



ACADEMIC SENATE

Meeting Minutes

September 11, 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
Peter von Bleichert Jeremy Wallace Daniel Keller Rosemary Nurre	Vice-president President Secretary Treasurer

Senators Present

Name of Senator	Division
Stephen Heath Tatiana Irwin Vincent Li Minu Mathur Tim Maxwell Colby Nixon Stephanie Roach Kevin Sinarle Arielle Smith Christopher Smith	Business and Technology CASS Business and Technology CASS Language Arts Language Arts ASLT Counseling Counseling Math/Science

Others Present

Name	Representing
Mondana Bathai Nicholas Chaney Charlene Frontera David Laderman Steven Lehigh Tom Mohr Theresa Morris Madeleine Murphy	ASCSM Student Math/Science Past president AFT Trustee ASLT CAC

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President	2:35	Approved	Procedure
Approval of past minutes	President	2:35	Approved with minor changes to (name spelling and division correction)	Action
Public Comment	Public		Steven Lehigh is a new representative for the union, along with David Laderman. He is interested in hearing from all faculty about what the union could be doing better, as well as in giving more information about the union's current goals, including the budget and compensation models (which have changed since the last contract). He also hopes that the union can collaborate more closely with the senate when we have common interests. David also believes that he can help to ensure that senate and the union are working in sync on issues such as enrollment caps and evaluations.	Information

New Senate Business

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's report	President	3:00	1. IPC had their first meeting last Wednesday. They plan to reform the finance committee to oversee budget development. IPC approved the transportation task force—many faculty are interested in a possible shuttle program. IPC also reviewed the EMP priorities goals draft (see the packet for today's meeting) 2. Senate budget: Jeramy has lobbied successfully for some discretionary spending for the senate and has been approved about \$5,000. He recommends that we use this funding to compensate adjuncts who serve on senate or senate committees. Tatiana asked if we could retroactively give money to Margaret, who served senate without compensation. Jeramy is not	Information

				sure at this time, but will try to find out if this is possible. The funding could also be used to pay for attendance at state senate meetings. David noted that professional development funds may already cover this expense. 3. Adjunct equity forum: Wednesdays and Thursdays appear to be the best times. The proposed meeting times are Wednesday 10/24 from 3-5 and Thursday 10/25 from 1-3. Jeramy and (possibly) Hillary Goodkind will attend—otherwise the meeting is for adjuncts only. Adjuncts will be paid for attending. 4. We will have another joint meeting with the classified senate on 11/14 from 2:30-4:30. 5. One of our tenure track faculty in the second year was let go. Jeramy was concerned that the faculty member had met expectations in the first year and had some satisfactory observations and student surveys in the second year, but was let go rather than being put on a improvement plan. This raises questions about senate's role: Should we be involved in discussions about evaluations? Rosemary suggested that we should talk with AFT to make sure that this is something senate should be involved in. Steven Lehigh noted that senate is part of the "checks and balances" that we have in place to ensure this process goes well, so we may have a role to play. Title five also makes it clear that evaluations are a joint process involving the senate and the union. Other members are skeptical that we should get involved.	
2	Vice president's report: Guided pathways	Vice-president	3:10	Guided Pathways is meeting tomorrow from 3-4 in 18-206. We are headed for experimenting with mapping some programs.	Information

3	ASCSM Update	Mondana Bathai, President of ASCSM	3:12	An organization called “Project Truth” is scheduled to come to CSM next Monday from 8-9 am up to about 2 pm. They are an extremely provocative anti-abortion group that brings huge pictures that may have caused conflict and distress on other campuses. ASCSM is partnering with counseling to ensure that students can discuss their concerns about the images and actions of this group without causing further conflict.	Information
4	Standing Committee Reports	Theresa (Curriculum committee) Madeleine (CAC)	3:15	Theresa: Curriculum Committee (no longer COI) will be meeting on Thursday. A reminder: the deadline for new course outlines is the December meetings. There have been some changes to distance education, so the committee will be looking at these courses a little more closely—to ensure, for example, that we are clear on the terms used in outlines. The distance education committee will also be participating in these discussions. Madeleine: the assessment team met two weeks ago and laid out an agenda. The first plan is to create an assessment handbook. They have also held flex day workshops. Not many people came to the program review session, however, so Madeleine will be meeting with people in the different disciplines to ensure that they understand the new program and talk about what kinds of assessment they might plan. We are in the process of writing accreditation reports, so Madeline wants to be sure that everyone is off to a good start in the assessment part of program review.	Information
6	2018-2019 Academic senate goals	Jeramy	3:20	The only change to our existing goals was adding the plan to explore options for an ethnic studies AA- AAT requirement and discussing plans for off-campus educational sites. The new goals were approved unanimously.	Action
6	Program review guidance sessions	Jeramy	3:25	Sessions will begin next Tuesday, 2-4. Jeramy would like more faculty to get involved with the guidance sessions, and we are also hoping to get more attendance from faculty—earlier sessions have had low attendance.	Action

				Next week is the equity session; the 27th will be CTE; the two-year action plans October 2nd; October 16th will be just resource requests. Jeramy will be publicizing these sessions via all-faculty emails.	
7	Enrollment caps	David	3:35	Discussion of enrollment caps been a goal for the senate for the past three years—it is a an extremely important issue, not only for faculty but for students. Jeramy has argued that this is very much a senate issue—enrollment affects our teaching. Rosemary, David, and Mondanna have volunteered to work with the task force on this issue. David pointed out that at Canada, enrollment caps are discussed on the Curriculum Committee—rather than discussed by administrators. We should consider doing the same: faculty would be more involved in this way. Theresa requested that we ensure that there is transparency about our current process. Counselors should also be involved as they also have enrollment issues that faculty may not be aware of. Classroom size is an example of why faculty should be involved: faculty have unique perspectives on how classroom size affects education. Every department is going to have different needs, so we should be sure that we hear the perspective of different departments. Arielle noted that we sometimes do not have enough sections of some courses that are required for degrees and transfer, and some courses are offered only once a year—which raises serious concerns about enrollment caps in these courses. Counselors are aware of this, but they do not have the power to add sections. Theresa pointed out that the Curriculum Committee does not have any control over how often a course is offered, so it may be problematic to discuss this in committee. However, David noted that the Curriculum Committee can capture the cap in terms of <i>the course</i>—not how often the course is offered (which is a different issue) but in terms of what is best pedagogically for the course being offered. Steven noted that enrollment caps also affect faculty compensation, so AFT should also be involved in these discussions.	

8	Assessment Tools	Madeleine	4:05	We have refocused the language and purpose around SLOS and assessment, moving away from the database language that emphasized collecting data every three years and analyzing it. So now we are asking faculty to discuss program assessment—the goal is to make this process reflect faculty concerns and priorities for education rather than simply looking at numbers and trying to reach conclusions afterwards. For example, if you want to find out if students are really learning something in your program, you can use a capstone assignment or a final quiz. Once concern: ACCJC may expect us to assess all outcomes on a regular basis. However, we might be able to assess all outcomes by something as simple as a survey at the end of a course/program asking students how well they feel they have mastered the various outcomes—even those that are not part of an immediate priority. Surveys are an imperfect way of assessing learning—students may be highly confident about areas where they are not, in fact, particularly competent; we also may get very weak response rates. But surveys in the English department last semester did reveal some interesting results. We can also look at course alignment with program goals. This still satisfies the goal of accreditation (that the college collects data and uses it for assessment), but we don't have to do it exactly how we have done it in the past, looking at every single SLO. We can focus on particular issues. Some SLOS may not have results associated with them every review session. Theresa noted a problem with surveying students: some SLOs are written in language that teachers understand but that don't mean much to students.	

				Madeleine will continue to keep this on the administrative radar—that is, the goal of having a quantitative baseline so that we can do qualitative research, rather than attempting to reach conclusions on the basis of quantitative data alone.	
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