



ACADEMIC SENATE

Meeting Minutes

December 13, 2022
Zoom Meeting ID: 442 779
680
1700 W. Hillsdale Blvd.
San Mateo, CA
2:30 – 4:30 pm
[Website](#)

Executive Committee 2022

Arielle Smith
President

Jesenia Diaz
Vice-President

Stephen Heath
Treasurer

Daniel Keller
Secretary

Executives Present

Name of Officer	Executive Committee Role
Daniel Keller Arielle Smith Jesenia Diaz	Secretary President Vice President

Senators Present

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

Others Present

Name	Representing
David Galvez Hillary Goodkind Carla Grandy Jennifer Howze-Owens Kristi Ridgway Jennifer Taylor Mendoza Chris Walker	CSM Director of Equity PRIE VPI DEAC Language Arts Dean CSM President Curriculum Committee

Opening Procedures

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President	2:35	<p>Move to approve today's agenda: Michelle Brown Second: Daniel. All approve</p> <p>Consent agenda: we continue to allow members and the public to attend meetings remotely. AB 361, an amendment to the Brown Act, allows remote meetings as a result of the continuing state of emergency as declared by Governor Newsom.</p> <p>Move to approve: Yvette; Second: Daniel</p>	Procedure
Approval of past minutes	President	2:39	Minutes approved	Procedure
Public Comment	Public	2:40	<p>Daniel: It is urgent that we make all instructors aware of the impacts of artificial intelligence on academic work, and that we begin planning for how it will change the nature of instruction in many disciplines, particularly those that require writing. Many of you may be familiar with Chat GPT, a program that can generate what sounds like completely "human" writing on complex topics. The program is already available as a prototype, and we have found at least two cases of students using it as a form of cheating in English classes this semester. We will need to discuss this at the district level as all three colleges should adjust policies. We also need to discuss how it might change the nature of instruction in the long run, but the most immediate need is probably to treat it as an issue of academic misconduct. Even there, it can be nearly impossible to detect.</p> <p>Michelle Brown added that instructors in art or any class requiring graphic design should also be concerned about Chat GPT's ability to generate images.</p> <p>We will discuss this in future meetings.</p>	Information

New Senate Business

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report	Arielle	2:41	<i>Meeting format changes:</i> Due to the Brown Act, we will need to make changes to how we run meetings by March of next year. Right now we are in a state of emergency, but that expires in	Information

				<p>February 23. There will still be exceptions: voting members can attend remotely two times per year, a total of 20% of the meetings scheduled given “just cause.” In January, we will clarify what counts as a justifiable emergency reason for attending remotely.</p> <p><i>District senate:</i> for those who have been following the non-instructional telework pilot, the district senate approved a statement in support that will be read at tomorrow’s board of trustees meeting.</p> <p>There was also discussion of the class size/proposed class caps policy that Todd , Jeramy, and others have been working on. They will be sharing it next semester.</p> <p>There was a request to consider adding Indigenous People’s Day to the academic calendar as a holiday. It is not likely to happen in the fall semester because of the number of holidays and classes scheduled on Mondays, but we have not completely shut down the possibility.</p>	
2	ASCSM Update	ASCSM	3:05	No representative present	Information
3	Standing Committee Reports	Chris	3:06	<p>a. Curriculum Committee, Chris Walker, Chair</p> <p>We had our last meeting last Thursday, with many courses and programs approved. Besides that, the big thing coming is the district-wide curriculum alignment summit happening on flex day in January.</p> <p>We are bringing together faculty in programs that we found to be furthest out of alignment. We need to make sure that we correct this problem, particularly as more students are taking classes across the district. We will then be working on the common course numbering project.</p> <p>b. Committee on Teaching and Learning, Susan Khan & David Lau, Co-chairs</p> <p>No representative present</p> <p>c. Distance Education Advisory Committee, Jennifer Howze-Owens</p>	Information

				<p>There is not a lot to report since the last senate meeting. We gave a presentation on the DE training policy right before Thanksgiving, and we are set for our next meeting this Friday. The only other update is that we, along with ITS, are moving towards the multi-modal classroom trainings. ITS will be doing these the first two weeks of the Spring term.</p> <p>d. OER Update, Jennifer Howze-Owens The only update is the exploration of the zero cost pathways. We will start doing a roadshow and meeting with leadership as well to determine what can be offered for zero cost.</p>	
5	Action Items		3:03	<p>1. Committee Appointments</p> <p>a. Patrice Reed-Fort: Enrollment Sustainability & Growth Work Group</p> <p>There will be another faculty representative added to this committee.</p> <p>Move to approve: Chris Second: Daniel Approved by all</p> <p>2. Peer Evaluation Committee a. Language Arts: Rene Anderson, Teeka James, Todd Windisch</p> <p>Move to approve: Chris Second: Jesenia Approved by all</p> <p>3. Evaluation Guidance Committee – 1 semester substitute a. Makiko Ueda Theresa Martin is on sabbatical for the spring '23 semester, so Makiko is the proposed substitute Move to approve: Chris Second: Yvette Approved by all</p> <p>4. Hiring Committees a. VP of Instruction • Chris Walker - Math, Curriculum chair</p> <ul style="list-style-type: none"> • Deborah Baker - Cosmetology • Julieth Benitez - Instructional Designer • Guillermo Cockrum - Business/Econ • Alternate: Arielle Smith - Counseling, Academic Senate President <p>Arielle: to add some context, I solicited requests for those who are interested, including adjuncts. We heard from 11 faculty members who were interested, and then the executive team of</p>	

senate met to decide. We were looking for representation in different areas—classifications, disciplines, adjuncts, and so on.

Move to approve: Jesenia Second: Leo

Discussion before the vote:

Lale: I am a little concerned. When we are choosing committee members for a position that is going to affect all faculty and deans, I think it would have been more beneficial for people who are more familiar with the role of the VPI—but some of those on the committee are fairly new to the college. This team is inexperienced with hiring committees and what the VPI does.

Philp: I echo this concern as someone who is new: I don't understand the college as well as someone who has been here for a longer time, someone who understands the background needs and challenges of this college.

Chris: I understand the point, but I think you don't need every person on the committee to be long-time seasoned faculty—that would also create an imbalance and send the message that you have to be here a long time to participate which is not a message we want to send. It is good to have viewpoints from people who have not been here that long, and there are 8-9 (eventually a total of 12-13—these are just the faculty reps) members who have much experience.

Lale: There are still 2/5 that are not very experienced. I have no doubt that all members will do a good job, but I still feel that someone new does not know the dynamics of this position, so I don't feel comfortable with this committee. I would prefer to have more seasoned faculty.

Arielle: It felt important to have the areas represented, so that was a big part of the rationale for adding some of the less experienced members—these are departments that interact a lot with the VPI.

Lale: I understand the importance of having an instructional designer, but some of the other members do not have very much experience at all

Philip: I can also say that I don't know if one of the proposed members has taught on campus the last two years, and I think he may be more involved in high schools: if we are looking for representation, I don't know if he is the best person.

Jennifer Taylor-Mendoza: I know that this is not my vote, but I want to add that it is important to have an adjunct and career education as well—the proposed committee includes these roles.

Final vote: 9 yeas; Four nays, One Abstention.
Approved

- a. Accounting • Stephen Heath – ACTG
• Vincent Li – ACTG
• Sarah Mangin-Hinkley – ENG
• Francisco Gamez - Dean

Move to approve: Chris Second: Yvette

All approved but one abstention (14 yeas, one abstention)

- b. ADMJ • Michael Brunicardi – ADMJ
• Christy Baird – FIRE
• Kim Salido – COSM
• Michelle Schneider (classified staff) – PSC for ADMJ/FIRE
• Francisco Gamez - Dean

Move to approve: Chris Second: Yvette
All approved

- c. Nursing
• Natalie Waechtler – Nursing
• Melinda Nguyen – Nursing
• Beth LaRochelle - Dental
• Janis Wisherop - Nursing Program Director

Move to approve: Rene Second: Yvette
All approved

6.	Discussion items		3:18	<p>1. Campus Climate Survey – Hilary Goodkind and Jennifer Taylor-Mendoza (15 minutes)</p> <p>Jennifer Taylor-Mendoza: We did our first IPC presentation about the survey and I wanted to have some time with the senate in case you have specific questions. We will also be talking to classified and student senate.</p> <p>It is important to move forward with this because it has been dormant since 2017.</p> <p>Hilary shared slides reviewing the survey: We came back from the pandemic and this was done in early spring by an external organization, Modern Think. We are looking for opportunities for improvement and also to reflect on changes we have seen over time.</p> <p>It was strictly confidential and it is important to us that it remains that way. We had a high response rate of 42% with 130 faculty responses, 78 classified, and 19 supervisor.</p> <p>Hilary reviewed some of the top responses, discussing both the opportunities and strengths: in job satisfaction and support: most said they find the work they do meaningful. In professional development, the opportunity is to improve onboarding of new faculty. For faculty and staff wellbeing: the opportunity is to give people more flexibility to manage work and a personal life. Faculty said supervisors are supportive in general. The strengths are that our review processes accurately measure job performance.</p> <p>Jennifer Taylor Mendoza: on supervisor effectiveness, the opportunity is to receive regular feedback that is helpful; faculty believe supervisors to be consistent and fair. Communication: the opportunity is to be sure that faculty feel changes that affect them are discussed prior to being implemented. We are trying to be sure there are no “summer surprises” for faculty. The strength is to communicate openly about issues that affect work</p> <p>Diversity, inclusion, and belonging: the institution has effective procedures for dealing with discrimination, and the strength is that</p>	
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respondents overwhelmingly agree that “in my division we welcome diversity in all forms.”

Confidence in senior leadership: senior leadership should provide a clear direction for this institution’s future. The strength is that senior leadership has the knowledge, skills, and experience necessary for the institution’s success. Collaboration: people should cooperate across divisions. The strength is that people in divisions work well together. Mission and Pride: the opportunity is to make the institutional culture special—something you don’t find just anywhere. The strength: most answered that they feel they have an understanding of “how my job contributes to the instruction’s mission.”

Chris: how much detail of the surveys will get out to the public? Jennifer: the raw numbers are available at IPC, but we will also share the results. In previous times, not much was disclosed. But we may need to decide how we want to handle the data.

The next survey comes out in two years. We want to give time to implement improvement opportunities and change so that we can come back and use this as a baseline. Chris: I would be interested in hearing more about what questions we should ask for the next survey. Jennifer: We can do that—when we came up with the 10-15 questions, it was only with the cabinet team, so yes, we should do that next time.

Leo: would it make more of an impact to do it earlier in the semester? Some faculty may be too busy by the end of the term. Jennifer: We would like to wait to the beginning of next term, but we really needed to get this data since we have not done a survey since 2017.

Rene: I just found that all of the changes were overwhelming—I’m just wondering how that impacted the responses. Jennifer: Yes, there were some signs that people were burnt out, frustrated, and ticked off.

Arielle: I would like to see more about diversity inclusion and belonging for faculty. Hillary: we just had follow-up with AA and Pacific Islander

			<p>students –we will get that report finished around February as well.</p> <p>2. Student Equity Plan – David Galvez (40 minutes)</p> <p>Da shared slides focusing on key focus areas and disproportionate impacted student populations. We were looking at success rates around transfer-level English and Math, and also overall completion and transfer rates.</p> <p>Successful enrollment: looking at 2021 data, it is clear that the pandemic had an impact, but not at the level some feared. There were some dips, but not as severe as we thought they would be.</p> <p>Successful enrollment is defined as those who apply and enroll in at least one unit. There was a huge dip in enrollment for students who identified as homeless. Some statistics also stand out: we lost nearly half of our enrollment of black female students between 2017 and 2021, with less of drop for black male students, from 102 to 74. Foster youth also dropped.</p> <p>Transfer-level English completion: the mean average is 60% for all students. There was also a drop for disabled students, black students, and foster youth in this category, with all falling below the mean. In 2020 the campaign for college opportunity recognized CSM for high level success rates for black students—but when David looked more closely he found that the data the group used was from the chancellor's office. Our raw data is for all students; the data that the campaign for college opportunity recognized was for students who were taking English for the first time, dual enrolled. So the data is a little misleading, but it does show some of the benefits of support since a lot of those students were also getting multipronged support from equity programs.</p> <p>In Math, the overall success rate is 45% with impacts on Pacific Islanders, Latinx, black, and students with disabilities. The combined transfer for English and Math showed drops for these groups.</p> <p>Overall, this is the second consecutive year of disproportionate impacts on rates for completed transfer.</p>	
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With transfer rates: overall rates are 40.7% from 2018-2019, with the goal of having students transfer within three years, but here the ratings also show disproportionate impacts , with 22% transfer for Latinx, 21 for Pacific islanders, both over 20% below the mean.

Overall, transfer rates have fallen nearly 5% since 2015. For Latinx students, this is the sixth consecutive year of disproportionate impact findings. For Pacific Islanders, this is the second.

Chris: on these groups that have 4 and 5 consecutive years of impact findings: were they pretty flat during that time period or were there fluctuations?

David: there was definitely a trend where it has continued to drop The gap has been pretty consistent, but it has been very slowly widening.

Todd: often when we see presentations about equity, we don't see language learners or ESL—I would love to see more data like that especially when we talk about reaching transfer level English.

David: Yes, this data only tells part of the story. I agree that we need to take a harder look and consider the methods by which we disaggregate that data as well. Another issue is part-time students: we know about our full-time students, those who are connected to equity programing, and those programs are doing well. But we definitely do need to know more about ESL.

Please send me questions if you want to discuss this further.

3. Course Cancellation Policy feedback – Carla Grandy (20 min)

Carla: This is the same policy we looked at last time, so I am just here to get some more feedback from you all.

This is policy that still has the 20 student cap, even though we have not been following this in the last few semesters.

			4:03	<p>There are a series of things that deans look at to determine whether or not a class needs to be cancelled and the process for when a class is cancelled. We want to make sure we follow consistent steps. The handout Carla shared goes through the approach the administrative teams go through. Deans work really hard to ensure that we do not have to cancel classes. Chris suggested that the list of reason to cancel should start with <i>avoiding</i> cancelling.</p> <p>Rene: It would help to clarify how we communicate that a class has been cancelled. Right now, the dean, or the division assistant, or sometimes a faculty member communicates to a student that the class has been cancelled. It might seem best to have the faculty member email students since students are more likely to read an email from the instructor. This may be rare, but I am thinking of a specific issue: I had a class in 2021 that was cancelled, and so I was reassigned another class that was completely full. But when I went to email the students, the full class had dropped by half. In this case, the instructor had emailed the students and told them, so they all went to another section.</p> <p>Lale: we will need to follow good protocol to ensure that we are communicating in an effective way.</p> <p>Arielle: I don't know how feasible it is—but would it be possible to have a running list of cancelled courses be communicated to counseling as well?</p> <p>Carla: I believe the dean, Krystal, gets an email, but otherwise it is only the enrollment reports. It would not be hard to change this to daily reports at least during the first few weeks of the semester.</p> <p>Leo: it would help to know how many available seats there are in addition to knowing how many total there are, so we would know how many have already enrolled.</p> <p>Carla: my understanding is that Webschedule is going away and that we will be replacing it for the summer schedule. The new program may allow this.</p> <p>Arielle: we also need to make sure that the faculty members get advanced notice from the</p>	
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dean about class cancellations—there have been just a few problems where faculty find out from students that a course has been cancelled.

Rene: I am just wondering about the waitlist. Coming to this district, I was really surprised that students can put their names on multiple waitlists for different sections. The waitlist gives faculty a misleading impression of how many students are waiting.

Carla: the purpose is trying to give students more options. But it does create some confusion—the dean can access multiple sections to see, but that doesn't help you as an individual faculty member.

Arielle: Do students automatically get told there is a new section? Kristie—we do this in Language arts.

Carla—we think most deans are doing this, but we should add it to the list of things we want to see. Are you all comfortable with me taking this feedback, updating the document, and then making it available? It is not a changed practice so much as a transparent process.

Carla will put up a draft version so that we can get feedback from our divisions and departments in January and February.

Carla also addressed a question about conflicting finals: we are aware of the problem and have been trying to eliminate conflicts. Ada has been working with division assistants and we have not found many conflicts so far. There may be cases where a student has two finals scheduled at the same time, usually as a result of hybrid schedules. We think we have found most of those problems.

Due to a lack of time, the discussion of the Committee Participation Policy draft will be carried over to January.

Meeting adjourned at 4:29

