Academic Senate of College of San Mateo

Tuesday, October 27, 2026
Building ~~10~~ ~~468~~ 18-206
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 (absent)

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
Business/Technology	Vacant
Business/Technology	Kimberly Salido
Creative Arts/Social Science	Lee Miller
Creative Arts/Social Science	Maggie de Vera
Kinesiology/Athletics/Dance	Vacant
Kinesiology/Athletics/Dance	Mike Marcial (absent; Mikel Schmidt non-voting rep)
Language Arts	Tim Maxwell (Zoom)
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

1. Opening Procedures				
No.	**Item / Description**	**Presenter(s)**	**Approx. Start Duration**	**Action?**
1.1	Call to Order (2:34) *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 (Kat Webster moved to approve today's agenda and Daniel Rhyne 2nd. 10 yes 0 No 0 abstain)	President / Facilitator	~2:32pm 2 min	Action
1.3	Adoption of Consent Agenda (President Keller asked to remove of the tenure-review committee. The minutes for 9/22 were presented for approval. Requests were made for the following changes for the 10/13 minutes: 1) removal of numbers in 1.4, 2) 2.1 end bullet remove Katryn W., 3) 2.1 Lee statement removed and then the minutes were ready for approval. 13 Yes. No 0. 1 Abstain. President Keller made a change to the Dean listed in the tenure-review committee; the dean should be listed as Chris Walker. With the change a call was made for an approval. 12 Yes. No 0. 2 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.*	President / Facilitator	~2:34pm 5 min	Action
1.4	Public Comment (• Maggie de Vera, Program Director of Addiction Studies, announced her resignation from the College of San Mateo. She described the cuts to her Addiction Studies program as the reason. She spoke about the lived experiences of her students and how high-risk they are as a result. Maggie expects her classes to be cut because enrollment numbers are low. She will stay through the end of the semester and thanked the Senate for allowing her to be part of it. A fellow Senator thanked Maggie for her service and for her advocacy for the program. • Daniel Rhyne announced the Veterans Resource Fair on Tuesday, November 17,	Public	~2:39pm 6 min	Information

	from 11:00 a.m. to 1:30 p.m. This is the third fair, and food will be provided. • Lia Thomas spoke in support of Maggie regarding the loss of her classes due to lack of funding. She feels that compromises are being made because of money rather than what is best for students.) • 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 (• Kim Salido reported that Cosmetology student pass rates have improved. The program was affected by COVID and by changes made by the state board The pass rates had been around 50–60%. Over the last two testing quarters, pass rates reached 80% and 100%. • Jennifer De La Cruz announced the community celebration of Día de los Muertos on Thursday, October 29, from 5:00 to 7:00 p.m. in front of the Theater. Everyone is welcome, including students' families and children. The event will have food from different programs, student performances, and performers from San Mateo High School. It has been held for a few years and is a large community event. • Tim Maxwell announced the Writers' Ruckus on Wednesday, November 11, from 1:30 to 3:00 p.m. in Building 10. It is a celebration of writing of all kinds. Free pizza will be provided. About 70 submissions were received for selection for the upcoming event. The Ruckus is held every semester.) • Share positive news about great things happening with our students, faculty, staff, and programs	Public	~2:45pm 5 min	Information
2. Standing Agenda				
No.	**Item / Description**	**Presenter(s)**	**Time**	**Action?**
2.1	Presidents' Report (	Daniel Keller	~2:50pm 5 min	Information

	Institutional Planning Committee (IPC): President Keller reported that IPC has met once since the last Academic Senate meeting. The following topics were discussed. • The Strategic Enrollment Management (SEM) group gave a presentation that was largely the same as what Senate had already heard. • Jennifer Howze-Owens presented on AI and student conduct. The District Committee on Teaching and Learning has run student focus groups and surveys and found some interesting results. Jennifer moved her presentation of these results to Senate to the second November meeting. • The assessment committee was discussed. It is getting started and revising its requests for student learning outcome (SLO) assessment coordinators. The request is now likely for 2 or 3 reassigned time positions instead of one. District Academic Senate (DAS): DAS has not yet met since the last Senate meeting. President Keller expects to have more updates on the SLO coordinator role by the first November meeting.)			

2.2	Curriculum Committee Chair Report (Malathi Iyengar, the Curriculum Committee Chair, reported that the committee has not met since the last Senate meeting. The agenda was light, so the committee combined that meeting with its next one. She had no committee business to report, but had the following reminders. • She reminded members of the phased schedule of timelines for submitting updates, including the two-year and five-year updates. • Common Course Numbering (CCN) project: The project is well underway. Deb Laulusa sent deans two charts some time ago. One lists the assigned Classification of Instructional Programs (CIP) codes for all classes. The other shows the conversions from Taxonomy of Programs (TOP) codes to CIP codes. A single TOP code can map to more than one CIP code. Faculty are asked to review the codes assigned to their classes and programs and to say so if they disagree. If faculty do nothing, the existing codes will stay as they are. • CourseLeaf transition: The transition is underway and will be a heavy lift. Miscommunication has occurred about what is happening in CourseLeaf and who must do what. CourseLeaf is a software company and has no jurisdiction over the curriculum, how the college does its curriculum work, or who performs which task. Faculty who are confused by anything in the transcript or who see something that doesn't seem right can contact Malathi at any time for clarification and help with communication.)	Malathi Iyengar	~2:55pm 3 min	Information
2.3	Distance Education Committee Chair Report (Julieth had nothing to report. There has not been a meeting since our last Senate meeting and the next meeting is next week.)	Julieth Diaz Benitez	~2:58pm 3 min	Information
2.4	Committee on Teaching and Learning Update (This committee is expected to be up and running by Spring. There is nothing to report except with respect to representation. More classified representation is desired and they are working on it. There will be more to come in November.)	Daniel Keller	~3:01pm 3 min	Information

2.5	Student Representative Report (The position is still vacant.)	Vacant	~3:04pm 3 min	Information
2.6	Other Officer & Liaison Reports (Daniel Rhyne, ASCCC Credit for Prior Learning (CPL) Liaison, reported that a $50,000 grant was given to the three colleges through the District for CPL. It is especially of interest to veterans and to others who have done coursework elsewhere and should receive credit. Daniel has learned about two groups working on CPL: • A student services CPL workgroup, which has met for several years under the leadership of Todd Windisch. • The CPL subcommittee of the District Academic Senate. Both groups are prioritizing how to use the grant to implement CPL. Daniel has also started meeting with a statewide group of counselors and educators about implementing CPL. The group is working on obtaining student transcripts and translating them into credit. Work on CPL also includes looking at how to translate lived experiences into credit. Michael Vargas was also mentioned in conjunction with this effort.) • CSM Faculty Dual Enrollment Liaison: Carissa Cardenas • ASCCC CTE Liaison: Beth LaRochelle • ASCCC OER Liaison: Alex Mata • ASCCC Rising Scholars Faculty Liaison: VACANT • 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	Treasurer, Secretary & Faculty Liaisons	~3:07pm 3 min	Information
3. Senate Business				

No.	Item / Description	Presenter(s)	Time	Action?
3.1	**Update from OER/ZTC:** Learn about our local efforts to support faculty in lowering the costs of education for our students as well as the state-level recommendations and grants to support this process. (Ame Maloney, OER/ZTC Coordinator, presented via Zoom. Alex Mata, ASCCC OERI Liaison and Communication Studies faculty member, presented in person. Jennifer Howze-Owens had a conflict and could not attend. Julieth Diaz Benitez, who works with Jennifer, was present for the team. Jennifer gave up her earlier agenda slot so that both OER/ZTC items could be heard. Here is an overview of OER/ZTC: • Zero Textbook Cost (ZTC) means $0 total cost of materials for the course section. Low Textbook Cost (LTC) means total cost of materials under $40. Both are tagged in Web Schedule so students can see them when registering. • ZTC is an umbrella term for Open Educational Resources (OER), teacher-created materials, college library e-Resources, public domain materials, openly available resources, and student-created materials. The Coordinator noted, with a nod to Lia Thomas from the library, that the library is the original ZTC resource. • The action item was to ask for Senate's help with OER/ZTC: keeping a dedicated faculty perspective, keeping faculty informed of district and statewide developments, and recognizing the supports and services under faculty purview. Questions and discussion: The Liaison, Alex Mata, asked how many faculty have ZTC or LTC courses. A handful of Senators indicated they did. The Liaison also asked how many have changed their materials since the $40 threshold was set. The presenters thanked faculty for their work toward equitable access.	Jennifer Howze Owens, Ame Maloney	~3:10pm 20 min	Information

	Senators were asked about target programs and costs. • Which programs have the highest material costs? One example was that a Physics program could cost $1,000 or more by program completion. • The Coordinator, Ame Maloney, said inclusive access costs have risen from 40–50 to about 100–110 per student per semester. She will investigate average costs by program for a future update. Senators asked about coverage through free college. • What percentage of students who must pay for textbooks have them paid through the free college program? • The Coordinator will try to obtain this number. An email from Aaron McVean reported that the district's free college program spent over $700,000 on inclusive access codes and $300,000 on textbooks in 2025–26. She expects next year's amount to be $1 million or more. Senators asked about print versus screen reading and free printing. • Is research showing deeper learning from print considered? The Coordinator said many OER can be printed. OpenStax and LibreTexts print versions cost about 40–60, compared with about $250 for a physics or calculus textbook. Canvas courses can potentially be printed using an AI large language model. • Electronic materials need to be readily available in print for all students. Some students lack free printing, so printing can be a financial barrier. The Coordinator said this is a problem across California and invited Senators to join an OER/ZTC task force meeting. Senate might consider a recommendation or resolution supporting free print options for ZTC materials. LTC threshold change ($40 to $30) • The state is changing the LTC standard to $30 or less, effective Summer 2027. The change followed a student recommendation and a State Academic Senate			

	resolution. The Chancellor's Office asks colleges to tag and report LTC and ZTC sections each semester. • The change is a local decision and is not mandated. CSM could call courses low cost at $40 locally but could not report them to the state as low cost. Students browsing the California Virtual College (CVC) Exchange could see Cabrillo listed at $30 and CSM at $40. • The Board of Trustees approved board policy and administrative procedures earlier this year supporting OER/ZTC and burden-free access to instructional materials (low cost, ready on day one, and easily available). • The district Textbook Affordability Solutions Workgroup, which includes Ame Maloney, Alex Mata, Jennifer Howze-Owens, Sarah Harmon, Diana Tedone-Goldstone, Laurie Buchholz of Skyline, and a new OER liaison at Cañada, met a week before this meeting. • Cabrillo College passed a Senate resolution in September adopting the change to $30. Skyline drafted a resolution that mirrors Cabrillo's. Skyline and Cañada are bringing resolutions to their Senates. • The team brought the topic to Senate as information. They plan to adapt Skyline's draft with CSM's name, share it for comment, and bring it back as a future action item. President Keller will send the slides and draft resolution in Friday's message. • The Liaison, Alex Mata, said some groups have suggested following the Chancellor's Office designation without a Senate discussion. Alex believes the decision should go through Senate so faculty voices are included. Senate discussion of the LTC threshold • Senators asked for clarification and questioned why the threshold matters. ○ The designation is information for students. ○ President Keller gave an example to show how it does matter. • Senators considered the effect on English courses.			

	○ Typical English books cost 15–20, with two books per semester. A $30 limit could change which courses qualify. ○ Faculty might alter their book choices to keep the designation. • Senators felt the decision should be made at the district level. ○ Different designations at different colleges could confuse students. • Senators said tying course choices to textbook cost sends the wrong message about the value of books. The presenters agreed that harmony across the district is needed. They invited arguments for staying at $40 and will take them to the district OER/ZTC team. They will meet with the district leads to share feedback from each Senate and would like to return in the spring with a 10–15 minute action item. President Keller noted the item had run about five minutes over and asked whether they wanted more time. They chose to move on to the next agenda item.)			
3.2	**Supporting the OER/ZTC Program**: We will discuss funding cuts that threaten the OER/ZTC program and review a draft resolution for action in our 11/10 meeting (Ame Maloney, OER/ZTC Coordinator, presented via Zoom. Alex Mata, ASCCC OERI Liaison, and Julieth Diaz Benitez spoke for the team. Though the team thought this was to be an action item, President Keller said it must first be discussed and then brought back as an action item. Check the Senate website for available slides. Background on OER/ZTC funding • In 2021, CSM received $638,318 in SMCCCD Strategic Initiative funds to expand OER/ZTC and establish its supporting infrastructure. • From 2022 to 2024, CSM received $520,000 in Chancellor's Office grant funds to develop sustainable ZTC pathways to completion. Three pathways were selected: the Computer Information Science (CIS) Certificate of Achievement (complete), the Film AA for Transfer (one or two courses remain), and Interdisciplinary Studies: Contemporary Issues (about 80% of classes already ZTC). • For 2025–2026, the team prepared a three-year plan to develop ZTC pathways,	Jennifer Howze Owens, Ame Maloney	~3:30 pm 20 min	Discussion

	expand outreach and professional development, and provide year-round supports for faculty moving to zero-cost materials. These supports include accessibility, librarian, licensing, and instructional design help. Impact of the reclaimed funds • With less than $200,000 left, the district reclaimed more than $380,000 of CSM's Strategic Initiative OER/ZTC funds. The district's stated rationale was that CSM is at a deficit and the district was looking at unspent funds. • The Coordinator said the funds were reclaimed despite the Board of Trustees' commitment to burden-free instructional materials (BP 4042 and AP 4042), the Chancellor's Office goal of 70% OER use by 2030, student feedback that costs are a burden, and over $1 million spent on free college codes and books in 2025–26. • Consequences presented: ○ OER/ZTC programming at CSM ends at the end of spring semester, and the grant-funded Coordinator position ends with it. ○ Faculty who want to convert courses outside the grant pathways are already being asked to postpone. ○ OER/ZTC professional development outside of Flex Day will no longer be supported. ○ After May, there will be no one to tag ZTC and LTC courses. • Cañada had about $120,000 to $130,000 reclaimed. Skyline had about $40,000 left, which was untouched for ZTC. • The Coordinator and Jennifer Howze-Owens shared the three-year plan with the VPI and the ASLT Dean. The funds had been reclaimed before that meeting. • The Coordinator gave an example of one instructor who developed a ZTC course and saved students a large amount of money. She said this investment supports faculty expertise and academic freedom and keeps funds in the district. • Julieth Diaz Benitez noted that there is no money to pay faculty and non-instructional faculty for development work when they are out of contract. • Alex Mata said this is faculty purview and a 10+1 issue. The Chancellor's Office is not revoking the pathways or ZTC/LTC designations, but the loss of funding could take decisions out of faculty hands. The team wants this to remain a faculty-led conversation. Senator comments and questions			

	• Senators asked about the reclaimed funds, other colleges, and the VPI's involvement.
	  ○ Cañada also had funds reclaimed, and Skyline did not.
	  ○ The VPI has been involved. There have been four VPIs since Jennifer Howze-Owens became involved in OER/ZTC.
	  ○ Senators expressed concern about the loss of these funds for CSM.
	• Senators asked about the rationale and who took the funds.
	  ○ The district reclaimed the funds, citing CSM's deficit.
	• Senators shared concerns about related funding.
	  ○ The library's budget for books has fallen from $20,000 in 2023–24 to $10,000 in 2024–25, and is now $5,000. This limits the library's ability to support ZTC.
	  ○ Senators were surprised the administration would give up $380,000 while the college is making cuts elsewhere.
	• Senators asked how ZTC and LTC courses are identified in the schedule.
	  ○ There is currently one LTC course and about 45 ZTC courses in the schedule.
	  ○ The Coordinator said the list changes every semester and depends on faculty reporting their instructional materials. She works with Jai Kumar in the bookstore. She is considering asking the Office of Instruction to send a short survey to faculty. No courses were tagged at the time of early registration for fall.
	Request for a statement of support
	• The team asked Senate for input on a draft statement of support for the OER/ZTC program. It is modeled on the statement Senate approved when Fire Technology was at risk of losing its program.
	• The team asked for reinstatement of the reclaimed funds so the college can continue faculty development, accessibility, librarian and licensing consultation, summer support, instructional design and technology, outreach, and professional development. They asked for support, or at least transparency, and would like this to be a Senate request.
	Time extension and next steps
	• The item ran over its posted time. President Keller called a vote to extend discussion by five minutes. By a show of hands, President Keller counted and found a two-thirds majority in favor.
	• President Keller did not post this as an action item because Senate's practice is			

	to discuss at one meeting and act at the next. The resolution was not reviewed in the meeting. • President Keller will bring the statement back as an action item at the next meeting. Before then, President Keller will check with district colleagues on whether the District Academic Senate would be a better venue, since this affects all three colleges. • President Keller thanked the presenters for their work on OER/ZTC.)			
3.3	Update on the **dual enrollment program** at CSM (Carissa Cardenas, General Counselor for Dual Enrollment and High School Transition, gave the annual update on Dual Enrollment. She clarified the difference between dual and concurrent enrollment programs. Dual enrollment refers to classes taught at high schools. Concurrent enrollment refers to high school students who take classes on the CSM campus or online. Program overview • The dual enrollment team has shrunk. It now includes Patricia Perez, Program Services Coordinator, Carissa Cardenas, counselor, and Michelle Simotas, Dean of Strategic Partnerships and Workforce Development. • David Corona-Amezcua, the team's Retention Specialist, is moving to a transitions coordinator role at CSM at the end of the month. The team will be without a retention specialist for now. • Pathways and courses ○ Cabrillo Unified (CUSD): College & Career and Digital Media. ○ San Mateo Union High School District (SMUHSD): Architecture, Administration of Justice, Business, College & Career, Communication Studies, Digital Media, Kinesiology, and Psychology. Enrollment and success data • 2025–26: CSM taught 44 sections, 18 in fall and 26 in spring, with 1,108 enrollments. These came from 680 students, so some students had double or triple enrollments. The course success rate was 95.6%. W grades count as unsuccessful and are included in the calculation. Three sections were at Half Moon Bay High School, and 41 were in San Mateo Union. • 2026–27: There are 41 sections, 17 in fall and 24 in spring, with more than 1,000 enrollments. The program is at six high schools: Aragon, Burlingame, Hillsdale, San Mateo, Mills, and Half Moon Bay.	Carissa Cardenas, Counselor	~3:50 pm 20 min	Information

	• No new classes or instructors have been added since last year because of budget limits. • Evaluations are underway for four instructors. Carissa Cardenas is facilitating the evaluations of three counseling instructors who are high school counselors. The fourth is an architecture instructor at Burlingame High School. Senator questions and discussion • Senators asked who teaches the courses and who pays for the instruction. ○ Courses are taught by both high school instructors and CSM instructors. High school instructors must meet the same minimum qualifications as CSM faculty. ○ The presenter said the high school district pays its own teachers. Senators noted that CSM pays the CSM instructors who teach at the high schools. ○ Senators recalled a discussion last year about part of the high school instructor cost coming from the CSM budget. The presenter was not sure what costs the district may have and will return with that information. • Senators asked about the high success rates and whether techniques could be replicated at CSM. ○ The presenter said the high school setting is different, so replicating it would be difficult. A retention specialist steps in when a student is not turning in work or is late to class. High school counselors are on campus all day and can help students get back on track. ○ Withdrawals typically happen around the high school's progress periods. The presenter did not have counts. In her class of 34 students, typically one or two students withdraw. ○ Senators asked for clarification on whether W grades are included. The presenter first said they were not, then confirmed that they are counted as non-success. ○ President Keller noted that to know whether these rates are truly higher than CSM's, the same courses would need to be compared. Some career counseling courses on campus may also have very high success rates, possibly up to 100%, so the relevant data would need to be reviewed. ○ Senators asked for supporting data, including withdrawals and comparison rates.			

	• President Keller raised a long-standing concern about who the program reaches.
	  ○ Dual enrollment was first promoted to Senate as a way to increase enrollment and funding. More recently it was promoted as a way to reach students who are not college-bound. President Keller asked what is being done to ensure the program is not mainly giving students from more privileged backgrounds a head start in college.
	  ○ The presenter said high school counselors recruit students into the courses. The team asks them to prioritize students who are underserved or underrepresented in higher education. She said that is typically who enrolls, though some students are not first-generation college students.
	  ○ The team communicates with counselors every semester. Some high schools invite CSM staff to review who is enrolled.
	  ○ The presenter said the program's data on students, such as parents' education, may not match the facts because high school students complete the application. The team is working with the high schools to view their data.
	• Senators asked about the future of the program and plans to grow it.
	  ○ The presenter said enrollment will likely stay about the same for a while. High schools are asking for more classes, but CSM does not have the capacity to offer them. She is not aware of any conversations about expansion and will check back.
	• The presenter offered to return with updates and was invited back.
	
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3.4	Reflecting on our Academic Senate goals and values: As an alternative to voting on our list of goals, we will begin a discussion of our responsibilities, past commitments, and role in college governance, modelled roughly on Skyline Academic Senate's "This is How We Do It" grounding activity. (President Keller introduced this item with background on the Academic Senate goals. The goals have been on the agenda for several meetings, but time ran out each time. In place of voting on goals, President Keller proposed a reflection on what Senate is doing	President	~4:10 pm 20 min	Discussion

	and why. There was not enough time for the planned activity, so it will be brought back at the next meeting. Background and purpose • In the past, Senate has listed its goals each year, and many were not reached. President Keller said other senates have a similar sense about their goals. • At a recent District Academic Senate meeting, Vice President Rene Anderson and President Keller were introduced to Mustafa Popal's "This Is How We Do It" activity from Skyline. Instead of setting goals, it asks participants to reflect on what they are doing and why. President Keller credited Mustafa Popal's work and leadership and proposed a similar reflection for CSM. • President Keller wants Senate to avoid the institutional forgetting that Teresa Morris described in her remarks at the last meeting. Past resolutions and work to revisit include the support of undocumented students, the statement Teresa Morris mentioned (see the 10/13 Senate meeting notes for more context), and a revised Program Improvement & Viability [PIV] program that was lost. • The planned activity was a free write on how Senate serves its constituents and meets its goals. It is meant to look at Senate's responsibilities and processes, not to evaluate individual people, and to be constructive rather than a venting session. • The topic also connects to the bylaws, which Senate revises each spring at the end of the President's term. Past revisions have mostly been minor corrections, but Senate can make larger changes, including how it reaches out to other faculty. Questions for next time • Whose perspective is Senate not hearing, or hearing too late to be useful? What about Senate's processes might contribute to that?			

	• Are there changes that would make wider participation easier without just asking people to attend more meetings? Try to identify a specific practice if possible. Paying people was mentioned as a possibility.
	• How can Senate make sure all faculty, whether labeled instructional or non-instructional, have a voice?
	• What participation barriers keep people from presenting, and what changes should be brought back for consideration?
	• Is Senate making full use of its power?
	  ○ President Keller met with Mustafa Popal about the Title V language, which gives Senate purview over academic and professional matters.
	  ○ If Senate makes a recommendation, the administration is expected to accept it, except in exceptional circumstances.
	  ○ President Keller said Senate may sometimes forget it has power, perhaps more than it thinks, and that Senate should not always be in a reactive mode. Past resolutions need follow-through.
	Senator comments and discussion
	• Senators discussed how to hear from groups who are hard to reach.
	  ○ Outreach is important. The question is how to gather and summarize ideas.
	  ○ Some groups cannot attend meetings because of their work schedules. One example was science lab staff, who are in the lab when meetings happen. Part-time faculty, Committee on Teaching and Learning (CTL) faculty, and Computer-Aided Design (CAD) faculty were also mentioned.			

	○ Ideas included simple surveys and having division representatives do effective outreach in their divisions, with a summary available to Senate. ○ Senators shared how their divisions work. One representative asks constituents for their views before votes and invites questions to bring to Senate. Another said representatives report out at division meetings, but there is little follow-up conversation, and those meetings are less frequent than Senate's. • Senators discussed the power of Senate. ○ A Senator asked how much power Senate really has, and gave an example of being told in a meeting to "just go to your Senate." ○ President Keller reiterated that Senate has more power than people sometimes realize. • Senators discussed student representation. ○ Senators said it is important to have a student representative and that too many weeks have gone by without one. ○ Senators suggested making clear to student representatives what their role is and how Senate can make use of it. Joining a room full of faculty can be daunting. ○ Senators noted that student representatives face the same difficulty faculty do in representing a whole group. The process might involve the Student Senate. ○ Senators said that students gain valuable perspective from taking part and seeing how much faculty care. Student representatives often give only their updates.			

	President Keller will post the slide he shared at this meeting with the next meeting's agenda so Senators can reflect on it.)			

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 (4:27)	President /	~4:30pm	Procedure