

**Meeting Minutes** 

February 28, 2023

Zoom Meeting ID: 442 779 680 1700 W. Hillsdale Blvd. San Mateo, CA 2:30 – 4:30 pm <u>Website</u> **Executive Committee 2023** 

Arielle Smith President

Jesenia Diaz Vice-President

Stephen Heath Treasurer

Daniel Keller Secretary

# ACADEMIC SENATE

#### **Executives Present**

Name of Officer	Executive Committee Role
Daniel Keller	Secretary
Jesenia Diaz	Vice President, Acting President

#### **Senators Present**

Name of Senator	Division	
Rene Anderson	Language Arts	
Michelle Beatty	Math Science	
Michelle Brown	CASS	
Yvette Butterworth	Math Science	
Leo Cruz	Counselling	
Manny Delgado	Counselling	
Susan Khan	ASLT/CTL	
Vincent Li	Business-Technology	
Matt Montgomery	ASLT	
Edgar Mojica Villegas	CASS	
Gil Perez	Counselling	
Tim Tulloch	KAD	
Todd Windisch	Language Arts	
Lale Yurtseven	Business-Technology	

Name	Representing
Jennifer De La Cruz	Counselling
Carla Gundy	VPI
Aaron McVean	District Office
Teresa Morris	Library
Kevin Sinarle	Counselling

## **Opening Procedures**

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President	2:34	Jesenia is acting as president today in Arielle's absence. Minor change to the agenda: We have been asked to consider adding another faculty member to a hiring committee for the assistant athletic director position. Move to approve: Chris Second: Leo All approve	Procedure
Approval of past minutes	President	2:35	Minutes approved	Procedure
Public Comment	Public	2:36	Deadline for the CSM scholarship: Faculty members should know that your recommendation is due by March 2 <sup>nd</sup> . Contact Luis Vargas from the scholarship coordinator committee if you have questions. Jesenia: just a reminder that we have a new interim chancellor.	Information
			We will probably return to this topic in future meetings. She will be starting in April. Unfortunately, our finalists didn't work out and Chancellor Claire doesn't want to stay for the extra time it would take to go through a new search process—of course we understand as he has been with us for a very long time.	

### **New Senate Business**

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report	Arielle	2:45	No report for today	Information
2	ASCSM Update	ASCSM Andrea Morales	2:46	ASCSM just started their meetings for the fellowship program that they have been working on for the last year and half. There will be an 8 week cohort. Jesenia: how many students were you able to take on? Andrea: we started with 78 students We are hoping to see an increase of applications for this program next semester.	Information

3	Standing Committee		2:52	Standing Committee Reports	Information
	Reports				
		Chris Walker		<b>Curriculum</b> : meetings are currently less busy as we are in the low period for approving new classes and programs, but we have discussed a few policy items:	
				First, credit for prior learning: Thanks to changes at the state level, we are now going to be allowed to give students with military background credit for actual course work. They are exempt from PE requirements, and we are going to look at how we can give them specific credit. We are going to see more ways to give students from other backgrounds credit for outside work.	
				Second: for the district-wide pilot on the course catalog, we will be identifying courses that have not been taught for five years: these courses should be banked, though we will consider extenuating circumstances.	
		Susan Khan		CTL: We incorporated the changes suggested for our bylaws—that document will be coming back to senate for approval soon. We also discussed, with our student representative, how we can incorporate student voices into our professional development process. We also looked at the program review documents to make sure that faculty who are completing those have the support that they need.	
		Jennifer Howze- Owens		<b>DEAC</b> : We have about 85 faculty who plan to teach online or hybrid, of whom 59 have signed up for QOTL2—this is good news. Both spring cohorts are at capacity right now. We also have been going to division meetings and updating folks on not just QOTL2 but other professional development offerings. We would love to hear any feedback.	
				Lale: I never did the first trainings a couple of years ago since I had already been teaching online for a few years—will I need to update?	

5	Action Items		3:00	Jennifer: I don't think there is any requirement if you have experience, but the course does allow you opportunities to update your materials. Regarding the "teaching and learning modalities definitions," we will be giving our feedback before it goes to final vote. Another note: At the last meeting, we thought DEAC was left out of the district bylaws entirely, but it is listed as an "auxiliary group." We are fine with that—we don't need to be a standing committee at the level of curriculum. <b>OER:</b> OER week is next week. We are working on the messaging that will be sent out to deans. Board of trustees president Lisa Petrides is coming to give her feedback—she has a lot of experience with OER. The coffee talk with Board President Petrides is Tuesday at 3:00. <b>1. Hiring committee appointment :</b> Assistant athletic director Adding Doug Williams We have already voted on the makeup of the hiring committee—this is just to add one more member . Move to approve Todd; Second: Daniel All approve <b>2. Committee participation policy</b> We discussed this in the first February meeting. Since then, we have added some new context and made some changes to the policy, including that faculty should attend 75% and not 80% of committee meetings for committees that meet once a month versus twice a month. The	Action
				Adding Doug Williams We have already voted on the makeup of the hiring committee—this is just to add one more member . Move to approve Todd; Second: Daniel All approve <b>2. Committee participation policy</b> We discussed this in the first February meeting. Since then, we have added some new context and made some changes to the policy, including that faculty should attend 75% and not 80% of committee meetings for committees that meet	Approved
				Move to approve: Chris Second Vince All approve	Approved
6.	Discussion items	Teresa Morris		<ol> <li>Non-instructional Faculty Workgroup update – Teresa Morris (10 minutes)</li> <li>We will be convening next Wednesday at 3 pm if any wants to join us. I have already sent out</li> </ol>	Discussion

		invitations to participate If I missed any of you, please just reach out.
		Jennifer noted the meeting conflicts with the all- campus meeting that was just sent out. Teresa: We may have to reschedule, but I hope to get this done before the mid-March senate meeting. We hope to return back to district senate to continue this conversation—I have asked the district to consider adding us to the agenda for mid-March.
	Aaron McVean	2. SB 893 – Free College Proposed Board Policy – Aaron McVean (40 minutes)
		This initiative, which was passed in the fall, waives enrollment fees for all students who reside in San Mateo County for the Spring 2023 semester. Normally, the ed code restricts the use of general fund fees to waive enrollment costs, but as a basic aid district, we have more flexibility to use our general fund dollars.
		More than 12,000 students who reside in San Mateo are receiving support.
		We cover all fees if students demonstrate some kind of financial need, but we also pay for enrollment fees regardless of demonstrated need. Need is determined by Promise Scholars grants, but that covers only 2,103 students. We are now covering all fees for a much broader range of students.
		In looking ahead to the next 4.5 years, we are discussing breadth versus depth: should we provide more support for fewer students or less support for more students?
		Aaron showed us what it would look like if we restricted the numbers in various ways—for example requiring a minimum of six units, or supporting only students with a goal of completion would reduce the number of students from 12,000 to 4,000. That seems too restrictive.
		We are also looking at other ways we might support students: transportation, summer term, child care, textbooks, technology, material

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	equipment for specialized programs, and study
	abroad all can be included. These ideas are
	popular until we look at the total cost—from 23
	million to 16 million, depending on restrictions.
	We have also looked at other ways of doing
	more for students without such overwhelming
	costs: we could open free enrollment to all
	students, without any minimum enrollment units,
	or we could support transportation in limited
	ways (for example, a \$50 monthly stipend for
	students with demonstrated financial needs). We
	hope to discuss this further at the March 22 <sup>nd</sup>
	board meeting. This summer, I will recommend
	that we just roll the current spring policies for
	summer and start the new policies for fall .
	Vincent: Do you believe our significant
	enrollment increase(14%) is due to the fee
	waiver?
	Aaron: multiple factors contributed, but I am
	pretty certain dropping fees played a major role.
	In the next two years, I think we may see an
	increase due to slowing economic activity.
	We also did a lot of promotion—on YouTube
	Tiktok, and other social media—this may also
	have contributed to the increase. We don't
	expect we will see increases like this continuing.
	I think we will see a bigger bump for fall, and
	then probably a softening.
	Vincent: do you see this as a parallel to CCSF?
	Despite offering free college, they seem to be
	going broke and laying off faculty.
	Aaron: The funding is different there. Other
	colleges, such as Evergreen, have been
	experimenting with free courses and have also
	seen a significant enrollment increase.
	Chris: CCSF's problems are not a result of free
	college—they have had enrollment and budget
	problems long before offering free classes.
	Teresa: is there a breakdown by zip code so that
	we can see where the enrollment bump is
	coming from? Are these the students we are
	trying to reach?
	Aaron:We haven't looked at zip codes, but we
	have looked at other factors—and we have

		found that Latinx and low income students have increased.	
		Daniel: Traditionally professional development has been funded through these fees. Will that be impacted?	
		Aaron: Professional development will now come through the general fund, not from student fees.	
		Philip: how do we measure the effectiveness of the marketing expenses? Is there a way to see how different divisions were affected?	
		Aaron: we saw increases in the specific areas we wanted to target, but I don't know of a way to look at division impact.	
		<ol> <li>Impact of 10 student minimum class size – Aaron McVean (20 minutes)</li> </ol>	
Aaron	3:45	We discussed this (board policy 6.04) on DPGC, and we approved a recommendation that is moving forward to the chancellor. The policy change: class sections with fewer than 10 students will be cancelled—down from 20. It's what we have been doing since 2021, so a lot of the recommendation was to keep this going forward.	
		The board asked about the history of course cancellations and the costs. We looked at the number of sections cancelled over time: sections with fewer than 10 were already the most frequently cancelled; with up to 20, very few sections would get cancelled, and only about 50-33 for sections between 10-15.	
		The costs of cancellations ranges from \$200- 350,000 that would have been spent if the course had not been cancelled. We also had numbers for the impact on enrollment—it shows how many students re-enrolled who subsequently enrolled in another section of the same course. Most students stayed enrolled— about 85-90% of the time.	
		Vincent: did you look at competing colleges to see what their policies are? If we lower to 10, it	

	seems likely that more students will stay and we can become more competitive. Aaron: We did look at other colleges, and found that the cutoff of 20 is common, though we found 15 at some colleges We know that Foothill- DeAnza gets a lot of our students when courses are cancelled. Lale: as a strategy what we have done in our department was schedule online classes as late- start to be competitive with at least the 16 week colleges and we have been very successful with that. I am wondering if the district would be ok if we tried that strategy going forward?	
	Aaron: I am a fan of giving students more choices, including late-start classes, and 16 week semesters would be great. As long as the district doesn't discourage it, we can try again. Vincent—what about offering classes in between semesters?	
	Aaron: part of the discussion of going to 16 week terms is that this would allow us to have a real winter intercession. The ability to do this is one good reason to switch to 16 weeks. But it is a major process to shift over everything in the entire district— it would take at least 3-5 years. Still, it is a change worth considering.	
	<ol> <li>AS Goal updates – All (20 minutes)</li> </ol>	
	Curricular alignment across the district (curriculum committee)	
Chris	Chris: the alignment goal is ongoing. We also discussed the common course numbering project—it hit a stall, so the group that started in August has asked for an extension. We discussed starting our own process to make sure we can make alignment changes consistent internally, even if the process at state level is ongoing	
Michelle Brown	Create hiring and evaluation     processes that ensure that dual     enrollment courses meet same	

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			standards as courses offered by CSM (Jeramy, Rene, and Michelle).	
			Michelle Brown: This is an extremely controversial issue, and I don't know if	
			we can make any progress until we	
			have a new contract.	
			Right now, faculty don't have any input	
			on it. It seems like something that is	
			being pushed by the state, so that	
			even if I did have objections about who was teaching the class, I was	
			essentially told "this is what you are	
			doing now. It doesn't matter if you	
			object, it is going to move forward." So	
			at this point as faculty, we don't have	
			much say other than reviewing the curriculum—we have no say in who	
			the instructors are, and I know I would	
			not have hired one of the high school	
			teachers who is now teaching DGME	
			courses, just due to minimum qualifications. There have also been	
			instructors hired who I have never	
			met. DGME was involved in this for	
			several years, but there was never	
			anything where I signed off on	
			whether the curriculum is in alignment, and I don't always know who is	
			teaching. It doesn't matter what I say if	
			the dean and VPI believe that the	
			person meets minimum qualifications.	
		1.05	Carla: if there is a normal hiring	
		4:25	committee, there should be multiple	
			checks along the way, but there is not a process. I know there have been	
			conversations about the process.	
			There is an interest in hiring more	
			faculty to teach dual enrollment	
			classes because there is quite a	
			demand at the high schools.	
			Lale: one of the issues is minimum	
			quals of course, and if someone wants	
			equivalency, it is very black and white who can get it and who can't. It is	
			critical for accreditation for our	
			program. The other issue is that full	
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	time faculty don't want to teach at high
	schools. So the district solution is to
	hire a lot of adjunct faculty, but there
	are limits on how many people we can
	hire. So I think we really need to
	speak up as faculty.
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	Chris: if we have high school teachers,
	do they count as adjuncts for us?
	Carla: it depends on if they are hired
	by the high school or if they are hired
	by the college.
	Michelle: when I look at the enrollment
	counts, it lists high school teachers as
	"full time"—but that may just be if they
	••••••
	are full time at the high school.
	lessing we are all bearing different
	Jesenia: we are all hearing different
	things from different divisions—it
	seems chaotic. Given our past history
	with the contract and how we are
	constantly several years behind—it
	seems like we risk having to wait a
	long time if we are waiting for that to
	settle.
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	Strategic enrollment management and
	course cancellation policies (see
	discussion item #3 above)
Chris	
	<ul> <li>Develop a process for program</li> </ul>
	improvement and viability (curriculum
	committee) Chris: The PIV process is
	also ongoing. We hope to have
	recommendations by the end of the
	semester and a draft of a general
	process that we hope to complete by
	the end of the spring semester.
Daniel	
	Work with administration to establish
	department chairs (Jeramy and
	Keller)
	Daniel: We have met a few times
	with Carla to discuss this proposal,
	but questions about the workload
	pilot project make it a little hard to
	move forward: if we continue with the
	points program after the pilot expires
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	next year, it will give different
	incentives for being a department
	lead or chair. We also found that it is
	difficult to say what being either a
	lead or chair means in a general
	way, given that some of our
	departments are very large and
	others have only one faculty
	member. For now, we are going to
	pause on calling for department
	chairs, but we do still think it is worth
	trying to get a sense of what the
	different lead faculty are currently
	doing.
	<ul> <li>Expand noncredit offerings (Todd,</li> </ul>
	Yvette, and Jeramy)
Todd	Todd: Jeramy took the lead on this
	last semester when he was interim
	president. We had a meeting with
	our marketing department and then
	with Aaron McVean on our
	community education program. ESL
	especially wanted to open up options
	for non-documented students who
	couldn't afford tuition
	But ESL is less motivated to do this
	now with SB893 eliminating fees. It
	seems like this is in a standstill. We
	may be down to faculty to reengage
	and figure out if they want to create
	non-credit curriculum there is any
	block to this happening.
	Chris: Jeramy is interested in
	refocusing on creating courses that
	wouldn't normally go with community
	education—essentially for one-off
	topics.
	Todd: Jeramy will have to reconnect
	with Aaron to make sure that the
	classes get on the schedule.
	Process for documenting release time
	(Arielle and Yvette): this is still in the
	works. Todd: maybe we can ask
	Andrea to a future meeting to get an
	update?

Work with administration on     expansion of Coastside course
offerings (Todd)
Todd: at the end of fall, I met with Jeramy and Arielle and Andrea
Vizenor for a brainstorming session.
We have our satellite campus picked
out, and it should be open in
October—though it is new
construction, so it may not be right
on time, but it should be around
then. They want to get the space
open as soon as possible. I was a
little surprised to see that they are
already talking about having courses
there—it is not clear if faculty have
been consulted, and there has not been a needs assessment to figure
out what would fit there. This is
important as we don't want to
compete with our adult classes
there. I should be meeting with
Andrea this semester to start
planning a needs assessment and
meet with the adult schools in the
area and work with a programs
coordinator to expand. —but this is
just for ESL. I don't know where the
other departments are. It looks
promising but I was pretty
concerned—I think there needs to be
more communication between administration and this body, but I
think they are moving full speed
ahead and the should consult with
us. Carla: I know Andrea has put
together a work group, but I don't
think there has been a lot of
attendance. The update from this
morning is that it would be ready in
Sept—but October seems more
likely. Chris: it would be better to
reach out to departments to find out
who is interested in doing this rather
than waiting for response to a work
group.
Meeting adjourned at 4:34.