CSM

ACADEMIC SENATE

Meeting Minutes

February 26, 2019
Rm. 18-206
1700 W. Hillsdale Blvd.
San Mateo, CA
2:30 – 4:30 pm
[Website](#)

Executive Committee 2017-2019

Jeramy 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
Jeramy Wallace	President

Senators Present

Name of Senator	Division
Tatiana Irwin	CASS
Tim Maxwell	Language arts
Minu Mathur	Social science
Colby Nixon	Language arts
Stephanie Roach	ASLT
Kevin Sinarle	Counseling
Chris Smith	Math Science
Arielle Smith	Counseling
Tim Tulloch	Kinesiology

Others Present

Name	Representing
Robbie Baden	Language Arts
Michelle Broom	CASS
Teresa Morris	Curriculum committee
Madeline Murphy	CAC
Liz Schuler	Professional development

Opening Procedures

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President	2:35	Change to the agenda: we won't be discussing the academic senate scholarships today. Instead, the scholarship committee will choose the awards, as they have done in the past. Madeleine has also requested a couple of minutes to discuss the ISER (accreditation) draft. She will share this with us during public comment.	**Procedure**
Approval of past minutes	President	2:40	Approved	**Procedure**
Public Comment	Public		1. Accreditation report: (Madeline) The institutional self-evaluation report (accreditation) is now available in draft form. Madeleine gave us a brief overview of the report—what ACCJC requests, how the draft is organized. You can find the draft on PRIE's website; it will also be sent out via email to all faculty. Madeleine suggests that we all make sure that the report is accurate and readable. Public comment on the draft closes on March 15. 2. Rosemary: The accounting department is hosting the Center for Audit Quality. We are one of 2 community colleges in the country hosting this kind of event; 200 students have already registered, but Rosemary encourages us to suggest more students attend. One of the firms has already committed to hiring student interns from CSM. 3. UMOJA is wrapping up black history month with a "vegan soul food" event on Thursday. 4. Chris: Regarding the faculty professional development committee: our funds for short term this year have been pretty much used up (mainly due to AB705 related projects).	**Information**

			5. The workload equity survey has been completed. See the Advocate for a discussion of the conclusions.	

New Senate Business

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report	Jeramy		a. Classroom Environment Task Force (DAS): LeAnn is wondering if people are interested in serving on the task force—which focuses on things like noise reduction, insulation—elements of the classroom that can be disruptive to learning. The distractions can be significant. b. Excused Withdrawal Guidelines (ASCCC): The chancellor's office has passed these guidelines for students who have reasons to withdraw from a class beyond the official last day. c. Campus Closure Guidelines (DAS) : Please check the guidelines about campus closure. d. Equity in Hiring – Job Descriptions (DAS)—descriptions have been revised to be more equitable and inclusive. The job descriptions are just the start of this process. Later revisions may include discussions of recruitment, workshops on the application process e. Study Abroad Committee: our faculty appointment, Margaret Kaluzny, will have to be absent from the March 13th meeting. We need a faculty member in the room for that.	**Information**
2	Vice President's Report	Peter		Guided pathways: there will be a training session for program mapping at Foothill tomorrow. They are moving forward with program mapping. We discussed some of the goals of this program, such as the value of meta-majors, which should make the process of choosing a major easier for students but will not affect degrees. A better term for "meta major" would be "areas of interest." We are now at the point where we	**Information**

			need faculty and divisions to get involved in helping to clarify what the path should be. Click the "Join Us" button on the Guided Pathways site if you want to join the cult.	
3	ASCSM Update			No representative present	**Information**
4	Standing Committee Reports	Liz and Arielle		CAC (Madeleine) will be hassling disciplines to submit an assessment plan. We are finishing the website, including an alternative to TracDat. CAE: Flex for March 6 is fairly robust. The most popular workshops so far are AB705 and the new tax law. We are ready to roll. For March 29th, we will be partnering with Skyline and holding the meetings on their campus.	**Information**

Program review:

We will focus on the three parts of the program review identified in the rubrics: equity, student learning, and program health. The goal is to see what the major themes are under the different heading. We hope to make the process more faculty-driven—IPC tends to be more administrator-heavy. A second goal is to come up with themes we can take into senate next August and use them as ways to plan our goals for next year.

On equity: many disciplines have said that they want to work more closely with learning communities and other programs. Teresa noted that this is not a catch-all solution. It really seems like a simplistic answer. There have to be other ways.

Arielle noted that most of the reviews don't have any specific plans—vague phrases like "outreach efforts," without any specifics about *how* or *when* we are going to do outreach. Madeleine noted that we are asking teachers—who already have full time jobs—to spend their "spare time" coming up with something. But we aren't experts in coming up with solutions. Colby noted that we would already be doing these things if we knew how to do it.

Rosemary suggested that more outreach to high schools might be a better way to accomplish the goal of attracting more underrepresented students.

Some of the issues we are dealing with are large societal issues. Minu argued that even if we do have an understanding of why this happens, there isn't necessarily anything we can do. Tatiana noted that we are concerned about the attrition rate and the reviews often ask what *we*—faculty—should be doing. But students will also write when they drop—and their reasons for dropping are so often beyond faculty control.

Other issues that are beyond our control may affect success rates—for example, if very few public four-year schools offer bachelor's degrees in a subject, only students who can afford private schools are likely to major in that subject.

This raises larger concerns about the entire purpose of program review: the data doesn't tell us much, or we don't know how to analyze it, or the data show us problems we cannot control.

In short: the reviews amount to people discussing a problem they can't do anything about, that they don't have the data or experience to analyze. We can ask "what's going on in your classroom? Madeleine noted that one way out of this is to "start with the end"—ask faculty what issues they have noticed. For example, faculty might have noticed high drop rates—they can focus their reviews on this specific issue.

Sometimes the barriers to success are more clear: for example, technology support is a fairly objective issue. Sometimes we just need more technology itself (such as I Clikers) or just more people to maintain technology. Some of the technology on campus is falling apart—this is an equity issue also. But analysis of success rates tells us little about what role technology can play in our classes.

Another issue with technology: adjuncts are expected to use technology that they may have not been trained on. Flex day workshops are not enough training for most of us—they might teach how to use the technology in a basic way, but effective use of tech requires a lot more training and a lot more time.

Finally a few other issues came out of our analysis of the reviews:

- Some programs might consider changing curriculum more, particularly if students are unable to complete a degree because a course is repeatedly cancelled. Why are we offering degrees that students can't earn?
- Madeleine noted that we are still so isolated in our departments/divisions, but many of our problems are shared. We should be focusing more on connecting faculty across disciplines.
- One pattern does emerge: we need resources—a lot of them—but instead we often get "a cheese sandwich and a pat on the back."

2018 Program Review Themes

1. We need to do a better job of recruiting from the high schools
2. The data provided for Program Review is limited and discipline faculty lack the expertise to collect and analyze other data
3. Many programs, especially those with all adjunct faculty, need more full-time positions
4. There is still a pervasive misunderstanding/lack of understanding of educational equity, so many programs are requesting more training, especially as it relates to recruiting and retaining minoritized students
5. Several programs requested more training in curriculum development, effective teaching practices/pedagogy, and in institutional competencies (e.g. ILOs)
6. Many disciplines see a need for more faculty representation in the Learning Center across the disciplines
7. Technology in classrooms and that used by faculty are outdated, inaccessible to students, and not well-maintained by professionals
8. Class cancellations and course scheduling is making it difficult for students to complete their major courses in a timely manner
9. Many programs would like to know how we can better understand how well our students are doing after they transfer and how well we are preparing them for the four year universities and colleges