



**ACADEMIC SENATE**

**DRAFT Meeting Minutes**

March 22, 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 Yvette Butterworth Jennifer Howze-Owens Vincent Li Trang Luong Sunny Martin Andrea Morales Gil Perez Kevin Sinarle Lia Thomas (she/her) Christopher Walker Katherine Webster Todd Windisch Lale Yurtseven	Math Science Math Science ASLT Business Counselling Counselling ASCSM Counseling Counselling Library Curriculum Language Arts Language Arts Business Technology

**Others Present**

Name	Representing
Allie Fasth Steven Lehigh Madeleine Murphy Liz Schuler	Guided Pathways Finance committee CTL CTL

### Opening Procedures

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President: Teresa	2:35	Move to approve: Daniel Second: Todd. Approved by all.	<b>Procedure</b>
Approval of past minutes	President	2:37	Move to approve: Madeleine Second: Todd. Approved by all.	
Public Comment	Public	2:38	Teresa: In the next meeting the library will be asking for some support for a district-level position. We have been working on extensive changes to the library support platform, an important part of the campus and the district.	<b>Information</b>

### New Senate Business

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report	Teresa  Arielle	2:44	<ul style="list-style-type: none"> <li>At the IPC meeting, CSM President Jennifer Taylor Mendoza reported on the Coastside location and ideas around planning and vision for the future of Coastside</li> <li>You also may have heard of a goal to have 70% of classes in person for next semester. It sounds like the idea was to get the discussion going through the deans. It is hard to hold people to a specific number of online versus in person, so we are hoping to get some</li> </ul>	<b>Information</b>

		Teresa		<p>clarity—we want to better understand if this is a specific goal or just an aspiration for the district.</p> <p>Todd: hard numbers are always so difficult. But in language arts, we are asking our students what modality they prefer—so far in ESL, we are seeing about 50-50 splits. This percentage seems high.</p> <p>Kat: Is there any discussion about having a survey of the entire campus rather than having this done by divisions? Also, why are we hearing this 70% figure—if it is not coming from students, whose idea is it?</p> <p>Arielle—we will see if we can put in another request for a student survey. It would be hugely beneficial.</p> <ul style="list-style-type: none"> <li>• Teresa: We also met with VPSS Kirsti Ridgeway regarding the changes to commencement ceremonies. We want everyone to get informed rather than just faculty who are attending this particular commencement in-person in May.</li> <li>• The last point: I am going to be resigning as co-president at the end of this academic year. Arielle would appreciate another co-president, so if you are thinking about stepping into leadership, this is a great way to get started.</li> </ul> <p>Arielle: If it is something that any of you are even thinking about or just have questions about, please reach out. We are happy to share as much as we can to help you make that decision.</p>	
2	ASCSM Update	ASCSM	2:43	No representative present	<b>Information</b>
3	Standing Committee Reports	Christopher	2:43	<ol style="list-style-type: none"> <li>1. Curriculum Committee At our last meeting, we began a discussion about updating our handbook, including some</li> </ol>	<b>Information</b>

		<p>Madeleine</p>	<p>2:50</p>	<p>questions about committee membership. Four years ago, we added two reps from the ASLT division: one librarian and then a representative of the learning center, Ron Andrade, who has now moved to Canada college. But since there are not many faculty in the actual division—three full-time librarians and two new instructional designers—it has been difficult to keep two representatives.</p> <p>On the district curriculum level, we have been working more on the associates' pathway.</p> <p>The district “credit for prior learning” working group is still going to be needing a faculty representative from CSM, so if you are interested or know of anybody, please get in touch. The group will start looking at other types of outside learning that students did before they got here: for example, being more specific with military credit for college, outside industry experience for college credit—right now, it is pretty open. The community would be made up of me and one faculty representative from the three colleges. This spring we hope to make some starting plans, and, in the fall, we want to make a trial run with one department at one college—maybe the military credit as a trial run to see how we can make that work and begin the expansion.</p> <p>The time commitment for those on the District Credit for Prior Learning committee is likely to be two years.</p> <p>Related to credit for prior learning, at CSM, all the work we did on the AP exams went very well—we will have a table in the catalog for students to see what credit they have earned.</p> <p>2. Committee on teaching and learning</p> <p>Madeleine: In the world of SLOs, we are going to be reading all of the jam boards from the Big Read to see if there is some guidance for planning and professional development in the coming year.</p> <p>We also have an updated SLO coordinator description because I am rotating off at the end of this year. Traditionally, SLOAC has been</p>	
--	--	------------------	-------------	--	--

		Jennifer	<p>people collared in the hallway by a hopeful dean—but we want to be a bit more intentional.</p> <p>There will be a lot of work that we need to continue and develop in the coming years. We've started workshops allowing faculty to collaborate with colleagues on instructional design and learning outcomes. We are also working on supporting people in planning and assessing SLOs.</p> <p>Liz: this is a really important position because of accreditation. It is also important to have institutional memory and rotating people in and out of the position may not help.</p> <p>Madeleine: Faculty have said that they would like to talk to colleagues about things we could do better rather than work alone. At CSM, we have ditched the Trakdat approach of gathering data and putting it in the system and never looking at it again—but most colleges still do this. So when accreditation comes around again, we need to be sure that we can explain what we have changed and why. So whoever takes this position gets 6-9 units—ask for as much as you can get.</p> <p>Liz: On the professional development side, we now have a draft of the PD plan and got some really good feedback. We are hoping to come back with another draft in April.</p> <p>We are also going to be sending out reminders for the April flex day call for proposals—we already have some good proposals in and are looking at modalities. Things are shaping up for August. We are hoping to have Heather McGee come as a speaker.</p> <p>3. Distance Education</p> <p>DEAC has approved the distance ed plan, so it is ready for public distribution. We have started our listening tour with Proctorio—and we've had about 30 faculty and a few students send in responses to the survey.</p>	
--	--	----------	---	--



6.	Discussion items	Teresa	3:19	<p><b>1) Academic Senate sponsoring Centennial Gala : Tickets for students</b></p> <p>We are hoping to sponsor a few students to attend the centennial gala—the student-level tickets are sold out, but there are still some employee level available.</p> <p>Kat: do we know who already has tickets—doe student government reps attend or is it open to all students? Arielle: There are no reserved tickets for student government, so we felt compelled to offer them that way.</p> <p>Todd: do we have a sense of how they will be distributed? Arielle: It depends on how many we get: we hope to get a couple for student government and a couple for students not in governing roles.</p> <p>Kevin: it sounds like it would be a good move to support student leaders on campus. But in terms of money—do we have it? Arielle: that will determine how many tickets we will have and how much we need to set aside for scholarships this year, but I think we do have the funds right now and we will be ok.</p> <p>Kat: Since this is a formal event, should we be concerned about costs for students, beyond just the cost of tickets? If students are expected to dress formally, that is an unstated cost. I would also be concerned that this event doesn't seem accessible to our students, so we might think about what is going to happen next year: where is the party for the students? Could we make that happen so that students don't have to spend hundreds on formal wear.? Arielle: they did list the dress code as “celebratory” not formal, but I will ask on Thursday. It is true that the tickets were not cheap at \$50.00 each, but the point is to raise money for scholarships.</p> <p>Christopher: There is also a whole celebration planned for next year, beyond this event.</p>	<b>Discussion</b>
		Steven Lehigh	3:35	<p><b>2) Finance Committee Report – Steven Lehigh 15 minutes</b></p> <p>Steven reviewed some key points from slides focusing on district spending:  <a href="https://docs.google.com/presentation/d/110GWM">https://docs.google.com/presentation/d/110GWM</a></p>	

[wKTEbx0E57FMWM0yKbpVWJfkzUqorMPBAhK2F8/edit?usp=sharing](https://wktebx0e57fmwm0ykbpvwjfkzUqorMPBAhK2F8/edit?usp=sharing)

This is the proposed budget that gets finalized in the fiscal year coming July first.

Note that funds one, two, and three are all of our general funds. The funding sources are tied together, but we have been discussing the funding of CTE programs and EOPS. If you are interested, there are meeting notes available.

Teresa asked me to give an update on the deferred maintenance funds specifically. These come from the governor's proposed budget. A lot of the governor's budget does not apply to us as we are a basic aid college, but capital and categorical funds such as maintenance are tied to the state government budget.

The deferred maintenance funds are roughly 5 million for the district. This sounds like a lot, but really it is a small blip of money. Currently our capital budget needs are 120 million district-wide. We have athletic fields that need replacing along with a lot of building maintenance. Just updating the buildings is currently estimated to cost 30 million.

For me, the main goal of the discussions is to see what faculty are interested in and concerned about, so please don't hesitate to reach out.

In regards to other topics: for any of you involved in categorical programs, the governor's proposed budget also includes a 5.33% COLA adjustment.

Another issue: SB893 is a bill proposed to allow us to use fund one money towards waving student tuition—it sounds great, but there are some concerns.

This bill is a spinoff of a state-wide bill that failed. We chose to oppose it at our last meeting. All faculty that I have spoken to support free tuition for students, but the issue with this bill is that we would be the only district that would be able to use our fund one money to waive student tuition.



This money is where salary and benefits come from, as well as programs such as EOPS.

AFT would prefer to pursue a free tuition initiative that would not come from the fund one money. There are other ways—for example, City College of San Francisco passed a local tax increase to make tuition free. At this point the bill is still up for discussion.

But the district strongly favors waiving tuition, so at our most recent district meeting, we were under pressure to support this bill. We think there will be a lot of pressure—we will need to think about how to respond.

Two other updates: we are reviewing our funding formula. Currently it is for the three campuses based on FTES. The district office also has a bucket for salaries, and one for central services, and the three campuses get their money based on FTES.

One concern with this is that the enrollment drop has significant impact on FTES. The district has been holding us harmless for the drop in enrollment, but we may need to consider lowering funding given our loss of students. So we need to be aware that there could be discussion about the pool of money going forward.

Keep in mind that our actual revenue, which is based on local taxes, has actually been rising, even while enrollment is falling. So there is some opportunity to push for smaller class sizes, among other goals.

Finally, regarding contract negotiations: we will be out of contract again in June. So we've had one year of being on contract and we are starting negotiations again. I expect some conflict with the district. We would like to move our formula back to where it used to be—indexed to property taxes. But the district deducts any increase to retirement, so if we got 5.3% increase in property tax, we do not see all of that.

			4:00	<p>Please be on the lookout for announcements—there are many issues that have long term consequences.</p> <p>On a related note from AFT: We also have an issue with dual enrollment—the union sees the language in job proposals <i>requiring</i> faculty willing to participate in dual enrollment as potentially out of contract, so it will be part of negotiations going forward.</p> <p>Please reach out if you want more information—we want to be sure that we are having open conversations.</p> <p><b>3) Guided Pathways – update – Allie Fasth</b></p> <p>We are in our fifth and final year of first-round funding from the state chancellor’s office</p> <p>A lot has changed in the past few years. The pathways exist, but we are trying to take it a step further and build communities. We are looking for a way to get beyond calling it “guided pathways” and focusing on academic and career communities. We worked on pathway development over the past two years and have made the communities public.</p> <p>So we are working closely to weave some of this information through all of the existing processes that students go through.</p> <p>Behind the scenes, we hope to bring these communities to life by bringing together support teams. Our support teams are really connecting with students who are not part of other spaces on campus. It will take a lot of data to figure out who these students are.</p> <p>Students are often participating in multiple programs—learning communities, EOPS, the Dream Center, as well as many others. So the question is who is left—who are we not reaching? Our goal is to build a sense of community for the students, to get them connecting to other programs on campus. We also want to be sure we have connections to strong workforce, and other campus programs.</p>	
--	--	--	------	---	--

Todd: the teams are tied to the academic and career communities, but ESL is not part of these, so I see a risk that our program will be left out. We don't have a retention specialist or dedicated counselor—and I'm worried that our students, who are not part of an academic and career community, are not getting support.

Allie: We do need to make sure that all students get this support. Our primary goal for the future is to ensure that we are reaching students who are not getting the support they need, and to do this, we need to be sure we are in dialog with students—not all students need the same support.

Yvette: regarding the fear of ESL students getting left behind—in the model we have planned, no one should get left behind. If you are part of the college you are an “explorer” still, which means you are not going to slide through the cracks. We have worked hard to have total student support and advice all the way through.

Allie: Our scale of adoption report asks us questions related to four different areas: we want to help students clarify the pathway, get on the path, and stay on the path, and we want to ensure they are learning.

“Clarifying the path” means we need to be sure we know how programs are organized and marketed for students, how we connect them with employment or further education. We want to ensure programs are fully mapped out for students.

If you are interested in learning more about the support teams: for the flex day in April, we are bringing in a speaker from American River College to discuss how they have implemented support teams.

Meeting adjourned at 4:15

