



**ACADEMIC SENATE**

**Meeting Minutes**

January 22, 2019  
Rm. 18-206  
1700 W. Hillsdale Blvd.  
San Mateo, CA  
2:30 – 4:30 pm  
[Website](#)

**Executive Committee 2017-2018**

Jeremy Wallace  
President

Peter von Bleichert  
Vice-President

Rosemary Nurre  
Treasurer

Daniel Keller  
Secretary

**Executives Present**

Name of Officer	Executive Committee Role
Peter von Bleichert Daniel Keller Rosemary Nurre Jeremy Wallace	Vice-president Secretary Treasurer President

**Senators Present**

Name of Senator	Division
Stephen Heath Tatiana Irwin Tim Maxwell Minu Mathur Stephanie Roach Kevin Sinarle Arielle Smith	Business and Technology CASS Language Arts Social Science ASLT Counseling Counseling

**Others Present**

Name	Representing
Liz Schuler	Professional development

## Opening Procedures

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President	2:40	Approved	Procedure
Approval of past minutes	President		Approved	Procedure
Public Comment	Public		Stephanie: As of December, the Peninsula library system allows patrons to renew items after three weeks. A new system will automatically renew items for patrons unless another patron has requested the item.	Information

## New Senate Business

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report	Jeremy	2:45	A. OER Conference: February 26, 2019. The conference may have sold out B. Program review analysis: the process is set for February 26 during a senate meeting. We will spend this entire meeting discussing last fall's program review. Jeremy will send each group five program reviews and a rubric for readers to note what each department has accomplished and to discuss requests. If we notice themes across departments, we may be able to use this to inform our goals for the upcoming semester. Jeremy is hoping that ASGC can play a more active role in advocating for resource requests.	Information
2	Vice President's Report	Peter	2:50	Guided Pathways had a well-attended flex day event discussing program mapping. The first meeting of this term will be tomorrow at 2:30 and will focus on the business program since this is one of our most popular majors.	Information
3	ASCSM Update	Mondana		No rep present	Information
4	Standing Committee Reports	Liz and Arielle	3:10	CEA committee: flex day attendance was high—particularly for one day workshops--244 people	Information

				<p>attended. However, the RSVP database did not give accurate numbers, which created some problems: based on RSVPs, 480 were expected—only 60% of those who reserved attended. This makes it difficult for organizers of the workshops to know what resources are needed, so we need to do more to ensure that people who reserve will actually attend. The mismatch can cause problems for the budget also. Arielle noted that there don't seem to be any consequences for not showing up.</p>	
5	Action Items		3:20	<ul style="list-style-type: none"> <li>A. Hiring Committees – Career Counseling, Comm. Studies, Cosmetology, EOPS/CARE Counselor Director, Mathematics</li> <li>B. Spring 2019 Peer Evaluation Committees – Counseling, Kinesiology</li> <li>C. Institutional Appointments – Technology Committee</li> </ul> <p>All committees were approved</p>	<b>Resolution</b>
6	Museum of Tolerance	Mwanaisha Sims	3:25	<p>The Museum of Tolerance is now about to begin the 20<sup>th</sup> year. The district is sponsoring two trips a year—in fall and spring.</p> <p>The museum is located in Los Angeles. This year the trip departs on Sunday, April 28<sup>th</sup> out of SFO and flies back on Tuesday evening, April 30<sup>th</sup>. There is currently no waiting list, and all faculty are welcome to attend. The goal is to include faculty, administrators, and staff throughout the district who will then discuss how we can bring back what we have learned to have an impact on our students. Faculty participation has traditionally been lower than staff and administration. LeAnne noted that the timing of the trip may be difficult for faculty (missing Monday and Tuesday classes. While faculty can get substitutes in their classes, not all faculty feel they can afford to miss this much time. Jeremy suggested that the event could take place on a flex day in the future so that more faculty could participate.</p>	<b>Discussion</b>
7	Reading Task Force	Kristi Ridgway	3:40	<p>While CSM traditionally had reading courses to help students, we no longer have faculty or classes focusing on reading. AB 705, which requires colleges to significantly decrease or eliminate traditional developmental (or “remedial”) course requirements, has made it likely that these courses will not come back.</p>	

				<p>However, we all know that students still need help with reading.</p> <p>For the past year, language arts has been working with a small task force that has scheduled events such as grammar and editing workshops. Kristi gave us handouts describing the various support programs the division offers, as well as a report on the reading task force’s purpose, members, and activities.</p> <p>Most of the programs are small workshops rather than courses, but a key finding of the task force is that reading instruction needs to be contextualized rather than taught separately as a discrete set of skills. It is difficult, though not impossible, for small workshops to address reading in contextualized ways given that students bring readings from very different courses.</p> <p>Faculty can provide more reading instruction during their class time to ensure reading skills are taught in the context of specific assignments. Programs such as Reading Apprenticeship focus on helping faculty implement reading instruction in ways that do not take time away from class assignments.</p> <p>Another problem is better informing students about the many resources we already have available to help with reading. While students get a link to campus resources with Canvas, many may not know of what is available.</p> <p>In the future, the task force wants to focus on getting a better sense of exactly what students need. In the spring term, a “reading needs assessment” will be given to students in 2-3 sections in two discipline areas to get a sense of what is needed.</p>	
8	Flexible Scheduling	Jeremy	4:05	<p>Last August, we discussed rethinking the traditional course schedule. We can experiment much more with short and accelerated courses.</p> <p>While we do offer some short courses, many feel that they are not advertised or marketed enough to encourage strong enrollment. In addition, CSM just does not offer as many as other community colleges. For example, Chabot offers English and counselling together for 8 weeks as a part of their Umoja program. Other Bay Area community colleges allow students to take a</p>	

				<p>block schedule where students take one or two classes, intensively, for 8 weeks.</p> <p>Arielle noted that there is a need for short classes—counselors are constantly scrambling to help students meet requirements by suggesting that they take short classes at other campuses.</p> <p>Though many of us feel that we should offer more options, we also discussed a number of challenges: increasing short courses could create problems for students receiving financial aid, or assistance through EOPS, and international students must be enrolled in a certain number of units to receive benefits.</p> <p>LeAnne noted several problems that have made changing course offerings difficult in the past: some programs have large labs, or large need for facilities. But part of this was due to remedial classes and prerequisite requirements. Given the changes brought about by AB 705, we may be able to begin having these conversations again.</p> <p>Jeremy suggested that we go back to our divisions and departments and see if there is widespread interest in offering more short courses and flexible scheduling. Administrators would be very likely to support it, but faculty may believe they need more time.</p>	
9	Board Policy 3.40	Jeremy	4:20	<p>Board policy 3.40 covers faculty substitutes. Jeremy noted that administrators can, under this policy, hire a full-time temporary faculty member without any faculty input. Rosemary said that our policies are inconsistent across the district, with some colleges evaluating full-time temporary faculty as if they were full-time, with the idea that they may apply for a full-time position later—and with the promise that the evaluation will then count towards tenure evaluation. Peter noted that there is also no language limiting how long fulltime temporary subs are hired or requiring that they be recruited from the existing part-time pool.</p> <p>Tim suggested that “applicant pool” could be replaced with “adjunct pool”—this would alleviate the concern that fulltime temporary faculty are not screened by faculty because adjuncts have been hired and are regularly reviewed.</p>	

			<p>Another problem is that faculty are being brought into full-time positions without having to do a full four years of tenure review. LeAnne argued that faculty should be involved in every single case of hiring—while deans may need to hire someone in an emergency, these faculty should not then be able to apply their evaluation during this period to their full-time hiring process.</p> <p>Jeremy said he would push for a revision to the language to ensure more faculty involvement in and oversight of the whole process.</p>	
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