



ACADEMIC SENATE

Meeting Minutes

April 9 2019
 Rm. 18-206
 1700 W. Hillsdale Blvd.
 San Mateo, CA
 2:30 – 4:30 pm
[Website](#)

Executive Committee 2017-2018

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
Tabitha Conaway	ASLT
Stephen Heath	Business
Tatiana Irwin	CASS
Vincent Li	Business Tech
Tim Maxwell	Language Arts
Stephanie Roach	ASLT
Kevin Sinarle	Counseling
Chris Smith	Math Science
Arielle Smith	Counseling

Others Present

Name	Representing
Mondana Bathai	ASCSM
Mike Claire	CSM President
David Laderman	Past AS President
Liz Schuler	Professional development

Opening Procedures

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President	2:35	Approved	Procedure
Approval of past minutes	President	2:40	Approved	Procedure
Public Comment	Public	2:40	<p>Paignton Howarth-Dunn, current CSM student: recently, two police officers brought a student to a psychiatric ward against her will, and the student believes this has happened to others. We discussed other concerns about mental health problems on campus, as well as some possible ways to improve. One resource, SMART, has crisis intervention officers, but not always police officers and not in uniform. This approach could be much less threatening for students in the future. We will try to bring in staff from CSM Cares to discuss this at the final meeting this semester or at one of the early meetings next term. We could also have more professional development opportunities so that faculty and staff are better informed about policies and best practices when we encounter students with mental health challenges.</p> <p>David Laderman: the new issue of <i>Labyrinth</i> has been published. It covers spring 2018—so we are just a little behind, but we are getting caught up. David wants to make sure that all divisions have copies for anyone who is interested. This is an entirely student produced and edited publication—check it out!</p> <p>Tim Maxwell: on Thursday between 2 and 4:30 is the Writer's Ruckus—there will be great readings by students and faculty, free food and books.</p>	Information

New Senate Business

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report	Jeremy	2:50	<p>a. District Academic Senate The senate met last week and discussed two issues:</p> <ol style="list-style-type: none"> 1. Peter mentioned that there are a lot of problems with classroom climate and technology, which has now been brought to the district senate's attention. The plan is to have each campus form a task force around the issues of classroom environment. Rosemary mentioned that past efforts to deal with this have not gone anywhere. 2. We will be trying to make some changes to the equivalency process. We aren't sure why there was a second meeting (see notes from 4/9 and 3/26 for background) or how members of this second group were chosen. Our request to have the decision delayed was denied. We need to better understand why this happened and what we can do if it happens again. This is a serious concern—allowing administrators or even a senate to request a second committee when they don't like the decision of the first sets a dangerous precedent. <p>b. Academic Senate Executive. Committee Election Results: President: Arielle Smith Vice President: Peter von Bleichert Treasurer: Rosemary Nurre Secretary: Daniel Keller (returning in Spring 2020).</p>	Information
2	Vice President's Report	Peter		a. Guided Pathways—see below	Information
3	ASCSM Update	Mondana	3:05	The student senate has organized a "human trafficking awareness" event tomorrow from	Information

				10am -2pm.. There will be presentations/Q &A with survivors of trafficking, as well as a panel beginning at 11:00. The goal is to shed light on a problem that is actually a local issue, much more than many of us realize.	
4	Standing Committee Reports			No new reports	Information
5	Discussion Items			<p>1. Equity Plan (Tabitha Conaway)</p> <p>Every three years, all California community colleges have to do an equity plan. The draft Tabitha shared with us shows the different goals and activities for the 2019-2022 student equity plan. Tabitha also shared some data about student demographics. Part of the reason for looking at these numbers is to help us from realistic goals for progress over the next three years.</p> <p>Access: Overall, 41% of our students who complete a CSM application end up attending CSM. This seems like a reason for concern—why do so many who apply not end up attending?</p> <p>Many who do not attend may be using CSM as a backup when they are applying to four year or other community colleges. Mike Claire mentioned that we have tracked what we call the “out migration”—students who live in the area but don’t go to CSM—but we actually have a net “in migration.” As a result of all of these factors, the access percentages can be misleading. Arielle also noted that students apply before they get information from four year schools, which supports the idea that CSM is often a “backup” option. As a result, Mike does not consider this something to be very concerned about. However, we might be mindful that class availability could also influence whether students who applied actually attend: Rosemary mentioned that accounting has made it a goal to never close classes because they are concerned that this causes students to choose another college</p> <p>Retention: defined as persistence from fall to spring, which allows us to not count many students who are transferring. The overall percentage (currently 62%) has been pretty stable for five years.</p>	Discussion

Progression: defined as completing transfer-level math and English within a year. The state is interested in numbers on students who don't complete both English and math within a year. In English, the only significant group from the above not completing transfer level are Latinx students (who make up over 30% of our total student population). Mike mentioned that we have seen a significant increase in English—but math has not gone up significantly over the last five to seven years, and the percentages are somewhat more worrisome—with only 43% overall completing. More worrisome is that we have particularly low percentages for Pacific Islander, African American, Latinx, and low-income students. Tabitha says that we hope our numbers will continue to go up as we see the impact of multiple measures and changes in math curriculum

Earned Certificate/Degree: defined as completing a stated goal within three years. The overall percentage remains stable at 30%. Percentages for Pacific Islander, students with disabilities, and low income students fall well below this. Tatiana noted that transportation remains a significant cause of students going elsewhere—CSM doesn't have the transportation options that many other community colleges do. For low income and disabled students, this is almost certainly a major problem.

A related issue may explain the relatively low rates of completion: Arielle said that students seeking certificates may not be able to finish the whole thing in three years, but this is often a result of course offerings. We also have several degrees on the books that we don't offer classes for. We probably could have a much larger number of students getting degrees and certificates if we offered more courses in a carefully planned, consistent way. Peter also suggested that Guided Pathways may help to raise awareness as well as give students a more clear path. Kevin noted that these problems are interconnected: a low income student likely has to work, may have problems with transportation, and may need classes at times that we struggle to fill.

Transfer: the college has a strategic goal for transfers, so we are less concerned about

coming up with new ideas to support these groups.

2. Full-time prioritization: Jeramy requested a change to the agenda—because Mike Clare is here, we will remove the professional development policy discussion for this meeting. Instead we will focus on the question of full time prioritization—the process of approving full-time hires. Some departments are struggling due to relatively few or no full-time faculty members, while others are concerned with the recent lack of hiring: Business had no full-time faculty for years after a retirement; cosmetology has had similar issues.

Mike discussed some thoughts about the process: we've had the same process for many years, but it seems to be working differently in different divisions, which is not the goal. The division faculty, if the process is done correctly, meet with their deans to discuss priorities for hiring. The senate president participates in the process, but it is often very difficult to decide on priorities. In the past, cabinet has automatically replaced with new positions any faculty who were "stolen" for administrative positions; other situations, such as cosmetology, may require automatic replacement.

David Laderman mentioned that there is an impression that athletics gets all the full time hires they need and also get to run much smaller classes. He discussed some of the frustration as a result of this perception.

3. Flex Day Planning (Arielle Smith and Liz Schuler)

Arielle and Liz handed out a survey just to help us think about what events we have attended. We discussed some workshops that we have found particularly useful, and some drawbacks—some would like more follow-up opportunities. Another problem is that RSVPs don't really give the organizers an accurate count because so many who RSVP don't show up.

			<p>Some suggestions: in order to have more follow-up, some faculty have formed small book clubs, selecting one book that they can come back to discussing later in the semester. Kevin noted that some faculty are not able to attend because of other commitments. Tabitha suggested that we can have more opportunities to collaborate across disciplines.</p> <p>4. Guided Pathways (Pete von Bleichert)</p> <p>This is now a “quick teaser” because of time constraints. Guided pathways will have an open meeting tomorrow in this room from 2-4. At the next meeting, we will be looking at inventory in different programs. The committee has shifted to more leadership and participation from counselors, who have in depth knowledge of the existing system. We need a dedicated administrator to run the logistics, but we also need to ensure that faculty are involved. The vision remains equity oriented—pathways is the vehicle for achieving more equity.</p>	
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Next meeting: May 14, 2019 Location: 18-206, 2:30 p.m.

Future Discussion Topics: FT Prioritization; Syllabi; Student Resources List; Classroom Technology; Educational Equity; Enrollment Caps; Social Justice Competency Requirement