



ACADEMIC SENATE

Meeting Minutes

February 27, 2018
 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
Rosemary Nurre Peter von Bleichert Jeremy Wallace	Treasurer Vice-president President

Senators Present

Name of Senator	Division
Tabitha Conway Tatiana Irwin Margaret Kalunzy Colby Nixon Stephanie Roach Kathleen Sammut Kevin Sinarle Lakshmikanta Sengupta Mick Sherer	ASLT CASS CASS Language Arts ASLT-Library Counselling Counselling Math/Science Language Arts

Others Present

Name	Representing
Laura Demsetz Hillary Goodkind Jay Lehman Teresa Morris Cobly Riley Leigh Anne Shaw Chris Walker	CASS Dean Interim Dean, PRIE Math/Science Library ASCSM District Senate President Math/Science

Opening Procedures

Item	Presenter	Time	Details	Action/ Information/ Procedure
Call to order	President	2:30		Procedure
Adoption of today's agenda	President	2:35	Approved	Action
Adoption of past minutes	President		Minutes of 2/13 Approved	Action
Public Comment	Public	2:40	<p>Jeremy: Black history Month ends tomorrow. A silent disco will take place in building 10.</p> <p>Peter: There will be a meeting for guided pathways in Pomona. Peter is leading this for faculty.</p>	Information

New Senate Business

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report	President	2:40	<ol style="list-style-type: none"> 1. Last fall, we decided to contribute money to Jennifer Hughes' scholarship as part of her retirement celebration. Jeremy sent an email to senators asking if we should include \$500 this in the scholarships given out to CSM students next month. The majority approved. 2. We need a committee to read scholarship applications for academic senate. Margaret, Tabitha, and Kevin volunteered. 3. IPC update: Fauzi Hamadeh and Jeremy are developing a participatory governance handbook to reduce confusion about issues such as the Brown Act and Robert's Rules of Order. The goal is not to create new information or generate new rules so much as to have all of the information available in one place. 4. A reminder: Leadership retreat on 3/16 9-2 at Canada Vista Clubhouse. Equity will be a major theme. The college has funds for substitutes if you choose to go - more attendees would be welcome. 	Information

				<p>5. District Academic Senate update: Surveys about evaluation forms were sent to faculty last term. Many questioned some of the changes to the forms, particularly the “meets expectations” category. To discuss the form and other evaluation questions further, Leigh Anne Shaw would like to have a campus forum (in place of the senate meeting) on April 3 from 2-4 at College Heights.</p>	
2	ASCSM Update	ASCSM President	2:45	<p>Colby Riley, ASCSM president: Events for Feminism Week will begin on 3/13 and continue through 3/15.</p> <p>There will be a rally and protest of the recent mass shootings starting at 10 a.m. on 3/14.</p> <p>Janaya Kahn, co-founder of Black Lives Matter, Toronto, will be speaking.</p>	Information
3	<p>Standing committee reports</p> <p>a. College Assessment Committee</p>	Stephanie	2:55	<p>CAC is planning on focusing on effective communication with regard to Institutional Learning Outcomes (ILOs), particularly regarding changes in terms of accreditation. These changes should lead to more flexibility in how we describe and assess ILOs.</p>	Information
4	CSM Mission and Values Statement	President	3:00	<p>The Mission and Values statements were drafted by both students and faculty and given a stamp of approval by IPC. This is our chance to review the statements and give feedback.</p> <p>Regarding the opening of the mission statement—“College of San Mateo is committed to serving the broad educational needs of the local community, as well as the Bay Area and world community,” Rosemary asked whether the phrase “world community” is appropriate, given that we are funded by local taxpayers and our traditional mission is to serve the <i>local</i> community rather than the entire world. Colby Riley pointed out that this language was meant to indicate our work with international students,</p>	Discussion

				<p>who make up an increasingly large percentage of the student body at CSM. Still, the language seems somewhat confusing. Both Kevin and Mick suggested changes that would include international students without confusing language about the world. For example, we might say that we are serving “the broad educational needs of our students and the local community.” Jeramy will talk to Alicia and David about this.</p> <p>Rosemary also noted the absence of life-long learners from the “Academics” category of the mission statement, which says we want to ensure a “dynamic, innovative workforce and transfer population.” Life-long learners, who may not be seeking to gain workforce skills or transfer, are a part of our campus also. However, Laura noted that this language was taken out during the last economic downturn, so we should make sure that this language is appropriate now. We discussed some ways that we might include this population without using the term “life-long learning,” which may even be inaccurate due to limitations on course repeatability. For example, we might use terms like “community enrichment” or add “an enriched community” after “transfer population.”</p>	
6	Educational Master Plan—SWOT discussion	Hillary Goodkind, PRIE Interim Dean	3:50	<p>Hillary Goodkind has been attending division meetings across campus to share information and get feedback for the next educational master plan. On major change is that the newest version will be much shorter: the last EMP was 298 pages; the current one, by using links, data packets, and other sources to reduce repetition and unnecessary information, is concise and readable, currently at 30 pages. The goal is to focus on the plan itself rather than overwhelm readers with data that can be obtained elsewhere. When the plan is complete, it will go to each division for further discussion.</p> <p>In the surveys and discussions so far, a few trends have emerged:</p> <ul style="list-style-type: none"> • Climate surveys for faculty , staff, and students show that satisfaction rates remain high: students, staff, and faculty feel they have a voice on campus. 	Discussion

				<ul style="list-style-type: none"> • However, faculty surveys show less satisfaction around issues of workload, staffing, and communication about decision making. • Course completion rates remain stable at about 73%. While it is unlikely that we can ever get to 100%, we should continue to improve these rates. One concern is for students placed in basic skills courses, whose rates are consistently lower—currently averaging 62%. • Students were vocal about their sense of increasing ethnic tensions on campus and their concerns about school shootings as well as increasing tensions in general due to the political climate. There was also a 13 point increase in students’ perception of sexual harassment. <p>We discussed what other data we would like to see, including more information about how our students are doing after they transfer. Hilary noted that “data are imperfect” and we may not be able to get this information as much as we would like. Social media and other platforms such as LinkedIn may be helpful in learning more about how our students do after CSM.</p> <p>We then discussed the Strengths Weaknesses Opportunities and Threats section of EMP. Hillary has taken the suggestions to be included in this section of the report.</p>	
	7. New math courses to meet requirements of AB 705	Jay Lehman and Chris Walker, math department		As a result of AB 705, Testing will no longer be the primary tool to place students: the bill requires that all colleges have “multiple measures”—a variety of ways students can be placed into courses, such as high school GPA. The bill also requires community colleges to provide a path for students to “enter and complete a transfer level course with 1 year of entering college.”	Information

			<p>In response to these changes, the math department has changed placement methods—students will be able to use high school grades, including grades in math courses and overall GPA.</p> <p>The math department has also created a new course and eliminated some of the remedial courses that would prevent students from being able to make it to the transfer level. The current model involves 4 levels, with transfer-level math courses beginning at 125. Students might have 3 levels of remedial course work to get to the transfer level class.</p> <p>The new option will allow students to enroll in “co-requisite “plus” courses—two options for students at the lowest level:</p> <p>120 (pre-algebra) along with a support class (820)</p> <p>Or 190 (pathway to statistics) with a support course (890).</p> <p>Other colleges have been successful in offering a faster route to transfer-level math, with success rates improving by as much as 400%--but only with these kinds of co-requisite support courses. Faculty are being trained to lead these co-requisite courses, which also require much more collaborative work for students. Jay noted that the math department is “overwhelmed but excited” about the new changes.</p>	
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Final Announcements and Adjournment

Future Discussion Items & Tentative Schedule Program Review updates (Mar. 13th) Public Safety Update – Mitch Bailey (Mar. 13th) Adjunct Equity (Mar. 27th) COI name change (Apr. 10th) Enrollment Caps (Apr. 10th)