Meeting Minutes

April 11, 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
Arielle Smith	President
Jesenia Diaz	Vice President (attending via Zoom: exception for just cause)

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
Matt Montgomery	ASLT
Edgar Mojica Villegas	CASS
Vincent Li	Business-Technology
Todd Windisch	language Arts
Lale Yurtseven	Business-Technology

Others Present

Name	Representing
Anthony Djedi	Vice President Administrative Services
Donna Eyestong	CASS
Jennifer Howze Owens	ASLT
David Lau	CTL
Theresa Morris	Library,
Jeramy Wallace	Former president

Opening Procedures

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President	2:34	Move to approve: Lale Second: Yvette All approved	**Procedure**
Approval of past minutes	President	2:35	Approved	**Procedure**
Public Comment	Public	2:36	Lale: the directions for strong workforce funds used to be very clear and it was also clear that the funds were supposed to be for programs in CTE. We now have far less clear directions. We are being told that the whole process is being revised to be made more transparent, but we thought the process already was transparent and we not sure where the money is going. Arielle: we will discuss this at a future meeting.	**Information**

New Senate Business

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report		2:50	1. At our meeting on May 9 we will have two representatives from **ACCJC?** join us for about 90 minutes. If you are interested in anything in particular, please let me know and I will pass that on to them. 2. Program review is coming up in the fall. David Lau said that there will be events coming up to help people with the writing including on the flex day 3. College Auxiliary Services is seeking another faculty representative—this includes bookstore, cafeteria, vending machines. The committee meets once a month, though they have not yet published a specific schedule. If interested please let Arielle know	**Information**

				4. DAS: met yesterday. We spent a fair amount of time revising the bylaws. We also got results for the nomination process for president-elect, but no one put their name in the hat. If you are interested, please reach out to Jeramy. DAS also had a visit from a student trustee who requested help for students in the shared governance process. The plenary session is next week.	
2	ASCSM Update	ASCSM	2:50	No representative present	**Information**
3	Standing Committee Reports	Chris	2:50	a. Curriculum Committee, Chris Walker, Chair At our last meeting, we talked through new classes and programs and made decisions on new catalog language for the associate degree. The past practice and policy did not match, so we worked on rewording the policies, especially around GPA and grade requirements for graduation—both Skyline and Canada are also working on consistent language. Jennifer: Regarding changes to the DE addendum—is that for this year or for next year? Chris: one of my big projects is a full revision of the curriculum handbook for faculty. We will be looking at the DE addendum as part of this process—the current policy was hastily put together during the pandemic. I just need decisions before we go out for summer so that it can be revised.	**Information**
		Susan		b. Committee on Teaching and Learning, Susan Khan & David Lau, Co-chairs Susan: the flex day schedule is out and I hope people will RSVP for sessions. We are piloting use of the vision resource center for registration. Please let me know if you have any trouble with that process. The long range professional development working group will be working after flex on our	

			five year plan. We have been looking at student data for the last couple of years, particularly the anti-racist survey that was done for PD implications. We are also revising the curriculum of the new faculty institute and would love to bring it to this body for input. The assessment working group met yesterday focusing on the flex day session for assessment in program review. David also sent a survey to people who are responsible for submitting program review. We could use the feedback	
		Jennifer		c. Distance Education Advisory Committee, Jennifer Howze-Owens The only major update has to do with the RSI (regular substantive interaction) status as it relates to the midterm report. DEAC spent a lot of time going through the comments from the QOTL course over the three years it has been available, looking for themes. We want to be sure we are continuing training into next year. Kristi Ridgway will be heading the writing of the midterm report so we are working on supporting her. d. OER Update, Jennifer Howze-Owens We had some interesting student survey data about OER on costs and the extent of student awareness—we also had surveys at Skyline and Canada. We had a faculty survey as well, but fewer than 12 district-wide responded. The flex day presentation that we are working on pulling together is on academic honesty and learning technologies. We will have time for people to try out the technology. We will also have a smaller AI workshop for classified staff.	
5	Action Items		3:05	1. Academic Senate by-laws changes Move to approve: Todd Second: Daniel A few areas that we discussed:	**Action**

					Vacancies: the one concern is who will select the member to fill the vacancy—the executive committee versus the whole committee.	
					Chris: for short vacancies, I am fine with the executive committee deciding it. It seems like a long process to have the entire senate body vote. Rene asked for clarification—how long would it really take? Chris: since it has to be discussed before being put up to a vote, it could take a full month, about two meetings. Yvette: I agree—if the replacement is for a time under one year, it is not likely to go beyond that anyway, so it seems like it is reasonable for the executive committee to decide.	
					Todd: I think it should be in senate itself rather than behind closed doors. I understand the expediency, but in my mind, transparency wins out over expediency.	
					Lale: does this happen often, that someone leaves for an emergency? Arielle: it does happen within faculty ranks.	
					We voted by a show of hands on this specific issue—the language of the bylaws change: The consensus, by a vote of 8 to 4, was to have the language say that the senate should vote on replacements rather than the executive committee.	
					CTL: Susan: The committee worked on language to expand the scope of professional development to include assessing instructional technology and other development needs. The only other item is how often we report to senate. We did agree on changing that to reporting regularly—we have already been reporting more often than monthly.	
					Arielle: Now that we have clarified the language, we will be voting separately on three items: the changes to the bylaws on **quorum, vacancy, and CTL**	
					Quorum: just adding the language 50%+1 of voting members instead of 6 members. Move to approve: Todd . Second: Vincent. All approve.	

					Vacancy for executive committee; The language is that the academic senate will meet to select.	
					Move to approve: Todd. Second: Rene	
					All approve	
					CTL revision: Move to approve: Todd. Second: Lale	
					All approve	
					2. AS Elections – Nominations from the floor, certify ballot	
					Teresa (nominations committee): We had two nominations through the form that we sent out--. one for president and one for vice-president. We don't have nominations currently for secretary or treasurer.	
					Nominations from the floor:	
					Secretary: Yvette	
					Treasurer: Stephen nominated by Vincent.	
					Vice President: Daniel asked to be nominated for the Vice-President role. Since Jeramy Wallace is running for this position, this will be the only contested item on the ballot.	
					President nominations: none from the floor	
					The election will open tomorrow. We will send out the email and the website will also be set up.	
					Jennifer: question about the ballot—is everyone fine that we are now using formstack? it requires a One Log- in. Members had no questions or discussion.	
					The teller's committee will include Teresa, Jennifer, and Chris: Voting will close on the 28th. According to the current bylaws, you can observe—though it is electronic voting.	

				Election results will come out at the May 9th meeting.

Certification of the ballot

Move to approve: Chris   Second: Susan

All approve | |
| 6. | Discussion items | | 3:40 | 1. Non-instructional Faculty Workgroup update – Teresa Morris (15 minutes)

The workgroup met three times to draft the statement (sent via email). We reviewed the document, which is formatted to show the vision and values, then the commitments, then what we are asking DAS to do. We went back and forth with this and decided against a copy of what Skyline presented or Canada's statement—they are also working on this issue at the district level but I have not seen a statement from them.

On the language of the statement, Rene suggested that we should make the list grammatically parallel—affirm, assert, and so on.

Susan: to me, the subtext here is that if I look around "non-instructional" faculty reflects the diversity of our student population while those labelled faculty are less diverse. This is one of the main reasons this is an equity issue. Should some acknowledgement of that appear in the document? I am also always cautious about using the word "equity" unless we are clear about what we mean.

Lale: I was not aware this was an issue, so I apologize if I didn't know it. How were faculty treated differently if they were labelled non-instructional?

Teresa: Skyline's document describes this. But one issue is that non-instructional faculty are asked if they really are faculty. I have been asked this more than once over the years despite serving in senate leadership positions. The distinction between instructional and non-instructional ignores the fact that all of the individuals who have been hired as faculty are responsible for student learning. It is also a | **Discussion** |

The 3:14 timestamp appears in the left time column, aligned with the "Susan:" paragraph.

					problem for leadership because the term creates a chilling effect for any who want to be leaders on campus. Because 70% of all faculty of color are "non-instructional," using this language kind of looks like it is on purpose. We have to be better.	
					Chris: on the changes—is the diversity because these faculty positions are where we have had the most recent growth? Teresa: No—it has been more often been people of color who are hired into non-instructional roles, historically.	
					Arielle: in our bylaws, we don't have a mission or values statement that identifies the values we have for leadership in senate. That would be a later change to make sure that some statement does make it in the bylaws. Teresa: currently, the first item just says membership, but it is very generic—it does say we meet because of 10+1, which is true, but that is not all.	
					Arielle: I will send out a revised version to you soon so that you can share it with your respective peers for feedback.	
					2. Castilleja update – Anthony Djedi (15 minutes)	
					Moved ahead to 3:14	
					Note: Castilleja is a private all-girls 6-12 school from Palo Alto with about 250-300 students. Their entire campus is being redone and should be completed within a year or two.	
					Anthony: I want to preface my remarks by saying, more than anything, I would like to have input into what we are doing. We did this based on our facilities master plan. Our facilities are used at a rate of about 50% of what they could be based on 2019 count. When Castilleja approached us, we determined that we did have some extra capacity. They had asked us initially for an athletic space, but it expanded into them asking if they might be able to use our facilities as well. We established that we might be able to make that happen.	

| | | | | | Their request was for two years. We think we can accommodate that request for that short amount of time without causing too much disturbance. We hope to have some of the closed buildings like 19 back by the next fall semester, so we should be able to accommodate this fairly well. I know there are questions around how this happens. I would like to address a few concerns:

Will the students have a place to spend time on our campus? No—they will not be allowed to be in any space unaccompanied. For example, they would need a faculty member with them in the library. Another concern is safety. We are working with facilities to establish a detailed plan. We are not expecting our population and theirs to co-mingle. We are exploring the most practical way to ensure that all of our and their students are safe. Other issues that were brought up to us: pic up and drop off. Again, the framework is to minimize disruption. There are several locations that we are exploring with the idea of reducing the impact on our own traffic. The goal is always to minimize the impact on CSM operations.

Lale: are we getting a financial benefit?

Yes. We are also working on dual enrollment so that they would be taking classes here as well.

Rene: clarification—how do they not mingle with our students if they are dual? Arielle: dual means they won't be in our classes, unlike concurrent enrollment, and they will have their own teachers as well.

Teresa: what about the impact on traffic and parking? Will they be dropped off in busses or families in single cars Anthony: it is probably a mix of both. They do have vans that pick up students from the Millbrae Bart.

Teresa: It has been about 10 years since Nueva was here. But we didn't get much explanation— can we expect more explanation of what we can expect? Anthony: Yes, we will communicate and bring it to as many forums as we need to make sure we address concerns. Thank you to Arielle for reaching out to talk about this. | |
| | | | | | | |

					Last week at IPC I mentioned that we are trying to establish a framework that is the best we can come up with. If you have any idea on how to make this work better if you have experience with Nueva or Middle College, we are looking for feedback. We want to make sure that we establish a framework that is positive as possible and minimize their impact. We want to plan as best we can.
					
					Stephen: this might be too early to ask, but I just got an email that suggested we are going to move out of building 14 for our classes—I use the computer lab there to proctor exams. If the plan is to keep the student body population separated, will be precluded from using the computer lab in 14?
					
					Anthony: Computer labs will stay where they are. My understanding is that those labs are there temporarily anyway, and the goal is going to be to move them back to 19, so the impact would be for one year. They will be here in the fall, and 19 will be back in the spring—we hope, if there are no delays. They will be using building 14 classrooms.
					
					       3. Bookstore updates (Textbook adoption, inclusive access, announcements) – Laura Brugioni (15 minutes)
					
					No representative present
					
					       4. DRC information on course materials – Carol Newkirk-Sakaguchi (10 minutes)
					
					This item was meant to go with the bookstore updates as a reminder to faculty about the importance of getting book orders in on time. I thought it would be helpful for you to know why it is especially important for DRC students: we need to be able to access and produce alternate media in a timely manner. Students should have their converted texts before classes begin, including braille (takes 3-4 months); large print conversion can take 1-2 months; audiobooks can take 2-4 weeks. That is why it is so important for faculty to get their text selection on time by the	

| | | | | | deadline—otherwise, we won't have the information and will start having to email faculty. Priority reg for DRC students is May 3 for fall, April 11 for summer. We ask that you notify DRC for any changes after the submission date.

Inclusive access is not accessible for all material. OER at CSM does not have a vetting process, though this would be really helpful —Skyline has one. We may need additional resources to make materials accessible. Poor quality copies are not accessible—screen readers can't read copies of PDFs.

Questions: Susan—about the OER materials versus regular text materials. We don't have a vetting process for physical texts either. Wouldn't OER materials be more likely to be accessible? Carol: Not necessarily—it is a case by case basis, but some of them are We usually need an original source, but sometimes it is really difficult to find the books. Jennifer: I noted this as well, but we don't have an accessibility specialist. The ZTC articles are often handouts from years ago while OER are texts. Carol: I have been saying for years that we really need someone at CSM to help with accessibility.

    5. Copy and Post – Arielle Smith (5 minutes)
Our printing services got consolidated in 2018 at Skyline. But we have kept the Copy and Post space in building 10. Is there a need to maintain these services at CSM and in this space?

Lale: I used Skyline, but they were really quick. Todd: I also know that some faculty have course readers printed at Skyline, and sometimes they need to be revised, which might take a lot of time—this is the only problem I could foresee.

    6. VPI forum questions – Arielle Smith (5 minutes)
The forums will take place between 9:00--12:30 this Friday. All of the forums will be recorded for feedback, but you have only about 7-10 days. We have been asked to propose questions for the forum. | |

| | | | | 4:14 | They have about an hour so they probably have time for about 8 questions.

Michele Brown: I would like to know if we can make classes more flexible for faculty. For example, if faculty need to miss a class but could record a lecture or hold a session on Zoom, this is not allowed. But this is ed code policy, so not something we can ask the VPI

Rene: I would like to hear more about improving communication. When we came back to campus and now have people working in all of these modalities, I found that I was violating something that I didn't even know I was violating—this is just a comment, not necessarily a question for the VPIs. But I feel like I often find things out by happenstance.

Jeramy: We could ask them "how do you see yourself supporting and collaborating with the academic senate?" Second, I would like to ask them about professional development—it has not always been easy to make changes happen without support of the VPI.

Susan: I think something around what is your vision for faculty development? How do you plan to make use of having a full-time person?

Lale: we could ask the old question that always comes up about class cancellations and scheduling in general. Also, in my division, we have great programs that don't get marketed. We are now being asked to market our own classes— that is not really our job and we don't get paid for it, but the classes get dropped if we don't make the effort. This is especially hard for adjunct faculty and for students in degree programs. I'm not sure how to phrase this as a question—maybe how are they going to collaborate with the marketing department to ensure there is enough marketing to fill these classes?

Susan: Maybe "what is your vision for increasing enrollment and limiting class cancellations?"

Also to be sure we capture Rene's points about communication: how are we ensuring that communication with faculty is clear? | |

			4:00	Arielle: We could ask "what is your communication style? or how do you see yourself communicating with faculty? Lale: One more—we could ask about their vision on dual enrollment. Todd: I was also thinking of asking about how they see faculty involvement in programming off campus and dual enrollment—but I this might not fit the role of the VPI at this point. Aren't programs like dual enrollment a strategic initiative? It is not really the VPIs responsibility at this point. Jeramy: they do have a role in it, so it is a good question. Arielle: the wording could be "How do you see faculty involvement in external programming such as dual enrollment and Coastside?" Meeting adjourned at 4:25	