Academic Senate of College of San Mateo

Tuesday, October 13, 2026
Building 10-468
1700 W. Hillsdale Boulevard, San Mateo, CA 94402
Zoom
https://smccd.zoom.us/j/85146915715

Meeting ID: 851 4691 5715

Officers	
President	Daniel Keller
Vice President	Rene Anderson
Secretary	Yvette Butterworth
Treasurer	Makiko Ueda

Standing Senate Committee Chairs	
Curriculum Committee	Malathi Iyengar
Distance Education Committee	Julieth Diaz Benitez
Committee on Teaching & Learning	Rene Anderson

Division & Student Representatives	
Student Representative	Vacant
ASLT / Library	Lia Thomas
ASLT / Library	Susan Khan (absent)
Business/Technology	Vacant
Business/Technology	Kimberly Salido (absent)
Creative Arts/Social Science	Lee Miller
Creative Arts/Social Science	Maggie de Vera
Kinesiology/Athletics/Dance	Vacant
Kinesiology/Athletics/Dance	Mike Marcial (in after votes and left 3:50)
Language Arts	Tim Maxwell
Language Arts	Kat Webster
Math/Science	Angel Pilar
Math/Science	Katryn Wiese
Counseling	Brandon Williams
Counseling	Jennifer De La Cruz
Enrollment Services and Support Programs	Daniel Rhyne (absent)

1. Opening Procedures				
No.	**Item / Description**	**Presenter(s)**	**Approx. Start Duration**	**Action?**
1.1	Call to Order (2:33) *Senate meetings shall require a quorum of the membership to vote on action items. A quorum for a meeting of the Senate and all Senate committees shall consist of 50% plus 1 of the committee's voting faculty members.*	President / Facilitator	~2:30pm 2 min	Procedure
1.2	Adoption of Today's Agenda (A motion to accept today's agenda was made by Katryn Wiese and 2nd by Malathi Iyengar. 11 Yes. 0 No. 0 Abstain.)	President / Facilitator	~2:32pm 2 min	Action
1.3	Adoption of Consent Agenda (President Keller asked a change of date from the posted consent agenda be made from October 8th to October 13th . A motion to accept today's consent agenda was made by Julieth Diaz Benitez and 2nd by Lia Thomas. 11 Yes. 0 No. 0 Abstain.) *All items on the consent agenda may, by unanimous vote of the Academic Senate members present, be approved by one motion after allowing for Senate member questions about a particular item. Prior to a motion for approval of the consent agenda, any Senate member, interested student, citizen, or member of the staff may request that an item be removed from consent to be discussed in the order listed, after approval of remaining items on the consent agenda.* Nursing Faculty Screening Committee (Maturity Specialist) *Note: this committee was approved by CSM Academic Senate in the Spring term but needs to reconvene after an unsuccessful search* • Christopher Walker - Dean • Melinda Nguyen - Nursing Director • Shannon Spring - Nursing Faculty • Javier Silva - Biology Faculty • Charlene Rosenbaum - Lab Coordinator	President / Facilitator	~2:34pm 5 min	Action
1.4	Public Comment (**Board of Trustees election outreach:** With Election Day three weeks out, Lee Miller asked for volunteers to help with voter outreach for Jason Holt, who is running for the San Mateo Community College District Board of Trustees, Area 2 (covering Daly City, Colma, Brisbane, Broadmoor, and parts of South San Francisco) against incumbent Trustee Mike Guingona. Malathi Iyengar thanked Lee for his work supporting the	Public	~2:39pm 6 min	Information

	union's endorsed candidates. Later in the meeting, Lee added that the campaign is paying students to do outreach and offered to share that information, while noting regular college email can't be used for campaign purposes. **Family Science Day / need for institutional support:** Katryn Wiese reported that at an ACCJC open session, two attendees outside science/math had praised Family Science Day as a strong example of community engagement. She noted the event draws a huge turnout (over 4,000 people this year, consistent with past strong years) but is run entirely through the informal, voluntary efforts of science faculty with no official college group or department behind it. She described logistical strain and suggested the college establish an official marketing/outreach structure to support the event's logistics, given how much the institution publicly values and highlights it. President Keller asked whether the turnout was unusually high; Katryn said it's been comparably large in past years, with one lower year. **Family Science Day word-of-mouth anecdote:** Rene Anderson shared that at a recent event (a Google-related gathering, introductions among attendees), a woman seated next to her — upon learning Rene is an English professor at CSM, not a science instructor — mentioned how much she loves "all the science stuff" CSM puts on. Rene mentioned Family Science Day in response, though she couldn't recall the exact date, just that she'd seen it on the events calendar. Katryn W. welcomed this as evidence the event's reputation is spreading by word of mouth. President Keller noted this anecdote already felt like it belonged under Highlights and Recognition, segueing toward that agenda item.) • Questions/comments on non-agenda items • If more than one public commentator is present, comments may need to be limited to 1-2 minutes to accommodate everyone			
1.5	Highlights and Recognition (**Flex Day event on supporting students in distress:** President Keller highlighted a Flex Day session he and Yvette Butterworth attended, presented by Classified staff, on supporting students in distress. Both found it one of the most valuable Flex Day events they'd attended — it gave them a chance to connect with Classified colleagues, some long-familiar and some President Keller had never met, and underscored how much common ground exists between faculty and Classified staff. President Keller found it reassuring to learn that struggles he's felt (including around handling financial aid situations) are shared broadly, not personal shortcomings. The experience reinforced his wish — as he will not be running for a second term as Senate President — to	Public	~2:45pm 5 min	Information

	deepen collaboration with Classified staff going forward, seeing strong potential for further productive conversations. **Know Your Rights event:** President Keller also attended the Know Your Rights event se had promoted by email the prior week. Held at 11 a.m. — a time when many are teaching — turnout was modest. Afterward, he spoke with Martin about bringing more awareness back to Senate regarding how to support students fearful of ICE and immigration enforcement. He noted the college and district have committed to supporting students in that situation, and that Skyline is already discussing how to follow through on that commitment. President Keller suggested CSM's Senate should have a similar conversation, though he wasn't sure it could happen before November given the care the topic warrants.) • Share positive news about great things happening with our students, faculty, staff, and programs			
2. Standing Agenda				
No.	**Item / Description**	**Presenter(s)**	**Time**	**Action?**
2.1	Presidents' Report (**Action item and time management:** President Keller noted this would be a packed report but promised to keep things brief. The one action item on today's agenda is a vote on the Senate's goals, which was not attained in the last meeting. President Keller acknowledged a tendency to let engaged discussions run long (including with President Pérez) and committed to formally asking the Senate for more time when discussions run over, rather than just letting it happen. **Full-Time Equivalent Faculty Allocation Committee (Skyline):** President Keller and Rene Anderson will both be attending meetings of Skyline's full-time faculty allocation group over the semester — Rene has already attended their orientation — and will report findings back to Senate. This isn't a formal ad hoc work group yet; anyone interested in sitting in on a Skyline meeting should let President Keller know so he can check on access. **Assessment Committee / SLOAC position:** Work is ongoing in Institutional Planning Committee (IPC) to restructure the SLOAC (Student Learning Outcomes Assessment Coordinator) role. The plan is toward two or three smaller reassigned-time positions,	Daniel Keller	~2:50pm 5 min	Information

	rather than one full-time position. This responds to feedback from Karen Wong about how much of the role is learned on the job, so the position shouldn't be framed as requiring advanced assessment expertise. President Keller will keep Senate updated on changes. **Proctored Online Course (POC) designation:** Following up on earlier concerns about cheating in online classes, President Keller researched other colleges' approaches and found Glendale Community College uses a "POC" (Proctored Online Course) designation — not a new modality, just a schedule label indicating the class meets in person only for the final, functioning like a hybrid class otherwise. President Keller presented this to District DEAC (they were supportive) and to the District Senate and other Senate presidents (also supportive), and plans a district-wide survey to gauge faculty interest. Karrie Mitchell was consulted on WebSchedule feasibility and was cautiously encouraging. Maggie de Vera asked whether all classes taught by a professor could carry the designation (not just one); President Keller confirmed yes, and noted David Locke's point that unlabeled hybrid classes cause registration confusion since students don't know when to attend. Lee Miller remarked he hoped it would be cheaper to offer. President Keller raised an open concern: if, for example, all CSM physics sections adopted the designation, students wanting a different online format might have to go elsewhere — it was noted that this needs further discussion. **Common course numbering:** Following public comment at the last meeting from Cheyanne Cortez about student confusion from common course numbering, President Keller confirmed the issue is district-wide and it is being handled at District Senate. The district cannot simply revert to old course numbers (e.g., restoring "English 1, 2, 3"), but can look at better ways to communicate the new numbering to students (e.g., Art History 1000E, formerly Art History 101) beyond just the schedule listing — this remains unresolved and ongoing. Lee Miller asked what communication methods are being considered; President Keller said this hasn't been decided yet. Cheyanne Cortez is the point person engaging on this issue. **ASCCC Area B Plenary resolutions:** President Keller and Vice President Anderson spent six hours in a Zoom session for ASCCC Area B (Bay Area up through Mendocino, 34 community colleges), crafting 11 resolutions for the upcoming plenary session. President Keller consulted subject experts beforehand, including Malathi Iyengar on curriculum matters and Mike Mitchell on a transfer services resolution. For the upcoming November plenary, final proposals won't be available until October 30th, so			

	President Keller will again be seeking quick feedback from colleagues given limited personal expertise beyond English. **District Academic Senate updates:** • Leadership change: Tony Viertel (Skyline) has taken an interim dean of business position at Skyline, so Jessica Truglio will become the next District Senate president-elect. • Post-hire credentials issue: A small number of long-tenured faculty (about six, there is a comparable number at Cañada) have unclear records of when their teaching credentials were verified. President Keller has joined the work group addressing this. • Common course numbering (district level): Reaffirmed as described above — communication solutions, not reverting to previous numbering, is the approach. **Final exam scheduling issues (extended discussion):** President Keller raised ongoing confusion at Skyline where final exams are sometimes scheduled on a different day than the class normally meets (e.g., a Monday/Wednesday class with a Tuesday final), creating conflicts for students with outside work schedules. This remains unresolved but will return to Senate. • Malathi Iyengar explained a likely cause: classes starting at slightly off times (e.g., 8:15 instead of 8:30) often get miscategorized into an "all others" exam-time bucket instead of being assigned the nearest standard exam time slot, which can avoid conflicts. She noted Skyline doesn't seem to be using this nearest-time-slot approach consistently, causing pileup into "all others." • Yvette Butterworth shared a similar personal experience: her 9:30 class was incorrectly placed in the "all other" category; once she flagged it, the division (identified as Gina, Irma, and Chris) corrected it in WebSchedule. • Katryn Wiese raised two additional issues: (1) her science labs (2–5 pm, single day) are often scheduled with finals on the opposite day of the week than the class meets, which is especially problematic for once-a-week lab classes; (2) confusion over why the currently posted schedule shows no final exam times for some classes, with her division reportedly saying inclusion is decided by unclear criteria — she wants clarity on when/how finals get added and who decides, ideally from Ariel (Dean of Enrollment Services; scheduled to visit later in the			

	meeting). • Jennifer De La Cruz checked live and found inconsistent results — a sampled math class showed a final exam, but Katryn's did not — confirming the inconsistency Katryn described. • President Keller noted it was useful to learn that issues are a broader (not just Skyline) issue, since his own teaching schedule (a single consistent time slot, English, no lab) hasn't exposed him to the problem.)			

2.2	Curriculum Committee Chair Report (Malathi Iyengar, chair, gave the report and aimed to keep it brief. **TOP to CIP coding transition:** As a reminder (deans were asked to forward this message to faculty), California is moving away from TOP (Taxonomy of Programs), its state course/program classification system, to align with CIP (Classification of Instructional Programs), the national/federal system. Every course and program will now need a CIP code in addition to its existing TOP code. • Deb Laulusa sent deans two attachments: (1) a spreadsheet showing almost every course's TOP code with a CIP code already assigned by Deb (a few are left blank), and (2) a reference document mapping each TOP code to its possible CIP code options. • Faculty are asked to: review their course's assigned code and flag disagreements back to Malathi; and for any blank entries, consult the reference document and select/fill in the best-fitting CIP code themselves. Unfilled codes will be assigned by Malathi. • This change is purely organizational — it does not affect course content, pedagogy, transfer, or articulation. • **Important caution for CTE courses/programs:** A small number of CTE-designated courses could lose their CTE status when translated from a TOP code to a CIP code, which could affect funding eligibility. Faculty teaching CTE courses should double-check their listed code carefully and contact Malathi immediately if a CTE course appears to have lost its CTE designation in the new coding. **New curriculum software transition:** The college is moving from CurricuNet to CourseLeaf. Malathi anticipates the transition will be a significant undertaking. Local curriculum committees have been advised to focus on routine course-approval work and avoid taking on major new goals during this period, since migration will require substantial effort, including training everyone on the new system. More updates to come as the transition proceeds. **Brief exchange on IT usability:** Lee Miller raised general frustration about why the college's IT tools aren't more user-friendly given the region's tech industry context, referencing the recent WebSmart upgrade. Malathi noted (for anyone unaware) that the current curriculum system is already an older product, acknowledging the point.	Malathi Iyengar	~2:55pm 3 min	Information

	CourseLeaf transition timing clarification: Katryn Wiese asked Malathi Iyengar about the CourseLeaf transition timeline, since she still has in-process curriculum work to complete. Malathi clarified that faculty should continue using CurricuNet until further notice.)			
2.3	Distance Education Committee Chair Report (**No October meeting:** DEAC (Distance Education and Advisory Committee) did not hold its October meeting due to a conflict with Flex Day, but had several updates to share. **QOTL recertification pilot:** Faculty should have received an email from their deans about QOTL recertification (informally "QOTL3," the next level after QOTL Level 2). The pilot began during the Wednesday, October 7th Flex Day, with 14 faculty participating district-wide, the majority from CSM. • Faculty who chose not to participate at this time are being granted a temporary one-year extension. • Under the new funding model, this recertification is no longer compensated with a stipend as it previously was, which is why it was scheduled around Flex Day — so participants can claim flex credit for the work instead. • The pilot will run from now through April 2027, with outcomes reported back as it progresses. • Total time commitment is about 12 hours (down from roughly 25 hours required for QOTL 1 and 2), reduced because it's no longer compensated. • The training includes an asynchronous/independent work component. Full-time faculty can claim flex credit for it; the arrangement is not the same for part-time faculty, which is why participating faculty are encouraged to complete most of the work during Flex Day itself. • Julieth confirmed the recertification is entirely optional at this time — faculty who decide it's not for them are not required to complete it at this time. **Discussion on compensation concerns:** Maggie de Vera questioned whether it's permissible to require work without compensation. President Keller wasn't sure offhand. Katryn Wiese noted that part-time/adjunct faculty are not compensated for certain other mandated activities as a point of comparison (e.g., required trainings such as sexual harassment prevention), though President Keller noted adjuncts do get	Julieth Diaz Benitez	~2:58pm 3 min	Information

	compensated specifically for Flex Day activities, which is part of why the training was scheduled there. **Distance Education Recency Policy review:** Starting at the November DEAC meeting, the committee will begin reassessing the three-year Distance Education Recency Policy, which has been a significant topic of concern. The committee has been researching the policy's origins and its ties to accreditation requirements, with the goal of determining whether and how it could be revised to better serve faculty and the campus. Julieth expects this to take more than one meeting and will report back after the November session.)			
2.4	Committee on Teaching and Learning Update (CTL) (President Keller gave a brief report, noting there was nothing new to add beyond what was already covered in the President's Report regarding the SLOAC position restructuring. A new call for SLOAC applicants is expected to go out in the next couple of weeks, with more updates anticipated by the next meeting.)	Daniel Keller	~3:01pm 3 min	Information
2.5	Student Representative Report (The student representative who had been chosen and discussed during the last Senate meeting didn't work out due to schedule conflicts. That means that we are still looking to fill the vacancy.)	Vacant	~3:04pm 3 min	Information
2.6	Other Officer & Liaison Reports (**Plenary attendance:** Maggie de Vera noted that plenary organizers are, as usual, encouraging everyone to apply to attend. **Rising Scholars / justice-impacted students liaison vacancy:** Jennifer De La Cruz flagged that Wesley Hingano, still listed as liaison for the Rising Scholars committee, no longer works at the college. President Keller confirmed the listing should be updated to vacant. This liaison role covers faculty involved at any level with justice-impacted or criminal-justice-system-involved students — described as a wide-reaching but not highly active committee that is nonetheless important. President Keller has already reached out to Krystal (Duncan) about finding a replacement, with no response yet, and Jennifer suggested the role might also fall under Tarana Chapple at ASLT; President Keller noted he'd contacted Tarana as well. Maggie de Vera expressed some interest but cited being already heavily committed elsewhere. The position remains open, and faculty interested in serving as liaison for justice-impacted students were encouraged to come forward.	Treasurer, Secretary & Faculty Liaisons	~3:07pm 3 min	Information

	Treasurer's update (Makiko Ueda): Makiko reported ongoing efforts to revive Senate fundraising/donations — she is copied on related emails showing active interest. Given that it is now late in the academic year for processing, she considered running a one-time donation push to build toward a scholarship fund for spring, but was told by the Business Office that this isn't possible after the relevant system deadline has passed. As a result, the Senate may not collect donations this academic year, but Makiko plans to organize a proper donation drive next spring — potentially paired with a festive event. Makiko encouraged everyone to participate when that happens.) ● CSM Faculty Dual Enrollment Liaison: Carissa Cardenas ● ASCCC CTE Liaison: Beth LaRochelle ● ASCCC OER Liaison: Alex Mata ● ASCCC Rising Scholars Faculty Liaison: VACANT (Jennifer pointed out that this shouldn't have been Wesley Hingano) ● ASCCC Legislative & Advocacy Liaison: VACANT ● ASCCC IDEAA Liaison: Makiko Ueda ● ASCCC Part-time Faculty Liaison: Maggie de Vera ● ASCCC Credit for Prior Learning Liaison: Daniel Rhyne			
3. Senate Business				
No.	**Item / Description**	**Presenter(s)**	**Time**	**Action?**
3.1	**Communication with the registrar's office:** Discussion of challenges faculty have encountered and dialogue on how we might improve response times, directions (President Keller introduced Arielle Smith to address widespread faculty confusion raised at Flex Day about WebSmart, the registrar's office, and related scheduling/communication issues. He noted Karrie Mitchell had already answered many WebSmart-specific questions in a Flex Day presentation (slides sent out via Friday email), but there hadn't been time for discussion, so follow-up questions were being routed to Arielle. **Context on Admissions & Records capacity:** Arielle explained that Admissions & Records is the one office every student eventually interacts with, yet it's staffed by roughly six people serving the general student population plus one registrar (Steven Trinh), supporting all instructors and students. Even outside peak registration periods,	Arielle Smith, Dean of Enrollment Services	~3:10pm 20 min	Discussion

	the office fields about 100 student inquiries a day, with Steven individually handling an additional 80–100 emails daily on top of petitions, paperwork, and meetings. She asked for a "temperature check" on whether faculty feel the office is inaccessible or unresponsive. **Faculty feedback and specific issues raised:** • **Maggie de Vera** said Steven has generally been responsive but cited a recurring problem: Addiction Studies program students struggling to get certificates issued on time, which delays their job readiness. Arielle offered to move this to a priority review list, since the office does prioritize certificate/degree reviews based on student employment or state board deadlines. • **Katryn Wiese** described frustration with unclear escalation paths — physically visiting the office, repeating the same conversation multiple times, emailing without response — and said she doesn't know who to contact or whether she's bothering someone. She asked for a single, clear point of contact and noted that Flex Day guidance to "submit an IT request" wasn't intuitive. • **Rene Anderson** shared examples of cryptic system behavior: confusing numeric/coded error messages when submitting census, a mysterious "padlock" icon next to a student's name, and being blocked from withdrawing a no-show student without explanation. Arielle later clarified the padlock likely indicates a student has requested confidential/private records status, unrelated to the course itself. • **Lia Thomas** echoed that faculty in her division face the same uncertainty — not knowing who to contact or whether/when an issue will be resolved — describing a case where a faculty member was bounced between the division assistant, ITS, and Admissions & Records for months (since July) without resolution. She suggested a decision-tree resource could help. **Root causes, per Arielle:** The new system has been frustrating and confusing with minimal faculty-side training or scaffolding — a problem her office shares. Admissions			

	& Records no longer has access to faculty screens unless tied to an assigned class, so they rely on faculty-submitted screenshots and error messages to troubleshoot. There's limited visibility even on their end into why some errors occur. IT generally only implements system-wide fixes when it detects a clear pattern; otherwise issues are resolved case-by-case. **Frustration over the system itself:** Lee Miller strongly criticized the new system as unsatisfactory for students, faculty, staff, and administrators alike, calling it an inferior "upgrade" and questioning why the college is paying for it. Arielle explained this is an upgraded version of the long-standing Ellucian system (noting the Student Success Link (SSL) migration alone took multiple years), with dedicated contracted programming staff. President Keller noted that many of these decisions are made at the district level, not by CSM alone, and that pursuing issues through District Senate tends to produce faster results than raising them locally first. Arielle added that even if district leadership agreed to replace the system entirely, implementing a new one would likely take 3–5 years. **Clarified point of contact / escalation path:** In response to Katryn Wiese's request for a clear process, Arielle laid out the order of contact: 1. **Division Assistant** first — they may have quicker access or be able to troubleshoot certain issues (e.g., how a class was built). 2. If unresolved, contact **Steven Trinh** (registrar) directly — by email, phone, or in person. 3. If no reasonable response from Steven, escalate to **Arielle** herself for follow-up. Jennifer De La Cruz noted the general CSM Admissions email (CSMadmissions@smccd.edu) also gets quick responses, since about six people monitor it and the office aims to clear it daily; Arielle confirmed this is heavily used and effective. **Other specific items addressed:**			

	• **Last date of attendance:** Maggie de Vera raised confusion about finding a student's last date of attendance, now tracked via Canvas rather than the class system directly. Arielle confirmed this was covered in Karrie Mitchell's Flex Day slides and offered further clarification if the slides prove insufficient. • **Course overlap requests:** Arielle explained overlaps of 15 minutes or less can be automatically approved through an SSL student-submitted form that pings instructors, provided course information is entered correctly. Overlaps greater than 15 minutes fall outside standard policy and must be evaluated individually — students should upload supporting documentation (e.g., an explicit instructor email of approval) to help expedite these one-off reviews. • **Final exam schedule conflicts:** Jennifer De La Cruz raised a case where a student had a course overlap tied to final schedule block timing. Arielle acknowledged known issues with final schedules this semester, largely traced to finals entered on incorrect dates; her office has been reporting these to the district/IT and working with division assistants to correct data entry, and continues to elevate the issue, though some aspects have reportedly been deemed unfixable at this time. **Closing:** Katryn Wiese thanked Arielle for engaging with faculty concerns and noted that despite new-system frustrations, some prior long-standing problems have been resolved by the upgrade. The Senate extended Arielle's time by five minutes via a two-thirds vote to allow her to finish answering the course-overlap question. Arielle offered to remain available for follow-up questions and to help develop additional guides/resources as needed.)			
3.2	**Removing "non instructional" faculty language**: A review and discussion of the 2023 Academic Senate resolution CSM Statement of Values and the Diversity of Faculty Work and Faculty Collegiality Statement from DAS a resolution passed 11/2023. (President Keller introduced Teresa Morris, former Curriculum Committee Chair and former Academic Senate President. **Background and history of the statement:** Teresa referenced a statement originally approved by the CSM Academic Senate in spring 2023 (linked in the meeting agenda),	Teresa Morris, Professor and Librarian	~3:30 pm 30 min	Discussion

	which affirms that faculty work "is not limited to teaching in classrooms" and includes roles such as assistive technology specialists, counselors, early childhood education coordinators, instructional designers, learning disability specialists, librarians, nurses, personal counselors, and professional development faculty coordinators — a list that could extend even further under state law's definition of faculty work. She noted the issue has not been meaningfully revisited at CSM since 2023, despite the District Academic Senate later adopting its own parallel statement and beginning work to remove "non-instructional faculty" language from participatory governance documents district wide. She emphasized that this distinction is a local convention, not one found in Ed Code or Title V. **Personal context:** Drawing on her own many years as a librarian and Curriculum Chair, Teresa described repeatedly facing the question "oh, you're faculty?" despite a decade or more on campus, framing this as reflecting a broader pattern of dismissiveness and power dynamics around faculty whose work isn't classroom-based. She said the 2023 statement's core ask was for Senate leadership to commit to advocacy, a willingness to challenge the status quo, and awareness of implicit bias and power dynamics tied to this language. **The ask of this Senate:** Teresa asked senators to review the current Senate goals (up for a vote later in the meeting) and noted the statement's principles are absent from them — something she attributed partly to "institutional forgetfulness" and partly to deliberate moving-on. She referenced a September 9th Senate meeting where, following a union vote, it became apparent that non-instructional faculty had been treated inappropriately, which she said reflected both institutional forgetfulness and dismissiveness/power dynamics (though she clarified she wasn't there to discuss the union matter itself). She was not asking for a specific standalone goal (since goals are forgotten over time) but for a cultural shift so this understanding becomes embedded and self-sustaining, rather than requiring repeated advocacy from non-instructional faculty themselves or from her personally in future years. **Compressed calendar example:** Teresa used the compressed calendar discussion as an example of how decisions made without understanding the full diversity of faculty roles can cause real harm — e.g., library faculty are paid for 175 days but the library must stay open whenever students have classes, and a compressed calendar creating a winter session could affect staffing and pay without being understood as such by those			

	unfamiliar with library operations. Mike Marcial connected this to this past summer's issue with counselors not being paid during a period when students still needed support. Teresa reiterated the broader point: faculty who only understand their own type of work may unknowingly vote in ways that are financially or professionally harmful to colleagues in different roles, with recent real impacts on paychecks and working conditions. **Senate discussion:** • **Katryn Wiese** agreed, noting she'd been unable to even participate in compressed calendar discussions and was alarmed to hear it treated as a "foregone conclusion" at a district meeting; she argued all affected groups need to be heard before such decisions are finalized, calling this core to Senate's purpose. • **Lee Miller** praised non-instructional faculty senators for educating colleagues about issues specific to their areas, acknowledging the Senate hasn't substantively discussed compressed calendar impacts on those groups. • **Maggie de Vera** recalled a brief Senate discussion on the compressed calendar roughly a year and a half ago that ended with the decision essentially already made, calling that troubling. She described repeatedly raising faculty equity concerns in Senate and in leadership meetings without resolution and said she's often directed back to Senate as the venue, despite raising the same points in Senate repeatedly without effecting change. She asked how the group can arrive at real, collaborative solutions. • **Lia Thomas** agreed with Lee's point but stressed that ongoing re-education shouldn't be necessary — there should be lasting structures so new senators understand everyone's roles without needing non-instructional faculty to explain it each time. She noted certain roles (e.g., nurses, learning disability specialists) are never represented in the room, and faculty generally don't know what they do. • **Jennifer De La Cruz** expressed exhaustion with repeatedly having to ask colleagues to care about non-instructional faculty's needs, noting instructional faculty are consistently prioritized in resourcing decisions, and called for others to stand "beside," not behind or in front of, non-instructional faculty on these issues. • **Maggie de Vera** added that equity and diversity priorities tend to favor full-			

	time instructional faculty and raised the tension between budget realities and achieving equity. Teresa responded to this exchange by urging senators to take the conversation back to their divisions rather than letting it end in the room, and to keep raising it so the issue isn't dropped. She stated she does not personally plan to speak to individual divisions and wants the next generation of senators to already understand this context rather than hearing it for the first time when an issue arises, as has happened in the past. **Tim Maxwell's response and the 50% Law tangent:** Tim Maxwell thanked Teresa and expressed sympathy, but raised what he described as a separate issue: the state's 50% Law (in place since 1961), which requires 50% of a college's expenditures go to classroom instructors. He noted the Chancellor's Office is working to change this classification, and that CSM/the district currently spends only about 42% — among the lowest in the state — attributing this partly to being a basic aid district. Teresa pushed back firmly, stating her concern is about respect, not money or legal classification — specifically, being questioned as to whether she counts as faculty at all — and that this is distinct from funding formulas. Tim clarified he intends no disrespect toward colleagues classified as non-instructional, but is concerned the proposed change to the 50% Law could let the district avoid accountability for underfunding instruction, and said this point is separate from, though related to, Teresa's. He affirmed general agreement that respect is owed. **Closing:** President Keller asked whether to extend time by five more minutes. Teresa declined, clarifying she isn't asking for more discussion time but for Senate leadership to take action — creating programs and facilitating conversations so that understanding of the diversity of faculty work becomes intrinsic, rather than placing the burden of advocacy on non-instructional faculty themselves. She closed by saying she'll likely return to a future Senate meeting.)			

3.3	**Strategic Enrollment Management (SEM):** Discussion of the main goals of SEM and the work ahead with an invitation to participate (President Keller invited Vice President of Instruction Lauren Servais and Dean of Planning, Research, Innovation, and Effectiveness (PRIE) Alex Claxton to present and take questions on SEM, noting both are relatively new to the college (around 100 days into their roles). **Opening framing:** Lauren and Alex opened by asking the Senate what would be most useful to discuss rather than presenting a fixed agenda. **College-wide coordination concern (Katryn Wiese):** Katryn raised concern that SEM, to be meaningful, requires college-wide conversation rather than decisions made in small, siloed groups — using the example of a general education subject (e.g., math) taught across multiple divisions, where offerings and support services need coordinated planning rather than fragmented decision-making. **Lauren's response — vision for SEM:** Lauren agreed this is exactly the challenge they're trying to solve. SEM typically happens in a task force or small pockets, but she and Alex are pursuing a task force through IPC with meetings open to everyone on campus. She described SEM broadly as encompassing programs offered, integrated support services, and related board directives such as reviewing faculty load and enforcing the class cancellation policy. She cited that over 70 classes with 10 or fewer enrolled students are still running this semester, stressing that decisions about low-enrollment programs can't be made unilaterally — they require full conversations involving Academic Senate, curriculum committees, and divisions, since some low enrollment is pedagogically appropriate and some isn't. She emphasized wanting the work done "out loud and publicly" so no one has to ask "is this a SEM decision?" **Alex's response — why now, and the broader goal:** Alex noted enrollment management always happens, well or poorly, and the goal is to make it strategic and informed rather than passive. He noted prior SEM efforts occurred after the 2008 financial crisis and again after the pandemic, and attention to it tends to rise and fall with budget tightness. The current effort responds partly to recent Board recommendations and budget pressures. Flex Day work was an initial step. **President Keller's positive example:** Keller shared the English department's own	Lauren Servais, VPI Alex Claxton, Dean of PRIE	~4:00 pm 20 min	Discussion

	experience managing enrollment in literature courses, which had been severely under-enrolled (down to one class per semester, at risk of elimination — unlike Cañada, which at the time offered no literature classes at all). By coordinating with Skyline College to avoid duplicate course offerings and modality overlap (Skyline online, CSM in-person), staggering scheduling, and surveying students about interests (leading to offerings like science fiction, detective fiction, and graphic novels), the program grew back to two or three classes per semester. He offered this as evidence SEM can be a positive, growth-oriented process, not just about cuts. **Tim Maxwell's caution:** Tim noted the English department has wrestled with this same challenge for roughly a decade, including a department retreat on "saving the English major." He cautioned that cutting classes close to enrollment thresholds can create a stigma that drives students away from a program entirely and expressed interest in how SEM would navigate such delicate program dynamics. **Lauren's response on literacy-building:** Lauren said part of the current task is raising everyone's shared understanding of SEM concepts — for example, clarifying that "load" in this context means an efficiency ratio, not simply units taught, which differs from how faculty typically think of their own course load. She envisions these conversations happening in program review, division, and department meetings, with data-driven questions about low-enrolled courses (e.g., is it about timing, modality, GE requirement, or local requirement). She stressed these shouldn't be decisions made solely in the VP/Dean offices — faculty expertise must inform them. The goal over the next few years is to measure success by whether this shared literacy and engagement has taken hold. **District-wide coordination challenges (Katryn Wiese):** Katryn raised the added complexity of three colleges in the district where students can easily cross-enroll, requiring coordination beyond CSM alone — including online offerings (students seeking online classes may go elsewhere) and evening programs, which compete across colleges. She asked for a way to access and share district-wide scheduling data. **Alex's response — Completion Ability Dashboard and district online enrollment:** Alex is developing a "Complete-Ability Dashboard" tool (modeled on one he built at Cañada, viewable on Cañada's PRIE website) to help analyze what's offered by time, day, and GE area across the district; rollout has been slowed by complications from common			

	course numbering. He noted the district's registration system (via Banner) uniquely allows students to enroll in any of the three colleges without separate applications (unlike districts such as Foothill-De Anza), which adds complexity especially as online enrollment has grown substantially over the last five years. He acknowledged there is currently no district-wide online education enrollment management plan, though ideally there should be one, since online enrollment capacity functions like a shared pool across colleges. **Student learning as the center (Lauren):** Lauren reiterated that all scheduling and service decisions should center on student learning and success. As someone new to a multi-college district structure (previously in a single-college, multi-campus system), she is still learning how to build stronger intentional collaboration between the three colleges. **Lab/lecture coordination example (Katryn Wiese):** Katryn shared a specific case: her department offers lab and lecture as separate courses (to give students flexibility, since transfer requires one physical and one biological science but only one lab). Because sister colleges don't always offer the same lab/lecture pairing or sequencing, students from other colleges enroll in her lab without matching lecture content, leading to poor student outcomes and a difficult conversation she must have at the start of each term. She cited this as a concrete example of the difficulty in coordinating shared offerings across the three-college district. **Concern about resource cuts (Lia Thomas):** Lia expressed excitement about SEM but voiced skepticism given recent cost-cutting, including the loss of the summer session last year, worrying that planning efforts (new classes, strategic plans) could be undermined by abrupt budget-driven cuts. **Lauren's response:** Lauren acknowledged this concern as exactly why broad involvement matters — pointing out the college currently offers over 160 certificates and degree programs, many with minimal differences between them, which she sees as a curriculum/Senate-level conversation about program offerings and duplication. She noted the class cancellation policy has not been consistently followed, with some classes running at enrollments of 5 or fewer, and that decisions about which low-enrolled classes to let go need to be a shared conversation, not avoided or made unilaterally. She reminded Senate that decisions need to be in service of what's best			

	for student learning. **Adjunct faculty involvement (Maggie de Vera):** Maggie raised two concerns: confusion about a previously voted class-size policy (set at 15 with discretion for smaller specialized programs) not being applied as voted, tying into the earlier "institutional forgetfulness" theme from Teresa Morris's presentation; and the lack of accessible opportunities for adjunct faculty to participate in SEM and other committee work. **Lauren's response on access and partnership:** Lauren committed to creating an open "notebook" with SEM session materials, recordings, reporting, and documents so those unable to attend live can still follow along. She emphasized SEM conversations must span beyond any single person's program — involving Curriculum Committee and Academic Senate broadly — so decisions aren't the result of one person advocating alone. She acknowledged the structural challenge of part-time faculty's limited capacity for extra committee work and said they're looking for ways to include everyone even without added funding. She also noted that in her prior training, VPs and deans were expected to regularly attend Academic Senate meetings — acknowledging this isn't the current norm at CSM but offering to attend whenever useful, stating she values hearing directly from faculty (referencing Teresa Morris's presentation as an example of needed context) so as to "not do harm" given her newness to the college.)			
3.4	**Academic Senate Goals for 2026-2027:** We will vote on our list of goals for the coming year. (President Keller noted the meeting was running over time during the discussions in Section 3.3. He made a proposal at that time to postpone the Senate goals vote (the day's planned action item) to a future meeting, instead using that time to reconsider the goals-setting process itself in light of Teresa Morris's presentation, referencing Skyline College's alternate approach of adopting a list of commitments and processes rather than fixed semester goals.)	President	~4:20 pm 10 min	Action

4. Closing Procedures				
No.	**Item / Description**	**Presenter(s)**	**Time**	**Action?**

4.1	Final Announcements (none) *President or facilitator elicits final announcements about upcoming deadlines, events, scheduling changes, etc.*	President /	~4:30pm 0 min	Information
4.2	Adjourn (4:31)	President /	~4:30pm	Procedure