



ACADEMIC SENATE

Meeting Minutes

March 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 Jeremy Wallace	Vice-president Secretary President

Senators Present

Name of Senator	Division
Tabitha Conaway Stephen Heath Tatiana Irwin Beth Larochelle Stephanie Roach Kevin Sinarle Chris Smith Arielle Smith Tim Tulloch	ASLT Business CASS Math/Science ASLT Counseling Math Science Counseling Kinesiology

Others Present

Name	Representing
Laura Demsetz Madeline Murphy Liz Schuler	Dean CASS Language arts Professional development

Opening Procedures

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President	2:35	One change: Rosemary will not be attending, so we will discuss workload equity at the next meeting. Agenda approved	Procedure
Approval of past minutes	President	2:40	Approved	Procedure
Public Comment	Public	2:45	<p>Laura: We will be applying for the "Improving Online CTE Pathways Grant," which focuses on the following goals: 1. Improve and update existing programs; 2. Create new programs; 3. Provide more online and on-campus support for existing programs. Our plan is to send in the draft of the grant proposal this Friday. We may not be asking for the full amount, but if you have strong feelings, please contact Laura as soon as possible.</p> <p>David: the Stanford Symposium for honors projects accepted four out of fourteen CSM students who applied. Though this is a smaller number of accepted students than in the past, Stanford had more submissions this year than ever before and most community colleges still had fewer than four students accepted.</p>	Information

New Senate Business

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report	Jeremy	3:00	<p>a. Program review senate discussion follow-up: We heard a lot about issues with the review process, but we did not get to as many "on the ground" suggestions as opposed to more philosophical discussions—more "themes" than actions.</p> <p>b. District Academic Senate: discussed dual enrollment yesterday, focusing on the difference between concurrent and</p>	Information

				<p>dual enrollment among other issues. We still have questions about how to train faculty to teach at high schools and there are questions about where professional development funding should come from.</p> <p>c. ASGC Elections Process/Timeline: the current executive committee is termed out after this summer. Past presidents run the election. Timeline: The results need to be out at least two weeks before the semester ends We should have the ballot ready by <i>April 15</i>, so we should <i>have open nominations on or by the March 26th meeting</i>, and the <i>nomination deadline is 4/8</i>—by which time we should also have statements from the candidates. <i>The official ballot will be ready by the 4/9 meeting.</i></p>	
2	Vice President's Report	Peter	3:10	<p>Guided Pathways: will have an open meeting tomorrow at 2:00. We are working more on program mapping and will be asking faculty to look at both the general education and pathways leading to the degree. We are hoping the meta-majors will come out of this process.</p> <p>There have been some issues with communication—not all members of the pathways group have been informed about the meeting dates and times. The group will be trying to find a new coordinator (chosen by the committee this time rather than chosen by administration). The coordinator will be in charge of the logistics of the meetings rather than major decision making.</p>	Information
3	ASCSM Update			No representative present	Information
4	Standing Committee Reports	Liz and Arielle (CAE)	3:20	<p>Center for Academic Excellence Committee, Liz Schuler and Arielle Smith, Co-chairs: the group is now focusing on the 3/29th day, while still trying to process 3/6. It is extremely difficult for two people to coordinate all of the activities and follow up for this many flex days—before we've even had a chance to process the March 6th, we have to plan the next day.</p> <p>This raises some ongoing concerns: This workload is not sustainable with this many flex days coming so close together—two in March alone. We are not sure who is responsible for the</p>	Information

				<p>schedule of flex days, so we have not been able to give feedback about, for example, how much our classes have been impacted by having so many flex days on Monday and Wednesday.</p> <p>We discussed some of the challenges involved in scheduling the days: it is difficult to find times that work for the majority; classified people may not be able to participate on days when the campus is still open.</p> <p>The March 29th flex day (which we predict may be poorly attended since it comes right before spring break), will take place at Skyline. To give more people an incentive to go, we are calling it “Flexcation.” Liz described a number of interesting and fun activities planned for the morning on that day; they will be finalizing the schedule tomorrow. And there will be hot breakfast and lunch! That alone should bring everyone together.</p>	
5	Action Items	Jeremy	3:30	<p>Hiring Committees Appointments – Vice President, Administrative Services</p> <p>Jan Roecks is retiring, so a new hiring committee is being formed for the VPAS: Steven Lehigh and Vincent Li have been selected among faculty.</p> <p>We approved unanimously.</p>	Action
6	Discussion Items	<p>Madeleine</p> <p>Jeremy and Arielle</p>	3:35	<p>1. ISER (accreditation self-study) feedback (Madeleine): we need the feedback by March 15th, the end of this week. You can find the drafts under the “Accreditation” tab on the college website, with the current, 2019, draft available for review. Obviously, no one is expected to read the entire 300+ pages of the draft, but you could search through the document to check out areas that you are knowledgeable about. By the 22nd of March it will go to IPC, and then the board by the end of April. It goes to accreditation group at the beginning of August.</p> <p>2. Adjunct Equity/Forums Debrief (60 minutes)</p> <p>Arielle and Jeremy both did a forum with adjuncts last fall. Some takeaways that came out of those meetings:</p> <p>Hiring: some feel that there isn’t transparency in the equivalency process—this issue came up in multiple times:</p>	Discussion

- We should prioritize in-house hiring
- Many adjuncts feel that the process is adversarial and confusing.

Jeremy suggested that we have workshops during flex days or other times. Both Arielle and Tatiana attended workshops at Skyline and found it very helpful. We should have these sessions at CSM in the future and make sure that we record them on video for the benefit of adjuncts who cannot attend. Full-timers who have been on hiring committees or recently been through the process could share what they have learned.

Professional development: there is no mandate for adjuncts to be compensated for professional development on days they are not teaching—or any support for online faculty. We could change the contract so that adjuncts are given some compensation. There may be other ways for adjuncts to get paid, but we have been putting the burden on them to figure out how to do this—which is yet another form of unpaid labor.

Onboarding: We don't have a process to make sure that new part-time hires know things like where to get keys, where to find course outlines, how to use Canvas—in fact, we don't have any formal method of training or orientation for new part-time hires. The new faculty institute does this for full-timers—but part-timers also have a steep learning curve when they start at CSM, even if they are experienced teaching at other colleges. There should be at least an online FAQ sheet to give faculty information about the most important issues.

One solution might be to return to department chairs, who could be responsible for this kind of information. (Jeremy noted that this is unlikely to happen.) But we still aren't sure who exactly is responsible for all of this information: HR? Faculty mentors? Deans? We might have activities organized on flex days, but this is yet another burden on the PD organizers and may not be the most efficient way to reach new adjuncts. Peter noted that this is usually the role of HR in the corporate world—why not here?

Technology: there is no tech support in the evenings, when many adjuncts teach. Adjuncts are also forced to provide their own

			<p>technology—their own computers and printers, which may not be compatible with the programs we have here. Tech support is not even allowed to help with faculty’s personal machines. Attempts to supply faculty with shared laptops have not always worked out—too many different users end up leaving</p> <p>Evening classes are mostly taught by adjuncts, but there is no dean on call for issues that come up with students in the evening. This includes problems that may be quite serious: medical issues, disruptive students, and so on.</p> <p>Other issues: class cancellations (due to low enrollment) have significant impacts on part-time faculty. Classes are sometimes cancelled very early, even though faculty feel they should be given more time given how many students enroll late. At the same time, late cancellations may mean a sudden loss of expected income, radical changes to commuting schedules, and other problems.</p> <p>Some faculty don’t feel valued as discipline experts: they may develop courses that they then aren’t allowed to teach.</p> <p>In some divisions, adjuncts feel excluded from the flow of information, like not receiving copies of department or division minutes. For example, some part-time faculty would like to participate more in the mapping process for guided pathways but don’t get much information about the program.</p> <p>Finally, the evaluation process is not always clear, particularly with regard to portfolios.</p> <p>While some of these issues may be the responsibility of deans, not all adjuncts feel comfortable reaching out to deans for help—the power dynamics can make the adjunct worry about being “high maintenance.”</p> <p>Next steps: we will talk with Mike about these issues: particularly important issues are technology, orientation, and compensation.</p>	
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Next meeting: March 26, 2019 Location: 18-206, 2:30 p.m.

Future Discussion Topics: Dual Enrollment (3/26) AS Committees Merger (4/9) FT Prioritization (4/23)
Syllabi Student Resources List (4/23) Classroom Technology Educational Equity Enrollment Caps Social
Justice Competency Requirement