



**ACADEMIC SENATE**

**DRAFT Meeting Minutes**

November 8, 2022  
 Zoom Meeting ID: 442 779  
 680  
 1700 W. Hillsdale Blvd.  
 San Mateo, CA  
 2:30 – 4:30 pm  
[Website](#)

**Executive Committee 2022**

Jeremy Wallace  
 Acting President

Jesenia Diaz  
 Vice-President

Stephen Heath  
 Treasurer

Daniel Keller  
 Secretary

**Executives Present**

Name of Officer	Executive Committee Role
Jesenia Diaz Daniel Keller Jeremy Wallace	Vice-President Secretary Acting President

**Senators Present**

Name of Senator	Division
Rene Anderson Michelle Beatty Michelle Brown Yvette Butterworth Leo Cruz Manny Delgado Valeria Estrada Susan Khan Edgar Mojica Villegas Vincent Li Todd Windisch Philip Tran	Language Arts Math Science CASS Math Science Counselling Counselling Librarian ASLT CASS Business-Technology Language Arts Business-Technology

**Others Present**

Name	Representing
David Laderman Matt Montgomery Lia Thomas Gil Perez Andrea Vizenor Linda Truong Jennifer De La Cruz	Film Library Library Counseling President's office President's office Counseling

Carla Grandy Jennifer Howze-Owens Liz Morales Teresa Morris Arielle Smith Chris Walker	VPI DEAC ACC Library Enrollment Services Curriculum
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**Opening Procedures**

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President	2:35	Move to approve: Daniel; Second: Michelle Beatty Approved  Adding Resolution 1.01: allowing remote meetings as a result of the continuing state of emergency as declared by Governor Newsome. Move to approve: Yvette; Second: Daniel	Procedure
Approval of past minutes	President	2:38	Minutes approved	Procedure
Public Comment	Public  Teresa Morris	2:40	<b>Teresa Morris</b> asked that the following public statement be included verbatim in the minutes:  I served as curriculum chair, 2011 - 2021 and Academic Senate co-president 2021-2022. Diana Tedone-Goldstone, who is past Academic Senate president at Cañada College (2019-2021) and I are librarians. We are attending the CSM senate meeting on Tuesday and Cañada's senate meeting on Thursday to present this statement in response to public comments made at the District Senate meeting in September 2022.  A statement was made about senate leadership and the ability of counselors and librarians to serve in senate leadership on behalf of all faculty. Specifically called into question was the ability to serve as academic senate president. We are both disappointed and disturbed by this statement. Librarians as a discipline and a profession that vigorously interact with the whole campus. It is essential to know, collaborate with, support and engage all faculty to be able to do our jobs. To say that we "cannot properly represent or understand the needs" of our fellow faculty is wrong and, frankly, insulting. The full minutes of the September 2022 District Senate meeting are posted and <a href="#">available online</a> .  We are concerned that this statement represents an ongoing ignorance about the variety of faculty work, the nature of leadership and a growing trend to devalue the work of "non-instructional" faculty.	Information

	David Laderman	<p>We are asking for this to be placed on the January 2023 Academic Senate agenda as a discussion item at CSM and Cañada.</p> <p><b>David Laderman:</b> Regarding dual enrollment: I received an email from a student from a high school who wanted to join the honors project, but is worried that his GPA is damaged due to his dual enrollment high school classes. The main concern I have is that the student felt that taking college courses in high school and getting bad grades is now haunting him—not only academically but in his attitude and his sense of self-worth. I have received several emails from students with the same concern: they feel their GPA and record has been negatively affected by the dual enrollment courses they took. I know that the program does good things, but this is concerning and I have heard from other faculty that they have similar concerns. This seems to be the reverse effect of the program’s good intentions.</p>	
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**New Senate Business**

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President’s Report	Jeramy	2:50	<p><b>President’s Report</b></p> <p><b>IPC:</b> Chris: we spent much of the meeting talking about the campus climate survey. Faculty, staff, and administration filled out the survey during the last academic year, with a higher than usual response rate (though a low response rate from part-time faculty). Hilary Goodkind will be sharing the results with us at senate in the near future: overall the results were good, with some comments more neutral to negative regarding the pandemic, as well as concerns about communication and the sense of being “siloed” in disciplines, as well as concerns about onboarding</p> <p>We also heard from David Galvez about the preliminary data of the equity plan—we should be hearing about this in senate by the end of the month.</p> <p>Andrea Vizenor also gave us an update on the strategic initiatives at Coastside college: we now have a facility we are leasing in downtown Half</p>	Information

				<p>Moon Bay. We will be meeting soon to discuss programing—we want to be sure that we are intentional about what we are offering.</p> <p>We have two faculty vacancies for IPC. The senate president is the co-chair, but we also need to have six faculty reps. The fifth position normally goes to the equity committee. There should be a faculty chair. Teresa said she could be a backup.</p> <p><b>VPI Hiring Committee:</b> President Taylor-Mendoza wants to get this in by next spring. We probably want to get the appointments done in December. Jeramy and Arielle will be looking to see who is interested in joining. The committee should be representative of the college, including representatives from curriculum and senate in addition to long term and newer faculty.</p> <p><b>ASCCC:</b> Jeramy attended the fall plenary this past week. A major topic was AB 928, which “streamlines the process by which California community college students may transfer to a four-year university ... the act establishes an Intersegmental Implementation Committee to facilitate coordination for the Associate Degree for Transfer (ADT) and focuses on improving student transfer outcomes. The act also requires the Intersegmental Committee of Academic Senates to establish one lower division general education pathway, of no more than 34 units, that meets admission requirements for both the California State University and University of California systems.” The UCs and CSUs have until May to come together and create a transfer pathway themselves. If not, the administrators get to make the transfer pattern. One of the things that was removed was lifelong learning.</p> <p>Other plenary bills included adding diversity, equity, and inclusion to title five. There was also a resolution to put libraries back into the standards for accreditation. Jeramy also attended a breakout session on noncredit courses.</p>	
2	ASCSM Update	ASCSM	3:05	No representative present	<b>Information</b>

3	Standing Committee Reports	Chris	3:06	<p>Curriculum Committee, Chris Walker, Chair</p> <p>No major updates at the moment</p> <p>Committee on Teaching and Learning, Susan Khan &amp; David Lau, Co-chairs</p> <p>We have not met since the last senate meeting, but we are starting flex planning for January. We would love input from this group. We are floating the idea of having the transfer disciplines meet together on the district day. We wondered if other disciplines would want to meet as well., so let us know . We are also continuing the <i>Sum of Us</i> book discussion. If people have input on what form this discussion should take, we want to hear. We are also looking at the program review guidelines.</p> <p>Distance Education Advisory Committee, Jennifer Howze-Owens</p> <p>I am holding most of my comments for this meeting since DEAC will be addressing senate at the next meeting</p> <p>We have run the numbers on QOTL: only 85 faculty would need the training update.</p> <p>We are also looking at the budget: we noticed that this current AFT contract does not include pay for required training. We are not sure what this means in the context of the bigger conversation, but we may want to discuss it in the future.</p> <p>At the last DEAC meeting, the group approved the two pathways for training: QOTL2 and a "Course Review" pathway: both are about 20 hours of work. ON the 22<sup>nd</sup> we will come together to have everyone see...</p> <p>OER Update, Jennifer Howze-Owens</p> <p>The OER newsletter will be shared at the next meeting. I am wondering whether students are asking about OER and ZTC: are students asking if books are also free?</p>	Information
		Susan			
		Jennifer			

5	Action Items		3:12	<p>Appointments</p> <ul style="list-style-type: none"> <li>a. Enrollment Management – Philip Tran</li> <li>b. Pride Coordinator hiring committee – Evan Kaiser, Michael Vargas</li> </ul> <p>Move to approve: Susan/ Second: Chris Approved by all</p>	<b>Both appointments approved</b>
6.	Discussion items	Andrea Vizenor and Linda Truong	3:15	<p>1. Dual Enrollment (Presenter: Andrea Vizenor and Linda Truong)</p> <p>Andrea shared slides from the <b>dual enrollment</b> team on the goals of the program. Goals include focusing on disadvantaged students; they are hoping to increase the number of these students who are matriculating to campus and getting involved in our learning communities. We can also help to reduce student debt as well.</p> <p>There are three partnership models that exist in dual enrollment. One is when we have a college faculty member embedded into the high school teaching a section of course offerings. These faculty also engage in brief onboarding at the high school site so that faculty can navigate the high school experience. We are hoping to bring more of this in fall.</p> <p>In the second model, high school teachers meet minimum qualifications and teach the course at the high school. Ideally, the teacher expresses interest, partners with discipline faculty, and completes minimum qualifications form. The teacher is paid by the high school district and participates in monthly meetings—this is the most promising model elsewhere.</p> <p>The third model involves team teaching with high school and college faculty participating together, with CSM faculty being the instructor of record.</p> <p>The main program elements include coordinated engagement to increase CSM matriculation; retention and early alert, integrated support, DE faculty team meetings, DE campus and support teams, and partner pathway team meetings.</p>	

Andrea also shared a snapshot of current planning: in December and January, high schools will be looking at what they want to make available; the design implementation team will be launched in December; there will be a planning retreat on 12/14 and offerings will be finalized in February. Finally, the program will launch in August '23.

Philip Tran: the calendar is not aligned for CSM and high school—whose calendar do we work on? Andrea: Ideally, we are aligning with the high school district calendar because that is when students begin. This year we started two weeks after high school started and there seemed to be some missed connections. We are hoping that our calendars will align. Philip: how would compensation line up if I teach two extra weeks? And if adjuncts are over their load, will that be a problem? Andrea: you would be compensated for any extra time beyond CSM's calendar. I have not experienced the problem for adjuncts, but it is something we could look at on a case-by-case basis.

Philip: what is our process for faculty assignments?

Chris: we have been discussing the issue that previous versions of dual enrollment seem to have bypassed the normal process for minimum qualifications and equivalency. There are some disciplines that require a certain amount of experience rather than minimum quals. But some faculty in the past felt they had been told high school faculty met minimum quals when they did not. Administrators do make decisions about the right of assignment beyond just the minimum quals.

Carla: in some cases there are subdisciplines (biology, for example, includes several), but legally, anyone with a biology degree could teach any biology class. Ideally, the deans have knowledge of instructors' backgrounds. We have a team for dual enrollment now, so we are hoping to deal with some of the concerns in the past. We had a lot of growth without a plan to handle the growth. At Skyline, we knew we couldn't do the work without faculty. We look forward to building that into our strategy. Chris: what are our partner high schools? San Mateo

		<p>Carla Grandy</p>	<p>4:00</p>	<p>Union (with the exception of Cappuccino—which is on the border to Skyline). The different colleges in our district can partner with others if the high schools have programs that only one college offers—for example, hospitality at Skyline.</p> <p>Jeremy: how are the high school teachers evaluated?</p> <p>Andrea: we are looking to have the discipline faculty member and administrator evaluating, similar to what we would do for adjuncts. If we have discipline faculty working with the high school teacher, they are collaborating and seeing the teacher on a regular basis.</p> <p>Philip: what is happening right now with faculty assignments? Are deans the first to be engaged or faculty? Andrea: We have been trying to see what faculty might be interested in assignments—this is mainly driven by faculty interest.</p> <p>Jeremy: how are high school teachers chosen? Andrea: it is really about the high school teacher saying they are interested, that they meet minimum qualifications, and would like to join in the monthly planning meetings.</p> <p>Andera also told us about some successful partnerships between high school and college faculty.</p> <p>Andrea will be sending out a request for a work team moving forward. There will be a campus-wide notice for those who want to get involved.</p> <p style="text-align: center;">2. Enrollment Management</p> <p>Carla shared an update about <b>enrollment trends</b>; results of a recent survey about modality and timing; the goal of making more data-informed scheduling decisions and launching a strategic enrollment committee</p> <p>Carla presented a summary of how enrollment has changed over time. When administrators talk about enrollment management, we are talking about how to get more students into classes. Faculty are more focused on issues of class cancellation and modality. But we need to get students in to be able to run the classes and provide the schedules. We are not down in</p>	
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enrollment as much as we were. In fact, we are slightly higher in full-time equivalent students

We also did a survey looking at transportation and timing: we had about 1,200 students respond. Most are interested in traditional times: Monday-Friday mornings and afternoons; but we are still hoping to develop evening schedules to bring in new students.

Modality questions showed that 48% want a mix of online and in-person; 41% said in-person only; only 10% said online (asynchronous). This may skew towards people who are coming to campus already since this was about transportation. But there has been a push to offer more online, and we should consider that this may not be what our students are looking for. Jeremy: traditionally, associated students is where administration has gone for student opinions, but ideally we would get more diverse opinions: learning communities might be another source of information.

The strategic enrollment management committee is putting together a group from across the campus. Our first email will go out tomorrow. Our goal is to bring in a consultant to help us with the back-end research.

We want to make sure that we reach out to new students—right now we are surveying our existing students.

Jennifer: the slide with 50% wanting a mix of in-person and online is a little confusing: does that mean students want hybrid, or one section fully in person and others fully online?

Carla: we are not always able to figure out what students' intentions are

With all the guided pathways work, the main obstacle that came up was for students to get the classes they need to complete degrees in reasonable time. We need a lot more information to make good decisions.

Rene: is this team for the district? What if students can get what they need at one of our sister colleges?

Carla: that is also important, especially now that students are more likely to be across the district.

Chris: more students taking classes cross campus has also become a point of discussion at district curriculum committee because there are policies in place designed to ensure students take classes at one school. We are seeing a lot more students taking classes at all schools, but we still have policy that students have to take 50% of their major courses at one school.

Rene: were the students who participated in the survey asked if they were fulltime or did that even matter? Carla: I don't think that was in here. It was a district wide survey focusing on transportation.

Carla also shared a draft of the guidelines of the **course cancellation policy**. We know the cancellations are disruptive for everyone, but we do have to maintain some level of efficiency.

The old board policy (6.04) dictates that classes with fewer than 20 students will get cancelled, but it also says that we will consider other factors such as impact on degrees, future availability of the courses, frequency of course offerings, regional workforce needs, among other issues; we also want to encourage courses that support equity and disproportionately impacted populations, and to allow new and experimental courses to run. Deans get discretion on when classes will cancel, but generally it is not a good idea to wait until the last minute. More recently, we have changed some of these to late-start classes.

Carla also shared the process that deans go through for cancellations, such as communicating with all students, consulting with faculty, and adjusting faculty assignment. Rene: those things don't happen across the board—are they done differently in different divisions? Carla: they all *should* be happening across the board. The point of this document is to make sure we are all on the same page.

We will have a follow-up in the December meeting.

				Meeting adjourned at 4:33	
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