



ACADEMIC SENATE

Meeting Minutes

May 14 2019
 Rm. 18-206
 1700 W. Hillsdale Blvd.
 San Mateo, CA
 2:30 – 4:30 pm
[Website](#)

Executive Committee 2018-2019

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
Jeremy 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
Rene Anderson	Guided Pathways
Mondana Bathai	ASCSM
Allie Fasth	Year One, Guided Pathways
Trang Luong	Guided Pathways
Paul Rueckhaus	Professional Development
Liz Schuler	Professional Development
Leigh Anne Shaw	District Senate President
Makiko Ueda	Wellness Services
Pernille Gutschick	San Mateo County Crisis Services

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>Rosemary: Thank you to Jeramy for his hard work and endurance during his time as ASGC President! We also thank Leigh Anne Shaw for her service as President at the district senate.</p> <p>Chris: Open Education Resources</p> <p>You may have seen announcements requesting applications for online resource development. This is part of an effort to reduce to costs of textbook and other resources for students. It is important to be aware that the funders are looking for things that can be applied state-wide and not just for this campus. You also received a survey describing what resources some disciplines need and requesting more information. Rosemary said that some of the free resources out there are not really adequate for our needs but the survey seems to suggest that we are all doing a disservice to students if we are not giving them free textbooks. Chris noted that we should not feel pressured to use inadequate resources.</p>	Information

New Senate Business

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report	Jeramy	2:50	No new information to report.	Information
2	Vice President's Report	Peter		Guided Pathways—see discussion item #1, below, for a detailed discussion of the program.	Information
3	ASCSM Update	Mondana	3:05	The district student council has been discussing proposed free meal services and other support	Information

				for students experiencing hunger. Student government strongly approves of the proposed ideas, but they have questions about both funding and the decision making process: who qualifies for this program? The chancellor has said that anyone who “demonstrates need” is eligible, but we still aren’t sure how decisions are being made. The student senate will be discussing this next year.	
4	Standing Committee Reports		3:10	No new reports	Information
5	Action Items		3:10	<p>1. Committee Merger: Committee on Teaching and Learning.: Approved with one abstention</p> <p>We have been discussing this for the last three semesters. As a reminder: this new committee would combine CAE, assessment, and the library advisory as one subcommittee of the senate that would be responsible for these areas. The committee would be chaired by an elected representative.</p> <p>Tatiana mentioned a few concerns: have we made more work in our efforts to reduce work? Doesn’t this compound the problem? How does adding another committee reduce the work? We did discuss the rationale for this at an earlier meeting (see notes from 3/26/19 and 4/9/19) . Teresa noted that the new group may not be working <i>less</i>, but the work, ideally, will be more integrated.</p> <p>Stephanie noted that the language is sometimes inconsistent—alternating from working group to subcommittee. Jeremy agreed to change the whole document to “subcommittee.” Given these changes, all but one voted in favor of the new committee name.</p> <p>2. Resolutions 1.01 and 1.02, honoring Sandra Stefani Comerford: Approved unanimously</p>	Action

3. Scholarship fund in honor of Sandra Stefani Comerford: **Tabled until next semester.**

We did not reach a decision on whether we should create a new fund or instead have people donate to the existing funds, such as the one in honor of Susan Estes. We will resume this discussion next term.

4. Equity Plan: **Approved with one abstention**

We have discussed the equity plan at several meetings throughout Fall 2018 and Spring 2019. A detailed description of the plan is available on the senate webpage. In addition, an executive summary and progress report are available on CSM's website. Jeremiah said that there have been very small changes to the plan since we last discussed it, but substantively it is the same.

In response to questions raised at an earlier meeting, Tabitha shared some new information about what it means to be an "HSI"—Hispanic Serving Institution. The term "serving" is particularly important, making us different from an Hispanic "enrolling" or "enhancing" institution. "Service" means a focus on equity and justice for low income students of color in particular.

Jeremy noted the current draft is missing the current budget, though it does have the previous two years' budget. Jeremiah noted that this is currently a guiding document that will be updated—it is finished for the state level, but it is not yet done for CSM.

Rosemary asked if we could have more guidelines about how faculty can be sure that we are treating everyone equitably, ideally something fairly straightforward. Jeremiah: we are focusing on making a more concrete plan that helps anyone who is interested to assess their classes through an equity lens and

				<p>determine the best practices for students who most need your help.</p> <p>Jerimiah also noted that CSM is going to take over the implicit bias training that we all have to do for hiring—and we will work on new questions that we hope will make equity in hiring more clear and more central in our future decisions.</p> <p>The goal is to focus on how we are going to create a culture of equity. For this conversation to be meaningful, we know that we need more data about a number of things, such as our work with incarcerated youth, LGTBQ, and many more. Just as importantly, however, we need to be sure that we can get this data without making students feel stigmatized.</p> <p>All senators voted in favor of the new plan with one abstention.</p>	
6.	Discussion items		3:55	<p>1. Guided Pathways: Peter</p> <p>In the past year, the Guided Pathways group has moved forwards in several ways: they have started transitioning from inquiry to planning; created a vision statement; and created a leadership development committee. We now have three co-leaders, with two faculty and administration representatives, as well as a staff member.</p> <p>The planning committee has been focusing on different areas as they move forward: The counseling work group has met to begin the large-scale program mapping, while a smaller group has mapped the business degree, our most popular major. We have also done program mapping in music and CIS.</p> <p>As noted in earlier meetings, the process of even getting an AST in a major is extremely complex—something that students</p>	Discussion

understandably feel overwhelmed by. It is not easy for them to navigate program requirements, so as a result they often take classes they don't need. The program map should help to de-mystify the process.

Trang shared a program map that Bakersfield college put together. While it is not a model that we can simply duplicate, it has many positive features: for example, Bakersfield has a "program mapper" on the first page of their website. The website helps students see exactly what classes they need to take for a given degree, as well as providing information about job market outcomes, time to complete, UC requirements, and more. It is easy to read and navigate.

However, we cannot implement something like this without taking the time to discuss what the maps lead to. Creating a path and guidelines for students needs to be an iterative process because, given the complexity, the program maps may need to be refined over time.

We have also discussed the design principles that will allow us to focus as we work on the inventory project—our decisions about how we help students to "build bridges" to people, knowledge, and careers: we seek to be student centered, transparent, and flexible.

Rene said that the inventory mapping is also valuable because it helps us get out of our "silos" on campus. Those serving on the committee have been able to see how counselors work, and the meetings have also allowed counselors to get a better sense of what faculty and staff do.

Our goal for next year is to hire an interim director as a short term position (one to two years) and try to ensure that committee members are not overwhelmed. The director would carry out the logistics, attend meetings, and report to the GPS administrator.

			4:00	<p>Vincent noted that we may have a problem in that we continue to cancel classes that have fewer than 20 students. How can we guarantee a “path” if classes may be cancelled? Perhaps creating the pathways can help faculty make the case for holding under-enrolled courses if they are absolutely necessary for students to transfer.</p> <p>Guided Pathways will continue to meet next semester. Please talk to Peter if you are interested in getting involved.</p> <p>2. Mental Health and Crisis Intervention: Makiko</p> <p>Jeramy reminded us that we were informed of a difficult situation with a student who was in distress and who was unwillingly taken off campus—see the minutes from the 4/23/19 meeting. We want to make sure we can talk about policies that might better serve our students.</p> <p>Makiko said that many situations requiring intervention from outside services are extremely complex and require flexibility in how we respond. Some examples of difficult situations: suicide is the #2 cause of death among young people. If a student shares a plan to commit suicide, wellness services will call 911 immediately. Fortunately, this happens very rarely. If , on the other hand, the student only has thought of suicide but has not made specific plans, the counselors will focus more on assessment and conversation with the student., who may be asked to sign a paper saying that they will not harm themselves before a second meeting with the counselor. Another way to approach this is to focus on helping the student make a safety plan for the future, or to set up more appointments with counselors.</p> <p>Psych services tries not to “jump’ to contact the police department in these situations.</p>	
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A more complex example: students may share suicidal thoughts with their instructors and instructors feel obligated to contact services. However, if the counselors have not ever met with the students, they try to contact the student if the student is on campus. This is the most challenging category—we do not have enough information to act immediately. We will investigate as much as possible, but we must contact law enforcement if students say they want to take action. Campus public safety does not have the authority to intervene in this section.

The student who was involuntarily detained last term argued that her situation shows how this process can go very wrong: suicidal ideation is only about *thoughts*, and students need to feel safe if they are to share. She did not want to share these thoughts because of fear of police intervention—and yet this is exactly what happened.

Jeremy: what is the training for police officers? Officers receive only 40 hours of training for this kind of crisis intervention.

People can be put on an involuntary hold for 72 hours. However, they should only be put into a facility if they are a danger to themselves, a danger to others, or gravely disabled. All of these can result in an “involuntary hold”. But only people who have considerably more training than the 40 hours crisis intervention training are allowed to make this decision.

At the crisis intervention training, people receive training in how to recognize disabilities, how to talk to people in these situations—however, the training cannot completely cover the situations that may occur. People with more law-enforcement training may be more focused on threats, while psych services may be more likely to see things from a health perspective, looking for signs of hope.

However, law enforcement training does include crisis intervention for certification. Crisis intervention training is on top of this—the 40 hours are additional training.

On the other hand, faculty currently receive almost no training and may not know exactly what their rights and responsibilities are—we may need more training, particularly given a recent increase in students reporting mental health concerns. Makiko said that we have tried to put together guidelines for faculty, but these situations are often complex. We do have a lot of services that faculty can access, but many of us do not know what or where they are. Faculty should be aware that calling the police is a last resort.

Tatiana said that faculty also need to be able to trust the protocol—and this discussion is not totally reassuring. In addition to the student who brought this concern forward, we have heard about many other violations of students' rights, and we haven't heard about accountability.

Also of concern is that many faculty don't feel qualified to act even if they have had crisis intervention training—it's never an easy call to bring in the police. Arielle asked if there are any alternatives to calling the police in the case of suicidal threats. Given that many students may be fearful of the police, this doesn't seem like an ideal

Jeremy: we should discuss this more, particularly our possible courses of action for the future: do we need more faculty training? And should it be mandatory? Or should we be concerned that this training will still not be enough, and a better strategy might be to have more people with expertise available?

We should continue this discussion next semester.

				<p>3. Article 13: Professional Development: Leigh Anne Shaw and Paul Rueckhaus. We did not have time for this discussion, so it will be forwarded to next semester. Quick note on article 13: the district wants more administration on the committee. Please look at the slides Jeramy sent out—the committee would like your feedback. Please send any comments or questions to Joaquin Rivera.</p> <hr/>	
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