22, were approved. Move to approve: Michelle Brown; Second: Yvette</p> <p>Approved</p>	
Public Comment	Public	2:38	<p>Lia: I was in the language arts division meeting yesterday, presenting with Laura from the bookstore, and there was some talk about the bookstore's future, including whether it is even going to exist in its current form past June. Privatization seems to be on the agenda, but we have not been informed.</p> <p>It is important to inform faculty because there may be some issues with privatization regarding things like OER/ZTC. The bookstore has lost half of its fulltime staff in the last year or so. It would be nice to keep our independent bookstore and support our current manager.</p> <p>Alex Kramer, director of workforce development: We are accepting applications for strong workforce program requests, ensuring the alignment of our programs with industry and skills demands. If you are career and education faculty and have been thinking about applying, it is easy to request funding, but the deadline is next Friday, 3/18.</p>	Information

			<p>We are also looking for 3-4 new members to serve on the taskforce: the time commitment is about two hours when we review applications, once a semester, with probably an hour of preparation before—so really just 3-4 hours of your time.</p> <p>Alex shared two links with us for those interested in either opportunity:</p> <p>Link to apply to serve on SWP Task Force: <a href="https://bit.ly/swp-tf">https://bit.ly/swp-tf</a></p> <p>Link to apply for SWP resources: <a href="https://bit.ly/ce-faculty-request">https://bit.ly/ce-faculty-request</a></p>	
--	--	--	---	--

**New Senate Business**

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report	Teresa  Arielle	2:44	<p>Report on IPC: we did a "great read" of the program reviews that led to a slightly different discussion from the senate reading, but it was interesting. Jennifer Taylor Mendoza also gave an overview of her first 100 days.</p> <p>Arielle went to the District Participatory Governance Council: one thing that came up for discussion is a revision to board policy around intellectual property--Board Policy 3.62</p> <p>This hasn't been updated in some time, and the proposed changes are minimal, but Skyline's senate had some strong opinions about it, so please take a look at it.</p> <p>Liz: this might be similar to some of the questions we have raised in other meetings about who has access to all of these and who should have access.</p>	<b>Information</b>



		Jennifer Howze-Owens	3:00	<p>c). Distance Education Advisory Committee;</p> <p>We are working on updating the online faculty handbook and hope to have a draft by the end of the year. We have also begun our listening tour to discuss Proctorio with divisions.</p> <p>HyFlex classes: A district-wide HyFlex work team has been formed. We are just in the beginning stages, but I just wanted to make this body aware that we will be meeting three times in March to discuss training for faculty.</p> <p>Michelle Brown: I requested HyFlex for the fall—everything is ready for that, right?</p> <p>Jennifer: construction is going on, but yes, we are ready for the fall . The goal of the training is really to give faculty unfamiliar with these classes a tour.</p> <p>We will also be bringing a resolution for the inclusion of non-instructional faculty and staff to participate in the CVC/OEI review process.</p>	
		Lia		<p>d) OER Update:</p> <p>This week is OER week; there are some events going on, including a couple of brown bags. We are also getting discipline-specific emails for surveys to faculty about their use of these materials.</p> <p>e) Finance Committee Report – Stephen</p> <p>This will be on the next agenda</p>	
5	Action Items		3:10	<p>a). Brown Act: Declaration of an ongoing state of emergency, allowing us to continue to hold online meetings. Move to approve: Yvette; Second: Michelle Brown. Approved</p> <p>b). Committee Approvals: Hiring (see meeting documents)</p>	<b>Action</b>

				<p>1. Equity, Outreach and Engagement Librarian</p> <p>Lia: Why are there two classified positions? Teresa: historically on full-time library screening committees, there has been a library support specialist; Erika Reynolds has been added because she is working with the OER</p> <p>Move to approve: Daniel; Second Michelle Brown. Approved by all</p> <p>2. Professional development faculty coordinator Professional Development Faculty Coordinator</p> <p>Move to approve: Michelle Brown; Second: Kevin. Approved by all.</p> <p>3. Executive Director of Strategic Initiatives and Economic Development</p> <p>Move to approve: Daniel Second: Michelle Brown Approved.</p> <p>Note: Out of 140 full time faculty, about 47 are on hiring committees at this time—that’s a lot of involvement!</p>	
6.	Discussion items	Teresa	3:19	<p>1. Faculty hiring committee composition guidance document – We reviewed the document: <a href="https://collegeofsanmateo.edu/academicsenate/hiringcommitteeguidance.asp">https://collegeofsanmateo.edu/academicsenate/hiringcommitteeguidance.asp</a></p> <p>Teresa: do we need a more specific definition of diversity? We do speak about the disciplines, but would a list of ways of qualifying diversity be helpful?</p> <p>Kevin: Is there any way to refer to the district guidelines for hiring?</p> <p>Teresa: we refer to the administrative procedure, but I don’t think it has very specific language defining diversity.</p> <p>Arielle posted the specific language: “Whenever possible,</p>	<b>Discussion</b>

		Lia	<p>screening committee membership is diverse in order to broaden perspectives and to better represent the District commitment to equal opportunity.”</p> <p>Further language specifies the District commitment to “ equal employment opportunity, including procedures and techniques to assure fairness and objectivity, avoid of adverse impact, and the inclusion of qualified candidates regardless of race, ethnic group identification, language group, color, national origin, age, gender, sexual orientation, religion, physical or mental disability, and/or marital status[...] The appropriate sections of the job announcement (specific position duties and responsibilities; and desirable skills and attributes) will be developed through a collaborative process involving discipline faculty and the appropriate Dean.”</p> <p>Kevin asked for clarification about this final clause regarding “appropriate sections.” Arielle: the language about a collaborative process is meant to ensure that discipline faculty are consulted for a new position</p> <p><b>2) ZTC and LTC Definitions</b></p> <p>Lia shared a document that attempts to give a clear definition of ZTC definitions in our district.</p> <p><a href="https://docs.google.com/document/d/1IBBI95dxlbfvIA43HfvMYVMmi09UsC_YacxM_bcWRG4/edit">https://docs.google.com/document/d/1IBBI95dxlbfvIA43HfvMYVMmi09UsC_YacxM_bcWRG4/edit</a></p> <p>Lia noted a problem in how this work has been implemented: This was written by Canada and Skyline. I was the only person from CSM in the room, and there have been no other CSM faculty who have looked at it—they may have pushed it through district senate without consulting with faculty. If I had not been invited to that meeting, there would have been <i>no</i> CSM representative present—is there someone who should have been in that position? Normally and OER liaison is not involved in policy-making. We will need to pay attention to this going forward.</p> <p>This document provides a definition of both ZTC and LCT (low cost textbook), which used to be OER.</p>	
--	--	-----	---	--

		Arielle	3:35	<p>We are still out of sync as a district on these terms: The other campuses have been using “OER” in the web schedule, but CSM has not been using the language.</p> <p>Kat: We have been looking for a way to let students know that books for some classes are not free, but cheap. Is “LTC” an effective way to do that? This is the first time I have heard the term. Teresa: there are ways to communicate low costs, but this term is new to us.</p> <p>The symbols on the document will be visible in web schedule. Currently, our bookstore does not do this kind of coding for Banner or Web schedule, but these changes are coming.</p> <p><b>3) AB 705 report</b></p> <p>We received an email from the chancellor’s office about this report and the implications of it:</p> <p>By fall 2022, the California Community College system must complete <i>full implementation of AB 705</i> and associated regulations by ending all local placement practices explicitly prohibited by legislation and regulation, and by ensuring that all U.S. high school graduates are placed into and enroll in coursework that maximizes the probability that they complete transfer-level math and English within a year of their start in the discipline.</p> <p>With some limited exceptions, this means that by fall 2022 all U.S. high school graduates, both new and continuing, in certificate, degree or transfer programs, will be placed into and enroll in transfer-level courses.</p> <p>The Improvement Plan requires completion of a Data Addendum to validate that placement practices meet AB 705 standards. In the Data Addendum, colleges will submit local data in an attempt to show completion is maximized for a specific program or student group</p>	
--	--	---------	------	---	--



that enrolls, by requirement or by choice, into pre-transfer level courses or multi-term transfer-level courses.

Where local analysis shows that is not the case (that students taking pre-transfer level courses or multi-term transfer-level courses do not then complete the required transfer-level course within one year), colleges are expected to place and enroll *all* U.S. high school graduates, certificate, degree and transfer-level students in transfer-level coursework (with appropriate concurrent support as needed) by fall 2022.

Not a single college in the state has proven that students succeed in higher rates in the pre-transfer level math courses than in transfer level courses with or without support. So they are requiring that we no longer have those courses available for degrees or transfers.

Kat: just to clarify—they are saying that *no* college has proven that students succeed in these pre-transfer level courses?

Daniel noted that this is not surprising given the difficulty—near impossibility—of proving something like this in the time we’ve had, particularly in these circumstances. We were given no guidance about how we would “prove” something like this, and zero resources for doing any research on the question. This is not the first time we have been given a sternly worded injunction from Sacramento without much guidance.

Charlene: It is sometimes not clear which courses need to be eliminated. In math, we have our traditional beginning algebra, which is going away like socks in a dryer. But middle-college students, are still taking the intermediate algebra Math 120, so we can’t just eliminate it.

It is important to be mindful that this policy is not necessarily relevant to all programs: AB705 is for high school graduates seeking a degree or certificate—it does not apply to high school students, international students, or concurrent enrollment students. If we just get rid of those

courses, we are doing a disservice to those who are not degree-seeking.

Christopher: just to add a clarifying point: one of the reasons this is coming up now is that there was a recent memo from the state that we have to do this. Placement is one thing, but where a student enrolls is another thing. If a student chooses to take 120, even if we didn't place them, we are still technically not in compliance. Only seven of the 108 community colleges were in full compliance.

Stephen: I take issue with the idea that the community colleges have not been able to demonstrate the value of these developmental courses. For my own experience, I entered community college with no experience—I took the remedial courses in English and math and they were very important for my success—I don't know that I would have completed my educational journey without them. Isn't this push for equity to give students a choice that best matches their own unique circumstances? How does eliminating courses serve that goal?

Kevin: I have some concerns also—I have spent a lot of time talking to students about their placement, often with students who have not been able to take rigorous math. What data do we have showing that these courses were not helping students?

Chris: the data is available, and, at least for math, it is very encouraging as long as we look at the total numbers of students passing. Since AB705 implementation, the passing percentage rate in our classes went down, but the total number passing went up. We have seen students in math who started in a low level class, but this was in a single digit percentage of students who actually passed.

We have also changed how we are teaching transfer-level courses: In our current model, students are not dropped without support. The model is so different now and we are producing good quality results in those courses. The placement gap on equity was massive before AB705 but that gap has shrunk. We still have work to do, but we've made progress.

Kat: I'm wondering if data around English and math classes through the pandemic is going to be reliable. We wonder where some of those students have gone—sometimes we see a class full of super well-prepared students—I'm wondering if we've lost more students because of the pandemic and this is affecting the data.

Daniel: my earlier comment criticizing the state's injunction that we prove our developmental classes were effective was not meant as a criticism of AB705. Although I don't know the exact data on how it has changed our courses currently, and the pandemic would make it difficult to gage, we *do* know that students placed in developmental classes often struggled, based on historical data that we collected for years: the persistence and graduation rates of students placed in our lowest-level developmental courses was close to zero. We had a test, Accuplacer, that did not necessarily give accurate information about student abilities; we made an assumption that they needed 1-3 full semesters of developmental courses to be college-ready without justifying that assumption. The use of placement tests and remedial courses is an example of how community colleges have perpetuated systemic racism: it was largely students of color who found themselves having to pay for no-credit courses that traditionally kept them from taking other classes so that they were marginalized; these courses sent the message that "you don't belong" and motivating students to take them seriously was always a struggle.

Kevin: I have also seen students struggle in the lower level math and English classes

Chris: a promising bit of data regarding DRC students—their equity gap has shrunk. It is still there, but it is much smaller.

Carol: on the matriculating side of things, since AB705, students are much more excited to come to college knowing that they don't have to take a placement test. Students are happier coming in knowing that they are able to begin college classes right away.

				<p>Kat: this would be a nice campus-wide conversation to have also. I feel myself thinking about flex day presentation? Chris and Daniel both said they would join in this—and Chris noted that it is bound to happen because “Liz is relentless” (but in a good way!)</p>	
--	--	--	--	--	--

Meeting adjourned at 4:12

Future agenda items include excused absences, a guided pathways report, a finance committee report