



ACADEMIC SENATE

Approved Meeting Minutes

October 25, 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	Language Arts
Michelle Beatty	Math Science
Michelle Brown	CASS
Yvette Butterworth	Math Science
Leo Cruz	Counselling
Manny Delgado	Counselling
Valeria Estrada	Librarian
Susan Khan	ASLT
Edgar Mojica Villegas	CASS
Vincent Li	Business-Technology
Todd Windisch	Language Arts

Others Present

Name	Representing
Donna Eyestone	DGME
Carla Grandy	VPI
Jennifer Howze-Owens	DEAC
Liz Morales	ACC
Teresa Morris	Library
Kristi Ridgway	Language Arts Dean
Arielle Smith	Enrollment Services
Chris Walker	Curriculum

Opening Procedures

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President	2:35	We are adding two items to the agenda: Under action items, a hiring committee for digital services librarian Also under action items: we need to appoint Maggie Barrientos from CDC to an early childhood education workgroup at Canada. Move to approve: Chris. Second: Daniel All approve	Procedure
Approval of past minutes	President	2:38	Minutes approved	Procedure
Public Comment	Public	2:39	None	Information

New Senate Business

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report		2:50	<p>1. Call for Faculty Participation: Title IX team; Tech Institute Workgroup, Paid Internship; Program Planning Workgroup; Enrollment Sustainability and Growth Workgroup; Innovation and Design ADT Workgroup</p> <p>These groups are being convened around campus and are looking for faculty involvement. The first is a committee dealing with sexual harassment. Faculty would work in two capacities: they may serve on hearings and they could be assigned as advisors to students who are accused of harassment. Please contact Jeramy or Joshua Moon Johnson if you are interested.</p> <p>The tech institute would look at certificates and a potential ADP in technology—faculty interested in developing programs that feed into the tech sector.</p> <p>The last is a paid internship planning group to get more paid internships in the community. Math Science received a Title V grant last year</p>	Information

				<p>to add more student internships, so money is available.</p> <p>The innovation and design group is also under Andrea Vizenor—she is looking to do an interdisciplinary degree focusing on design thinking.</p> <p>2. ASCCC Plenary</p> <p>The plenary takes place next week. Jeramy sent resolutions to all faculty last Friday. If you have feedback, please get them to Jeramy before Saturday November 5th. Jeramy will have more information at our next meeting.</p> <p>3. IPC and Institutional Committees</p> <p>We will be updating the planning manual. We found that a lot of committees that no longer exist or are not listed—our goal is to be sure we know who is on what committee. We need to know more also about when terms end, when the committees meet.</p>	
2	ASCSM Update	ASCSM	2:50	<p>No representative present, but Todd let us know that next week the center for global engagement (the international education office) is holding an open house, with a number of different events including meetings with international student ambassadors</p>	Information
3	Standing Committee Reports	Chris	2:50	<p>a. Curriculum Committee, Chris Walker, Chair</p> <p>At our most recent meeting we had a great discussion with David Galvez, our new equity director, about equity and curriculum. We are going to try to set up more regular discussions around this. Teresa Morris is currently working on these issues for her sabbatical.</p> <p>At the district meeting, we focused on curricular alignment. Some have been feeling pressured by the district to be all the same and fear that we may lose our identity as campuses. But we do not expect that we will make all of the changes requested and we believe individual campus identities are still important. At times it felt like we were being asked to change our processes to match other schools, but this is not something</p>	Information

		Susan	<p>we would want to change, even if it is done differently at different campuses.</p> <p>b. Committee on Teaching and Learning, Susan Khan & David Lau, Co-chairs</p> <p>We spent our meeting yesterday reviewing flex day. We looked at the feedback, though there has been very little. Please encourage people to give more feedback: it really helps to inform future flex day planning. Chris suggested sharing a QR code at the end of flex sessions—or something attendees could easily link—could significantly improve the response rates.</p> <p>We are also discussing our goals: high on the list is to continue to improve our innovative assessment process at CSM—using program review to get departments and divisions to do activities that inform professional development and planning. We are looking at streamlining the great read process to make it a little less onerous for everyone involved in it. We also hope to provide a little more guidance for people doing their program reviews to see how it can translate into professional development guidance. Finally, we hope to include more activities on flex day and throughout the year focusing more on team-building, fun activities.</p>	
		Jennifer	<p>c. Distance Education Advisory Committee, Jennifer Howze-Owens</p> <p>We are working on planning for the DE training policy rollout—thanks to all for helping at the last meeting where we began dividing up the work.</p> <p>Jeremy asked about multimodal training: in order to teach a HyFlex course, do you have to do some add-on training? Jennifer: that is not part of the current policy, but we can come with a resolution or amendment to the training policy. We partnered with ITS in spring to talk through what it would be—they will be leading it. Most faculty really just want to make sure that they get one-on-one time with someone in ITS and are able to ask follow up questions.</p> <p>Todd: if you are teaching multimodal, you have already gone through QOTL training. I think this</p>	

		Jennifer		<p>is enough. The ITS part was really important, but I can't imagine what else we would need.</p> <p>Michelle Brown: I agree, though it does take some time to be comfortable. Also, I'm not going to teach HyFlex again unless we clear up substitutes: currently, if you are sick, you have to cancel. There aren't that many instructors who have had the multimodal training, so you are forced to cancel.</p> <p>d. OER Update, Jennifer Howze-Owens</p> <p>We sent out the October newsletter with this week's academic senate summary. Last year we heard that the government was going to come up with over a million dollars to help campuses—but campuses will need to come up with their own planning. We have already submitted a grant request—this is in the newsletter as well.</p>	
5	Action Items		3:07	<p>1. Appointments</p> <p>a. District Teaching and Learning Committee – Susan Khan</p> <p>b. Canada College Early Childhood Education Workgroup--Maggie Barrientos.</p> <p>Motion: Chris Second Todd All approve</p> <p>2. Hiring committee: Digital Services Librarian Move to approve: Chris. Second: Daniel All approve</p>	<p>Action</p> <p>Appointments and hiring committee makeup approved</p>
6.	Discussion items	Liz Morales and Kristi Ridgway	3:05	<p>1. Academic and Career Communities Update (45 minutes)</p> <p>Liz and Kristi shared some history of what the ACC committee (formerly guided pathways) have been working on for the last five years.</p> <p>Kristi: You may remember that the guided pathways efforts came from the state chancellor's office. At CSM, we tried to make these speak to our students' experience—we tried to reimagine the student journey and what that looks like, from onboarding to advising as well as support. The communities were based on</p>	<p>Discussion</p>

course overlap data. They also reflect faculty staff and student input about what makes the most sense. The goal is to help students navigate programs of study.

The ACC page is now live on our CSM homepage ([here](#)): we have two and three year maps with different opportunities for CSU and UC. These are just maps, rather than student ed plans,—it's just a snapshot of what students might want to know about how the courses fit together in a courses of study. We are now focused on making sure faculty and students are aware of the program. If you are having events, we can work with you to figure out how we might get a broader audience. We want to make sure they are well publicized.

The data from Spring 2022 show that the majority of students are “explorers”—ESL are also housed in this category as well, with 400 students in that community.

Currently we have over 7,000 students who are not connected to any support team. We hope that enrolling in these communities will make it easier for students to navigate in the system.

Through Promise, we have worked on prioritizing the students with the highest needs; case management; intensive advising; focused retention; program engagement and completion.

We meet on the 2nd and 4th Wednesday of each month—please join us.

Yvette: if you are interested right now, please send me an email. I will be sending out a poll to survey faculty who might be interested in participating. Kristi: we know that there are other times than Wednesday when groups and subgroups might want to meet.

Michelle Brown: How do faculty know what ACC students are a part of? Kristi: students do designate it on their application, but the programs of study do directly link to these ACC groups. We are still in the planning process.

2. Process for Documenting Reassigned Time (45 minutes)

Arielle and Yvette volunteered to work on the process for making this more transparent. We should first discuss what we are looking for— what are the existing processes?

Carla: There is really not much of a process right now. Currently, faculty and deans develop a plan for whatever faculty are asking for. The only formal part is the form that is filled out by the dean that gets submitted to my office. It first goes to cabinet for approval.

3:33

We need to work on what we are requesting, and clarify the timeline, similar to what we do with resource requests. It would be nice if we had these come in once or twice a year and that we avoid allowing it to become a first-come, first served process.

We also need to better document what people are doing with the reassigned time. Some divisions may already keep good records of this, but there is no requirement that they do so. Especially with the points system, it seems more important to document what we are doing with the time. Todd: Do people have to reapply for projects? Carla: no, it is open-ended at this point. There may even be some projects that have wrapped-up with people still having reassigned time. Chris: do we have a budget or anything? Carla: there is one for the existing time, but not a budget set aside for faculty reassigned time. It does come out of the finite budget of the college operations, because for any faculty reassigned, someone else has to teach their classes.

Jeremy: how much reassigned time is being given out now?

Carla: About 22 FTE per year. There has been a lot for SLOs, Guided Pathways, Honors. And I will say that this number may not be fully up to date.

Arielle: noted that the amounts have changed over time. Part of what we need to do is also ensure consistency and document what we are doing publicly.

			<p>Todd: when we are talking about defining roles and responsibilities, it will be hard to capture some of the more fluid things. It is different every semester. Carla: a lot needs to be clarified.</p> <p>Chris: I also wonder if for the non-repeatable things (like being chairs) that there might be a process that people follow—something different for special projects.</p> <p>Carla also noted that the study abroad program has a proposal process. And Arielle shared a process that Canada uses.</p> <p>Jeremy noted that some people felt discouraged to request time in the past. Carla: we have not had a lot of discussion about it—there has not been an “anti” reassigned time view—it’s more about the budget where we spend: reassigned time means we spend less on other things.</p> <p>Rene: asking for some clarification—can people have too much reassigned time? At some point, you would no longer be teaching classes. Also, the time is not always commensurate with the work—I have actually been relieved to go back to just teaching a full load.</p> <p>We will continue to discuss this issue in future meetings.</p> <p>Meeting adjourned at 4:00</p>	
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