



ACADEMIC SENATE

Meeting Minutes

November 13, 2018
 Rm. 18-206
 1700 W. Hillside 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	Vice-president
Daniel Keller	Secretary
Rosemary Nurre	Treasurer

Senators Present

Name of Senator	Division
Tabitha Conaway	ASLT
Steve Heath	Business/Technology
Vincent Li	Business/Technology
Minu Mathur	Creative Arts/Social Science
Tim Maxwell	Language Arts
Colby Nixon	Language Arts
Arielle Smith	Counseling
Chris Smith	Math/Science
Mary Vogt	President's Office/PRIE

Others Present

Name	Representing
Arianna Avedano	Classified Senate
Alicia Frangos	Classified Senate secretary
Hillary Goodkind	PRIE
Fauzi Hamadeh	Student Life and Leadership
Kathy McEachron	Classified Senate/Events planning
David McLain	Classified Senate
Michelle Schneider	Classified Senate

Opening Procedures

Approval of today's agenda	President		Approved	Procedure
Approval of past minutes	President		Approved	Procedure

In this joint meeting with Classified Senate, we focused on discussion of the new draft of the *Educational Master Plan for 2018-2023*. Hillary Goodkind gave us a short presentation on the new plan, including an overview, a review of the implementation plan and process, and a discussion of implementation priorities.

The process began last March, when Hilary went to division/department/senate meetings across campus. The notes from these meetings began the “internal scan”—a picture of what we all think are the strengths, weaknesses, opportunities, and threats. Every division and senate participated, with over 250 different contributors. Cabinet then read the document, which is now awaiting approval from IPC. We are hoping to see it approved by December. The implementation process will go all the way to 2023—but we hope to have the mapping of what we will do in the next five years (the “five in five”) in the next few weeks.

Some issues may complicate these plans, such as the State Chancellor's Office “Vision for Success,” just released last week with what Fauzi described as “extraordinarily lofty” goals, though, at the moment, unclear consequences for failing to meet those goals. The State Chancellor's office wants our plan to go to them by May, and they want all of their goals implemented by 2022. We discussed a number of concerns with these goals, including questions about funding, documenting student employment, and the risk of lowering standards.

We also discussed some concerns about the draft: Chris Smith noted that “data based decision making” is not explicitly referred to in the document. Jeremy suggested that we could include “data based” or “evidence based” under priority three.

Jeremy also suggested that we include a short note about why particular disciplines are mentioned as “degree awards” on page 12—many disciplines are left off the list. Peter wanted to know if these awards will influence decisions such as resource requests, particularly requests for new faculty.

Finally, we discussed some concerns about labelling students: Fauzi noted that we don't have data on LGBTQ students. This may be partially due to students not identifying themselves, but there are also may be some problems with the labels: for example, some of our labels don't match the district's; an increasing percentage of students identify as “multi race” or “other;” and while some students are beginning to identify as LGBTQ, this category has not been included in the past.

Regardless of these concerns, Hilary noted that the current draft paints a clear picture of the challenges our students face: the majority are from traditionally underrepresented groups; many struggle with basic needs and are working minimum wage jobs; many are taking care of family.

The top challenges we face in serving these students are listed in the back of the EMP: equity gaps, access/retention; transfer; completion of transfer-level math and English. Other challenges faced by students themselves: we know that students have trouble navigating the system, particularly for first generation

students; we also have students with conflicting priorities—working multiple jobs while trying to take classes; and some struggle with access to classes and services.

The five priorities chart has intentionally not been filled in: the goal is to take inventory of what is happening and start designing measures around these goals now.

We began working on filling in the five priorities chart, meeting in small groups for the remainder of the time

Future Discussion Topics: Enrollment Caps (11/27) Adjunct Equity (11/27) Public Safety Update (11/27) Early College (11/27) Flexible Scheduling (1/22) Reading Task Force update (1/22) Textbook Task Force update (2/12) Classroom Technology Educational Equity 50th Anniversary of the 1968 CSM Protests