



ACADEMIC SENATE

DRAFT Meeting Minutes

May 10, 2022

Zoom Meeting ID: 442 779
680

1700 W. Hillsdale Blvd.
San Mateo, CA
2:30 – 4:30 pm
[Website](#)

Executive Committee 2017-2022

Teresa Morris
President

Jesenia Diaz
Vice-President

Stephen Heath
Treasurer

Daniel Keller
Secretary

Executives Present

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

Senators Present

Name of Senator	Division
Michelle Beatty	Math Science
Michelle Brown	CASS
Yvette Butterworth	Math Science
Jennifer Howze-Owens	ASLT
Vincent Li	Business
Kevin Sinarle	Counselling
Lia Thomas (she/her)	Library
Christopher Walker	Curriculum
Katherine Webster	Language Arts
Todd Windisch	Language Arts
Lale Yurtseven	Business Technology

Others Present

Name	Representing
Madeleine Murphy	CTL
Liz Schuler	CTL

Opening Procedures

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President	2:34	<p>1. Consent Agenda Resolution: Brown Act, Ongoing proclaimed state of emergency relating to the novel coronavirus causing the disease known as COVID-19.</p> <p>Move to approve: Kat Second Yvette</p> <p>2. Approval of today's agenda Move to approve: Daniel Second: Madeline Approved by all</p>	Procedure
Approval of past minutes	President	2:35	The minutes for 4/26 were approved	Procedure
Public Comment	Public	2:36	No public comment	Information

New Senate Business

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report	Teresa	2:50	<p>1. Announcements and updates (IPC, DAS, DPGC) At IPC we focused on commencement and the scholarship committee, which meets this Friday. We also had a check-in about the end of the term and about the schedule for IPC—they may meet once rather than twice a month.</p> <p>DAS met yesterday: many projects are wrapping up, including the guidance document on faculty evaluation. I was also asked to bring back that the conversation around masking requirements for our district will probably be coming back for the May meeting. I will be asking for feedback in this Friday's email.</p> <p>At our last meeting of the term (5/24) I have booked a room in building 10 so that we can have a "HyFlex" multimodal</p>	Information

meeting—you are welcome to join in person. We will see how it goes.

2. **CSM Faculty Professional Development committee – Senate representative opening:** this is made up of AFT and also a CSM senate representatives. Makiko Ueda is currently the senate rep and is willing to continue, but if you are interested in serving, please talk to Makiko.
3. **Textbook Affordability Taskforce** Call for participation: This is targeted to start sometime in the fall.
4. **Fall AS Presidency** (August – October 2022) We had two people interested in filling in for Arielle: Todd Windisch and Jeremy Wallace. Since Jeremy is a former CSM Senate president, the executive committee felt that it would be easier to have Jeremy resume the role for the short period (through October). We will be having our next election in April of next year—so any who are interested should keep this in mind.
5. **Update on B14/B17 HVAC issues:** Right after our last senate, I had a meeting the heating and cooling issues in these buildings. They are exploring different options and will be talking to us at the last meeting of the term. There is no mechanical cooling in these buildings, even though there is circulation. This is not a matter of just adding cooling units in individual rooms. Michelle Radowsky will be coming to speak to us

Christopher: Were buildings 16 and 18 also in discussed? They seem to have similar issues. Teresa: I don't see these, but I do have in my notes that building 36 will be added to the "chiller" that currently cools building 5.

6. **Current VPI Mike Holtzclaw** is accepting a position at another college.

				<p>We will have an interim for this position for all of the next school year. There will need to be a committee with one administrator, one classified, and one faculty as well as the college president. The position closes on May 24. Any who serve on the committee will be paid. This is the temporary position—there will be more than one faculty member on the full-time position. Teresa is willing to be the faculty representative for the interim position.</p>	
2	ASCSM Update	ASCSM	3:05	No representative present	Information
3	Standing Committee Reports	<p>Chris Walker</p> <p>Liz</p> <p>Madeleine</p> <p>Jennifer</p>	3:05	<p>1. Curriculum Committee, Christopher Walker, Chair</p> <p>The last meeting is this Thursday. A member of the committee has asked to have a discussion about AP exams and equity. We will continue working on our handbook revision, and I will share more about our bylaw changes later in the meeting</p> <p>2. Committee Teaching and Learning, Liz Schuler/Madeleine Murphy</p> <p>We haven't met since the last senate meeting, but August flex day planning is underway—proposals are due this Friday. We are also working on new faculty orientation. Madeleine and I are also working on further discussing the "great read" of program reviews.</p> <p>Madeleine: We've put out a call for anyone interested in the SLO position. There has been one response, so Teresa will be making arrangements for the interview.</p> <p>The last meeting for CTL will be Monday, 5/23</p> <p>3. Distance Education Advisory Committee, Jennifer Howze-Owens</p> <p>No new updates, but a brief reminder: QOTL is offered this summer and should also be offered in fall. The HyFlex summer training for those interested in the new classrooms is nearly developed—we are putting the final stages</p>	Information

		Lia		<p>together. Please look out for that information . Also: we worked on clarifying the definitions of different delivery modalities in the last week. Later in the meeting today, we will be discussing our findings from our Proctorio listening tour. Kat: On the QOTL, does everyone need to renew their course? Jennifer: My understanding is that if you are teaching online, you would need to renew. Teresa; at our next senate meeting we will have an agenda item to discuss this a little more.</p> <p>4. OER/ZTC: Lia Thomas No updates at this time</p>	
5	Action Items		3:13	The committee approval was taken off the agenda.	Action
6.	Discussion items	Jennifer	3:15	<p>1) Proctorio Listening Tour Update – DEAC/ Jennifer Howze-Owens In December, ASGC heard some concerns about Proctorio, the application many are using to proctor exams in distance ed settings.</p> <p>We started discussing these concerns in December, then developed questions and started talking to all of the divisions; in addition, surveys were sent to all faculty and students: 35 faculty and 2 students completed survey responses.</p> <p>In total, we heard from 4 of the 6 divisions: 48% do not use proctoring programs; 62% started using it this term, with Proctorio. Most have not asked students about their experience, but about 45% did.</p> <p>The results of the conversations and surveys show that there are a lot of nearly 50-50 splits. Math-science and nursing, in particular, use and like Proctorio. On the other side, faculty mentioned technical concerns with the system. Faculty said that student anxiety runs high. Some also said that their disciplines should not require proctoring software.</p> <p>We will have a “best practices” flex day presentation. But we didn’t hear much from students, so we would like to find a way to hear more. We also hope faculty will find ways to</p>	Discussion

		3:30	<p>ease student concerns. Finally, we tried to identify ways to get ITS in the conversation.</p> <p>Michelle Brown: Do most of the proctoring systems use eye-tracking?</p> <p>Jenifer: That is one method, but there is also lighting, body movement, and environment.</p> <p>Kat: I would like to hear more of the student experience. I also wanted to ask again about the piece we were worried about: who evaluates these companies and accepts this kind of software? Is DEAC responsible for this?</p> <p>Teresa: To my knowledge, it is purchased at the district level.</p> <p>Jennifer: So far, we have a few recommendations: we want to have a flex day best practices session, as well as better ways to hear from students, identify where faculty mentors and ITS can support; finally, we want to help faculty devise ways to ease student discomfort with these systems.</p> <p>2) Enrollment update - Mike Holtzclaw 3:30 – 4:00</p> <p>Mike is leaving us to be a chancellor at University of New Mexico. He will be working with us through June 2nd, assuming that the University does not burn down.</p> <p>On enrollment: Mike shared slides with us about the current enrollment numbers.</p> <p>Some of the important highlights:</p> <p>We are down in enrollment for both summer and fall, but for fall we are doing pretty well, while summer is significantly down—and this is unusual. It is fairly early in the enrollment process, but keep in mind that we are comparing numbers to the same time in the past.</p> <p>For summer: we are down about 18% compared to 2021. Skyline is going down 15% and Canada 14%. When we look at patterns in the past year or so, CSM has had the best enrollment, but we are down a little more than our sisters—and we</p>	
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are not sure why. Summer usually mirrors our academic year, but in the fall we are only down 2.7%, while Skyline and Canada are down 35%. This is puzzling—how we are scheduling our classes may have some impact.

We may need to look more at summer: we scheduled a mostly online summer, but this is fairly normal for us—asynchronous online classes are popular in the summer. So we didn't really change our offerings for summer, while our offerings in fall *are* different than what we did last time.

Chris: Our summer enrollment, especially in live classes, does not always mirror our regular enrollment—often it is students enrolled in four-year universities just making up classes, but they may have different requirements for live classes.

Mike: Normally we have a few different types of students in the summer, including our current students who are making progress or just catching up; but a good chunk of our summer students are high school and university students—we also get a lot of first-time students in the summer

Kat: is comparing data year to year the best way to see this, or should we be comparing data from larger sets? Mike: just like our academic year, our enrollment has been doing this year to year, but in summer 20, we did have a period of growth. But then all of the sudden, students disappear in fall. But this was partially because high schools did not offer summer school in 2020, which pushed our enrollment up.

Todd: there has also been so much uncertainty with the pandemic, that it is likely still causing issues with enrollment—students may be registering later and later. Mike: it is interesting, but when we compare to our sister colleges, we are drawing from a similar student population. We do have some different programs, but the changes in enrollment across the district suggest something different is going on.

Todd: I noticed we are not down in LOAD as far as the other schools. Can you explain why that

would be different than some of the other areas? That seems to be a metric where we are doing a little stronger.

Mike: they increased the number of sections—they increased class capacity. CSM usually has the lowest load in the district. Our load has been dropping at CSM, so I have asked the deans to prune up the schedule. We have cut down a little bit, while Skyline has increased.

CSM tried to provide something for everyone—more afternoon and evening classes, a little online and some face to face. So far it seems to be working since our enrollment is not down very much. Keep in mind that it is early, so we can't reach any conclusions yet. Online classes are going up, but we don't have a lot of waitlists for fall or summer. The ones that we do are mostly fully online.

A big shift for the fall: we are offering many more afternoon classes. For example, this spring, the Lang Arts division had no afternoon classes (1-4); we diversified the offerings more so that there were more afternoon classes. So we are offering more in LAD and Math science. The afternoon or day classes are face-to-face or hybrid classes.

We will keep looking to see if some of these are in responsible for our current better enrollment in fall.

Kat: the lack of classes in the afternoon may be due to the faculty finding that students drop these—I have a class that ended up with only 7 students having started at 28. Is there a way that we track pass rates by time of day? It would help to know before we offer more classes at this time of day.

Mike: afternoon classes in general are less robust—at any college I've been at. Especially for community college students, many of whom might have kids or work schedules that make this difficult. But we decided not to look at past practice given how things have changed.

Chris: I am so glad we are experimenting with these schedules. We can use past student trends to guide us, but we can't get locked in.

		4:15	<p>We avoided afternoons because of student work schedules also.</p> <p>Madeleine: They didn't fill in the past or weren't that viable—but we should be ready for anything.</p> <p>Mike: One more issue—in the fall, we had about 15% in-person, 10% hybrid. But this spring we had about 60% in-person or hybrid. We are continuing to reduce online—with only 30% online in fall. So we are moving back to face to face, but slowly.</p> <p>Teresa: these are all pandemic year sections that we are looking at—how does this compare to pre-pandemic?</p> <p>Mike: we had 12-15% online in fall 19, so overwhelmingly our classes were face to face. Skyline and Canada always had higher rates of online classes. We do know with the pandemic that students and faculty are more likely to request courses online, but we still don't know how we will be working out the balance in the future.</p> <p>3) Bylaws update – Curriculum Committee proposal</p> <p>Christopher: We have been working on our handbook and bylaws about who is on our committee.</p> <p>In the past, the membership was 2 faculty from each instructional division and one student representative, and then lots of non-voting members—for example, Madeleine is a non-voting member who advises on SLOs. Included in the non-voting category was that the librarian because they serve an important role in the curriculum process. Also, two years ago we hired our first instructional designer—that role continues this year.</p> <p>But we want to make things a little more concrete: the librarian and instructional designers are now part of an instructional division—this has meant that committees are less well-structured and clear than they had been in the past.</p>	
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We have discussed this many times over the last couple of weeks—and we have come up with a proposal to edit how we set up committee membership.

As it is now, there are two representatives from each division including counseling. The instructional designer is in the same division as the library (ASLT).

Now that the instructional designer is part of a division, should we make sure that an instructional designer is called out to be a representative? This would mean that the ASLT division would be forced to choose just one librarian and one designer, but no one else from that division.

The idea is that there should be two representatives from each division including counseling and ASLT—and separately for distance ed. Librarians and instructional designers may also be representatives if chosen by their division.

The problem is availability and representation: ASLT is a small division already with faculty available. It has been hard to get enough faculty to participate—four members of that division could be too much to ask.

Teresa: only two kinds of faculty are permanently assigned—but other courses are in the division taught by part-timers... many times librarians are name-checked because they are needed, so they are overbooked.

Todd: Can ASLT be represented by four members?

Chris: yes, that can happen. If the instructional designers are moved to another division, that could also create an imbalance.

Kevin: is it critical that the library and instructional designers be voting?

Teresa: on senate, we have already seen examples where non-instructional members have been called out. To make a group non-voting signals to many people that they are not

faculty. When you are not voting, when you are defined differently by your colleagues, you are not fully seen as a peer. I think it is harmful to have non-voting non-instructional faculty. I also want to point out that this proposal is for the curriculum committee not the senate as a whole.

Lia: the library definitely supports this version of it as well. But I can understand the hesitation. The librarians and instructional designers are working for the entire campus and looking at these issues through a campus wide lens rather than a division

Todd: I understand the importance of having a librarian, but my concern is the future—this is being codified into a document. We might add more faculty in ASLT. Maybe we should have more representation...

We will discuss this further at our next meeting and we can have a bylaws vote.

Meeting adjourned at 4:39