



ACADEMIC SENATE

Approved Meeting Minutes

September 27, 2022
 Zoom Meeting ID: 442 779
 680
 1700 W. Hillsdale Blvd.
 San Mateo, CA
 2:30 – 4:30 pm
[Website](#)

Executive Committee 2020-2022

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	Language Arts Math Science CASS Math Science Counselling Counselling ASLT CTL CASS Business-Technology Language Arts

Others Present

Name	Representing
Francisco Gamez Jennifer Howze Owens Kristie Ridgway Arielle Smith Christopher Walker	Dean, Business -Technology DEAC Dean, Language Arts Former senate president Curriculum committee

Opening Procedures

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President	2:38	Move to approve: Daniel Second: Todd All approve	Procedure
Approval of past minutes	President	2:39	Approved	Procedure
Public Comment	Todd Valeria Daniel		<p>Todd: Teeka James of Language Arts contacted Todd and Rene about having WIFI issues in the classrooms. The WIFI in buildings 16 and 15 seems particularly slow. Chris said that he has also had problems in 14, and also that 18 did WIFI upgrades a few years ago, but they seem to not have made that much of a difference. Newer classrooms require WIFI to even access the projection system. It is possible that hy-flex and other tech updates are impacting how much bandwidth we are able to use.</p> <p>Valeria: The latest draft of the ACCJC 2024 accreditation standards (here) removes specific language about library services from standard 2B. Valeria shared a letter (here) that library staff have written regarding the revised standards: they are urging ACCJC to consider adding the library back to standard 2B. Specifically, "Without such an inclusion, we fear that support for the college library will be easier to withhold and our ability to support student learning and achievement will diminish." There is an online form for any wishing to comment on the current draft (here). Please submit comments in support of returning specific language about libraries to accreditation reports.</p> <p>Daniel reminded us of ongoing concerns with the workload pilot project: the points system is confusing, with faculty unclear on how or why points are awarded and some projects not receiving any points; some faculty are not allowed to participate in projects because they already have too many units; and some faculty feel they are being forced to participate in busywork for the sake of the points. We will discuss concerns about the project in October.</p>	Information

New Senate Business

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report	Jeramy	2:50	<p>District senate: no report as they have not met since the last ASGC meeting.</p> <p>IPC: the technology committee is looking for a faculty representative—let Jeramy know if you are interested.</p> <p>IPC will be having a town hall this semester focusing on the budget that was passed by the district over the late summer.</p> <p>The academic and career communities also are looking for faculty to provide feedback. The guided pathways steering committee has been disbanded. Rene: we probably should have just transitioned the whole team, but there were many changes at the admin level, including Allie going on leave and other disruptions.</p> <p>The safety committee reported that they have discussed the masking policy. There may be some changes at the district level. The committee will also be sponsoring building captain training—this tends to be staff and admin, but if you are interested, please contact Jeramy.</p> <p>The midterm report: we were focused on guided pathways and SLOs in fall '23. In Fall '26 we will have our next visit from the ACCJC team.</p> <p>The VPS hiring committee has started: Mike Lehigh and Michelle Warner are both serving on the committee. The goal is to complete the process by the end of the term.</p> <p>The VPI search committee will start in the spring term; they expect to finish the process by July '23.</p>	Information

				<p>Enrolment update: student enrollment is down, but full-time equivalent students are up, which means that we have fewer students taking more classes.</p> <p>Also related to enrollment: We may be centralizing marketing and PRIE at the district office. Marketing will be making a big push to increase enrollment over the next few years, so this is something we may want to have a stance on</p>	
2	ASCSM Update	ASCSM	3:00	No representative present—we may need to check in to be sure ASCSM leadership is getting our messages. Jeramy will check in with Fauzi.	Information
3	Standing Committee Reports	Chris	3:00	<p>Curriculum: Last week, the committee discussed equity and curriculum, focusing on course titles and topic. Traditional courses tend to be more focused on the western experience than other experiences, and we hope to see our offerings expand to include more diverse perspectives.</p> <p>At the district curriculum level, we have been looking at a consistent process across the district for banking courses. According to regulations, courses not taught in a two-year period are supposed to be banked. However, we are looking more at courses that have not been taught in five or more years as a starting point: we hope to do a mass banking of these classes, but it is important to remember that when we bank a course it affects the other two colleges as well.</p> <p>The more important issue is courses that have been offered but never taught, or that are in the system despite never even being officially offered. Courses that have not even been offered should be banked.</p> <p>We are also looking for places across the district where prerequisites are not aligned. We will</p>	Information

		<p data-bbox="440 1150 513 1182">Susan</p> <p data-bbox="440 1570 529 1602">Jennifer</p>	<p data-bbox="691 197 1138 264">continue working to get the three colleges aligned on this issue.</p> <p data-bbox="691 300 1208 443">Jeremy: one of the things that came up in IPC is consistency in scheduling—we want to make sure that students don't get stuck waiting for one course to be offered to complete their degrees.</p> <p data-bbox="691 478 1214 816">Chris: In general, scheduling is not the concern of the curriculum committee—we do focus on online versus live, but we don't focus on timelines of offerings. At the same time, we need to make sure that courses that are on degree programs are regularly updated. This is why banking can be an issue: if courses are not being offered, they definitely should not be on degree programs.</p> <p data-bbox="691 915 1214 1178">CTL: We had our first meeting of the term yesterday. We are close to full membership, including a student representative, but we still need faculty from CASS and kinesiology. We focused on reviewing the “great read” of program reviews, and also on drafting goals that we hope to share at the next meeting.</p> <p data-bbox="691 1213 1198 1434">On the professional development front, the new faculty institute is underway, and flex day for 10/12 is almost finalized. Much of the morning will be taken up with a continuation of our discussion of Heather McGee's work, focusing on “the lie of the zero sum.”</p> <p data-bbox="691 1533 1214 1833">DEAC: We have nothing new to report since we have not met yet, but I want to request that you remember the three year training policy that will expire in 2023, so we may need to have another conversation to make sure that everyone is aware of opportunities to update their training. We don't want people to feel like this is a “gotcha.”</p>	
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				<p>Todd: my department had some questions about who needs to re-up on the training? Is it only faculty who are committed to teaching online?</p> <p>Jennifer: we are still trying to figure this out and this is why the conversation needs to happen. My understanding is that it applies to both online and hybrid courses.</p> <p>For faculty who just want to improve in online teaching, even if they don't teach online primarily, QOTL 2 was created for "choose your own adventure" projects.</p> <p>OER: We still do not have a liaison for OER. Jennifer reached out to Laura, our bookstore manager, and should have more info to share at the next meeting.</p>	
5	Action Items	Jeramy	3:15	<p>Appointments</p> <p>a. OER Liaison – Jennifer Howze-Owens</p> <p>b. Accreditation Oversight Committee – David Lau & Jeramy Wallace</p> <p>c. Study Abroad Advisory Committee – Lale Yurtseven</p> <p>Move to approve: Chris. Second: Rene All approve</p>	<p>Action</p> <p>All appointments approved</p>
		Jeramy	3:20	<p>2. Board Policies</p> <p>Jeramy sent the policy changes via email. See changes noted under the following categories:</p> <p>a. 2.51: Reporting Crimes</p> <p>b. 2.55: Emergency Response Plans</p> <p>c. 6.04: Minimum Class Size Requirement</p> <p>d. 7.22: Student Credit Card Marketing</p> <p>e. 7.23: Athletics</p> <p>Jesenia: Most of the changes are minor—words and phrases rather than substantive policies.</p> <p>For board policies there are three rounds—each one goes through DPGC and is reviewed, then goes out to constituents for feedback. It then goes through a reading once again before</p>	

				<p>coming back for a second review, and then gets a third review before being decided.</p> <p>With the class cancellation policies, we are hoping that the board will consider lowering the number to 10 students before any class is dropped.</p> <p>Jeremy: we are looking more at class caps rather than the issues the enrollment task group is looking at.</p> <p>After DPGC approves their edits, the board votes.</p> <p>We plan to ask the board to consider a policy to not cancel classes with more than ten students enrolled at the beginning of the term.</p> <p>Move to approve: Daniel. Second: Todd</p>	
6.	Discussion items	Chris	3:35	<p>Program Improvement and Viability Process</p> <p>Program viability is a responsibility of senate, but we have not been through the process since 2009, and so we have to go back to older policies left on the senate website, but the policies are not very detailed. In the past, the committees were made up of the curriculum chair, senate president, and a PIV specialist.</p> <p>The goal is to look at both program reviews and quantitative data, in addition to seeking out qualitative data about the health and prospects of any program.</p> <p>Ideally, the program would be identified in early spring to be assessed—we would then look at the first bit of PRIE data and, in the fall, work on getting more qualitative feedback from faculty, students, and the community. Then in the next spring we can make a recommendation.</p> <p>Francisco Gamez, dean of business-technology, plans to submit a program for this process, but would like more information on the timeline and expectations: I tried to start the process about a</p>	Discussion

year ago without movement, so I am just waiting to see how we get the process started.

Chris: do we think that we would be able to start the committee now and have enough time to run it through this fall and spring?

Jeremy: And would PRIE be able to quickly provide us with appropriate data? Is the data different than what we would find in program review?

Francisco: there is also a request for some additional information about labor market and certification requirements.

Chris: my recommendation is that if we are able to put a committee together today or this week, we could start a process and get ourselves into this by the fall.

The committee in the past was the senate and curriculum committee chair, as well as two faculty members who are at least familiar with the program.

Jeremy: as far as I can tell the form is filled out by the dean-- but Chris noted that the form we are looking at feels like something you would do at the *end* of the process—it is likely that the dean just signs off on it.

How do faculty who want to participate get involved in the process? It sounds like they just have to be on the committee, but that could be a conflict of interest as well.

Francisco: the way I was reading the information is that you develop a somewhat neutral committee in senate to look at the data and see what it says. We probably want to keep the committee neutral.

We are developing the process while we are doing it, but Chris feels at least we are not

building the process from scratch. It just wasn't as well documented as it could have been.

A dean is going to be involved in the process, but not necessarily as a member of the committee.

Todd: it would be better to know the full procedure before we are voting on codifying this process into our bylaws so that it is documented for next time. Even if the process is just a checklist, if we are formalizing what the committee is going to be, we need a formal vote.
Chris: disagree—the checklist is not something we are going to add to the bylaws, and that will take a long time.

Todd: if there is a dean on the committee, I would prefer that they not be a voting member.

Francisco: I don't see the dean as being a member since this is a senate-driven process. Jeramy reminded us that we want to try to avoid acting like the deans are scary and against us—we are all on the same team!

Francisco: ideally, the dean is not trying to get rid of programs, but just expressing concern about viability—they are asking for some intervention in programs where they see red flags.

Chris and Jeramy will work together to figure out how to get faculty.

Jeramy: one other consideration is whether there are still students in the program. Francisco there are in this case—and we know that the ed code requires us to teach out the program. I believe that we have three years. Carla: I think it might have been longer than that—on the order of five years—but I think it is specific to programs and students.

Chris: another point is to be sure that counselors are not recommending that students go into a program that is on PIV.

		Jeramy	4:00	<p>We will be voting on the committee makeup at the next meeting.</p> <p>2. Department Chairs: Desired Roles and Responsibilities</p> <p>Discussing this issue is one of our senate goals for the term.</p> <p>We will need to get something fairly detailed in writing, something that lists the responsibilities of chairs in a consistent way. However, there are some questions we should consider first:</p> <p>Michelle: for single faculty programs, will it automatically be the department chair?</p> <p>Jeramy suggested we can group smaller departments together, and Chris noted this is a common practice at other colleges that have chairs.</p> <p>What exactly do department chairs do?</p> <p>Todd: we documented the responsibilities of lead faculty in the ESL department: go to regular meetings with the dean; be the go-to for ESL related questions; stay in communication with the ESL center—this is something we want to consider given that centers and departments sometimes have different leads. The role also includes sending department emails, assigning faculty mentors, participating in new faculty orientation, initiating requests for the ESL department across campus, and even keeping a list of birthdays. The lead does not facilitate program review—there are other tasks.</p> <p>Chris: we might want to include program review, evaluation processes</p> <p>Jeramy: I also wanted to see the kinds of things the deans do that could be done by faculty—like scheduling, with only math currently having</p>	
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faculty do this. Chris—this is something we want to keep.

Michelle: We also have labs, studios and equipment getting checked in and checked out. It is already so much for faculty to have to keep track of all these things on top of teaching.

Vince: the whole scheduling thing—is there any set protocol? Isn't the dean the one who approves the schedule?

Chris: our dean makes comments and asks for adjustment.

Jeremy: department chairs make sense for the deans because this frees up some of that energy that is currently getting drained by scheduling and other tasks.

Susan: At Berkeley City College, we had chairs—and the results were mixed. There was a lot of complaining that faculty felt they were taking administrator's tasks. On the other hand, the chair's council was a powerful role that gave the faculty a higher profile.

What do we see as the difference between a lead and a chair? Jeremy said that the chair position comes with reassigned time and more responsibility.

Kristi: Each department has different needs. Even getting a definition of a lead is challenging—there may be some things that should be required all the time, but departments are very different.

I have heard at some places that the chair has more responsibility and involvement with scheduling—that would be a whole different conversation. The level of complication really differs depending on departments. English, for example, is difficult due to late starts, learning communities, reassigned time, and other issues..

It is worth discussing if this is really something faculty want-- most faculty don't seem interested in administrative duties like scheduling.

Kristi also noted that all of these things are contractual—but we are looking at duties that might not be traditionally faculty roles.

Chris also noted that if we are rotating chairs every 2-4 years and rotating scheduling, that is probably not a good thing. Quick rotations can be a problem when there are complex, technical issues like scheduling.

Kristi: is this goal to expand involvement or to get more participation?

Jeremy: both--and a dept chair position is a good springboard into administration because you are involved more in the details.

How are departments currently handling the kinds of tasks that a lead would do?

Chris: it is a very collaborative process in math—a constant back and forth, with the dean ultimately being responsible for signing off in the schedule. Rene said this is the way leads work at DeAnza college.

Todd: In ESL, we feel that we already have a system that works for us. I'm looking at it more as the list of roles and responsibilities. But we are definitely not looking for more work to do—maybe more opportunities to collaborate, but not more responsibilities for just one person, unless they are getting extra release time for it.

Other roles might include updating the website; coordination of outreach, including high schools; a Curricunet expert who updates course outlines and banks/ unbanks courses, manages our social media, writes the program review, trains peer tutors and embedded tutors. Susan also

				<p>noted that running ongoing assessments might be better with a chair.</p> <p>We will ask our divisions to discuss this and also ask departments to discuss at meetings.</p> <p>Please solicit more feedback from the divisions and send it to Keller and Wallace.</p> <p>Meeting adjourned at 4:30</p> <hr/>	
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