

Academic Senate of College of San Mateo



Tuesday, May 14, 2024
2:30pm - 4:30pm

~~Building 18, Room 206-10-468~~
1700 W. Hillsdale Boulevard, San Mateo,
CA 94402

<https://smccd.zoom.us/j/85134096982>

Meeting ID: 851 3409 6982
Phone: +1 669 444 9171

Officers	
President	Todd Windisch
Vice President	Daniel Keller
Secretary	Yvette Butterworth
Treasurer	Stephen Heath

Standing Senate Committee Chairs	
Curriculum Committee	Jeremy Wallace
Distance Education Committee	Jennifer Howze-Owens (absent)
Committee on Teaching & Learning	Susan Khan

Division & Student Representatives	
Student Representative	
Academic Support & Learning Technologies / Library	Valeria Estrada
Academic Support & Learning Technologies / Library	Susan Khan
Business/Technology	Hellen Pacheco
Business/Technology	Kimberly Salido
Creative Arts/Social Science	Leighton Armitage
Creative Arts/Social Science	
Kinesiology/Athletics/Dance	
Kinesiology/Athletics/Dance	
Language Arts	Evan Kaiser
Language Arts	Mick Sherer
Math/Science	Wendy Whyte
Math/Science	Beth LaRochelle
Counseling	Leo Cruz
Counseling	Emily Cotla
Enrollment Services and Support Programs	Makiko Ueda

1. Opening Procedures				
No.	Item / Description	Presenter(s)	Time	Action?
1.1	Call to Order (2:43) <i>According to CSM Academic Senate By-Laws, "A quorum for a meeting of the Senate and all Senate committees shall consist of 50% plus 1 of the committee's faculty members."</i>	President / Facilitator	1	Procedure
1.2	Roll/Introductions (None)	Secretary	1	Procedure
1.3	Adoption of Today's Agenda (Change to consent agenda announced by Todd Windisch. Added comments to Study Abroad portion. Added AB1111 Course Numbering Template Work Group context. We needed to approve the volunteers from all full-time faculty. Beth LaRochelle Motion & Kim Salido 2 nd to approve changed agenda. 13 approved, 0 nay, 0 abstained.)	President / Facilitator	1	Action
1.4	Adoption of Consent Agenda (Approval of 2 tenure track committees. Helen Pachecho's committee contains her mentor, Lale Yurtseven, which may be considered a conflict of interest. We have an approval of Maggie Brientos, for the hiring committee at Canada College because they don't have a discipline expert as a committee member. The Executive Committee is putting forth support for Makiko Ueda for the Study Abroad in a 2-to-1 vote, but we can bring it forth as a discussion if anyone would like to instead have a vote to decide whether to put forth Makiko Ueda or Jeramy Wallace for the committee. Finally, there were two appointments of Leah Thomas and Matthew Montgomery to a Library State work group. The visiting representatives putting together the Title IX resolution in our last meeting took our feedback and consolidated some of the resolves and made a couple of edits, but there were no large changes and the resolution remains about the same as we viewed in our last meeting. This resolution is on the website. There were two changes in the By-Laws, one Todd Windisch worked with Makiko Ueda to reword the paragraph to include and change the people who aren't currently represented by traditional divisions, enrollment services and support faculty, as "otherwise un-represent faculty". This would include our personal counselors and anyone who is a direct report to a	President / Facilitator	5	Action

	<p>Vice President, such as Maggie Bariantos who is our child development coordinator, since saying that we hold elections within a division doesn't work in this group of faculty. We also wanted to give a better name to the group than in the previous draft. Susan Khan motions & Beth LaRoche 2nd to approve the consent agenda. 13 approved, 0 nay, 0 abstained.)</p> <p><i>All items on the consent agenda may, by unanimous vote of the Academic Senate members present, be approved by one motion after allowing for Senate member questions about a particular item. Prior to a motion for approval of the consent agenda, any Senate member, interested student, citizen, or member of the staff may request that an item be removed from Consent to be discussed in the order listed, after approval of remaining items on the consent agenda.</i></p> <ul style="list-style-type: none"> ● Approval of faculty appointment(s) to... <ul style="list-style-type: none"> ○ Title IX Resolution ○ Proposed amendments to Academic Senate By-Laws Articles II & V, and Appendix A ○ Faculty Appointments to Campus Committees 			
1.5	<p>Public Comment (Mick Sherer let us know that Writer's Ruckus is going to have a presentation on the Bayview Terrace from 1:30 to 3:30 on Friday, 5/17. Leo Cruz said Brandon Williams and Emily Cotla will be the reps from Counseling for next year. The Relaxation Station will be in the Library during Finals week. Today, Tuesday, 5/14 there are therapy dogs and the peacocks may or may not come tomorrow, that is unclear due to a snafu in the Business office. Yvette Butterworth spoke on AB-705 and AB-1705. She reminded us that AB-705 effected Math, English, and ESL starting in 2017 and implemented in 2019, it eliminated all developmental courses. In math, it eliminated prealgebra, algebra, and pre-statistics course. After the implementation we saw a dip of about a thousand students, and since we have seen a lot of students struggle, not only in our math courses but other courses are noticing the struggle as well, courses such as business. The state is set to eliminate more courses soon, with AB-1705, which will eliminate precalculus and trigonometry courses by 2025. If a student is supposed to take a calculus course, there will no longer be a precalculus requirement allowed for enrollment regardless of whether the student has or hasn't had such instruction in high school. As math faculty, we don't feel this will serve our students well. Our colleagues at Skyline brought asked our Board of Trustees a proposal to allow precalculus and trigonometry courses to stay on our schedules and allow students to self-place into those courses, since at this point those course will need to be removed from the schedules just like the developmental courses</p>	Public	5	Information

were removed due to AB-705. The BOT said that the matter needed to be taken to our Academic Senates at each of the three campuses and come back with backing as a unified district. Skyline took the resolution to their AS on May 2 in a very nicely written statement that discussed not only the faculty concerns but also the student concerns, asking for the support of the Senate in allowing the Math Department to save their precalculus and trigonometry courses for self-placement despite the elimination as prerequisite courses by AB-1705. Yvette pointed out something that Skyline indicated in their statement, that there is nowhere in the community that students can get algebra courses; the adult school doesn't offer them, we don't offer them, so if a student feels they need algebra there is nowhere for them to get that knowledge. The math faculty of Skyline are concerned about how the lack of developmental courses is going to effect the entrance into STEM. If a student doesn't feel prepared, and there is no place to become prepared, then STEM courses may feel unattainable. Yvette added that even though she didn't see this in the Skyline memo, that there is at least one feeder school in San Francisco that has eliminated Ds and Fs from their grading entirely, so that means that any student graduating will not receive anything lower than a C, which could already effect placement under AB-705 where grades and GPA is a deciding factor in whether a student takes a supported class where prerequisite knowledge is interwoven into instruction or a regular course where prerequisite knowledge is assumed. So, in summary, Skyline is not only making a plea to their Senate, but they are also going to their President with a petition from students asking that the courses be kept as optional. This still doesn't mean that the State won't deny our right to keep these courses as optional, but we can hope. Yvette emphasized that she was speaking on behalf of the Math Department at CSM, and the reason that she is sharing is because the math faculty want the entire school to be aware of the changes coming. She wants the representatives to take this information back to their departments and for these changes to be discussed so that each division can discuss the impacts on their own classes. The math department is still dealing with backlash from AB-705, with others at the college and students saying, "Hey, why aren't you offering these developmental courses, why did you just eliminate them?" The math department wants to remind everyone that we didn't have a choice, this was State legislation. Even if we had somehow been able to keep the courses, even counselors wouldn't have been allowed to recommend that a student take those courses. If you wonder why the State passed this legislation, that is because they claim to have data to support that the through-put without the pre-requisites is greater than with them and that says that students are more successful without being mandated to take classes that they have already taken in the K-12 system. Yvette, as a Statistician doesn't feel that the data says what they

	<p>claim, but the data and reports are out there and she invites anyone to look them up and make their own decisions, because that is simply her opinion. Yvette would like for the Senate to stand with Skyline and hopefully Canada to support the continuation of precalculus and trigonometry as a self-placed courses. We will bring this back next academic year for discussion, where we will present more data and invite more discussion. We just received this from Skyline yesterday, and the math department asked just this morning, at 11am, that we discuss it in Senate today. A couple of questions arose from the Senate floor. One about how many schools that are still giving grades of Ds or Fs, and how many students are coming from feeder schools that don't have Ds or Fs. Yvette reminded everyone that she didn't have first-hand knowledge on that information and that the school she had heard about is a Skyline feeder school and not a CSM feeder school, but her point is that if one is doing it, then are there others that maybe we don't even know about. In addition, what about grade inflation in general and can that contribute to students being underprepared to begin in a class such as Calculus. Another question was is AB-1705 in place to encourage students to take their math early. Yvette said it is likely related to encouraging students to complete their math in high school. Yvette reminded the Senate that AB-1705 implementation is set to begin in July, which is why the math department wanted to have this heard today. Todd stopped the discussion at this point.</p> <p>There was no further public comment.)</p> <ul style="list-style-type: none"> • Questions/comments on non-agenda items 			
2. Standing Agenda				
No.	Item / Description	Presenter(s)	Time	Action?
2.1	<p>Presidents' Report (Election results were announced for DAS. The President for 2024-25 is David Eck and Todd Windisch will be the President Elect for the 2025-26 school year. Todd was congratulated by the Senate floor.</p> <p>DAS also continues revising late add procedures. There was discussion about keeping waitlists open past the first day of classes. Conversations will be continued in the Fall and</p>	Todd Windisch & Daniel Keller	10	Information

<p>Todd encouraged them to bring back a written draft to get formal approval.</p> <p>At DAS Todd also made recommendations about the faculty collegiality letter. Since he was the chair of the work-group, he recommended that the letter show support for faculty and remove divisive language such as instructional verses non-instructional faculty. Valeria is also on the workgroup with Todd and will continue through Fall.</p> <p>Todd also made the recommendation that the District invite the ASCCC to one of the Faculty Flex Days for a leadership workshop to teach and inform faculty about the opportunities that exist at the State level that will promote leadership opportunities for all faculty. He invited Susan Khan, our CSM PD coordinator to connect with him on this request.</p> <p>IPC is finishing program review and feedback. All read by 1 and most by 2. Feedback will come by the end of next week.</p> <p>BOT next Wed., 5/22. Aaron McVean is going to make a formal recommendation to continue with the minimum class size of ten MOU through Spring 2025, since we don't have a new policy yet. The hope is to make a formal policy by Spring and implement it by Fall 2025.</p> <p>DPGC is continuing to discuss three board policies and administrative procedures. The first is the class cancelation procedure and board policy. The current board policy on class cancelations will continue through Fall and if not approved it will revert to the previous policy. The reason behind the failure to approve the policy is the link to the administrative procedure; there is supposed to be an AP in place before a board policy is put into place and there is not AP finalized for class cancelations at this time. Another discussion revolved around faculty service areas and equivalency and minimum qualifications. Todd asked the Chancellor to review this procedure. Currently min quals are reviewed by the dean and the dean signs off. The Chancellor brought the following for approval of min quals for HS partner teachers, "For high school partner instructors teaching classes as part of CCAP agreement, a three-member college committee shall review and approve minimum qualifications or deny with a referral to the Equivalency Committee (if applicable). The three-member committee includes a dual enrollment administrator, a discipline dean, and a discipline faculty member." Todd personally wanted to remove the</p>			
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dual enrollment administrator, making it a two person committee, and in addition, ask that any decision by the committee would be forwarded to Academic Senate for approval. DPGC doesn't need to approve AP; that is in the hands of the Chancellor, so it seems the above procedure will be in place in the Fall 2024. Jeramy clarified about the process because he wondered why the high school teachers were being asked to go through this process. Todd clarified that this is just for HS teachers who don't have master's degrees and must go through min quals. Teeka asked for clarification about the hiring of these teachers, and it was clarified that the teachers are not employed by the college. Todd clarified that the partner teachers aren't employees of the district, but simply employees of their high school, teaching a college class in their high school. Teeka followed up with a clarification about evaluation procedures. Todd clarified that the C Cap agreement states that the partner teachers must be evaluated on the timeline of an adjunct faculty member, but he emphasized that isn't being done and that he and the other AS presidents urged the Chancellor to make sure the evaluations were being done. There was a big push in the Spring, but the timeline didn't work and the evaluations will have to happen in the Fall. There was a question about how many of these instructors exist. Todd clarified with Leo Cruz, our Dual Enrollment Liaison, and both agreed that there about eight partner teachers to whom this applies. Someone pointed out that this is also a contract violation and could be used as ammunition to get this done. Todd reminded the speaker that the Chancellor is already on board with the process.

AB-1111 work group was already discussed.

Please give the announcements to your divisions to send their recommendations via email for Senators for Fall before the semester ends if possible. Beth LaRoche clarified that the Math & Science division discussed this and our dean will finalize in the first Fall Division meeting. Someone else also clarified that their division has already sent that information to Todd and he affirmed that dean had been in contact.

There is a plan for any protesters during commencement since the District is a little concerned about the protests happening at commencements around the country. The plan was not shared directly, but will be sent to the VPSS at each of the colleges, so if you want more information Alex Guiriba is the point person for further questions. There will be police officers as there always are, they aren't escalating security. There is a 3-tier plan for dealing with any problems that might occur. The first tier would be for a student

ambassador to step in and talk with a student about their activity. The next tier would be an escalation to public safety. Finally, there would be escalation to a police intervention if it was necessary. The student trustee at the meeting wanted to know if holding up a flag would have any consequences or if a student had something on their hat, would they be asked to leave. The student trustee was assured that those are considered peaceful protests and there would be no action taken if the student didn't interrupt the ceremony. Any further questions should be directed at Alex Guiriba

Kohya Lu, our CSM Ombuds officer, has offered requested that we revise the equity statement's wording for the Syllabus templates to include some language about the Office of the Ombuds. Todd indicated to Kohya that he would ask the Senate about the idea, but that we wouldn't have enough time to discuss it and bring it to a vote so that it would be made an official statement for the syllabi. Todd told Kohya that we would discuss in Senate the idea and then Todd would pass a suggestion on to the deans as a suggestion for their faculty to use in their syllabi. What do our representatives feel about sending the recommendation to our deans? Mick Sherer would like to see a Canvas page dedicated to these common statements and have them not as a part of every syllabus across the campus. Teeka James agreed with Mick and would like Koya to come report about his first year, next year since he came and shared a little about his job during the beginning of the year. Wendy Whyte would like to move forth with revising our syllabus statements so there is some place where the students can be directed for all the statements that are required in our syllabi. Todd said that he would bring this up later as a deeper conversation, but at this time asked if the Senate had any objections to passing Kohya's request on to the deans. No objections were given, so Todd would pass the information to the deans.)

- District Academic Senate (DAS)
- Institutional Planning Committee (IPC)
- Board of Trustees (BOT)
- District Participatory Governance Council (DPGC)
- AB1111 Work Groups
- Check in RE: Fall Participation
- Commencement update
- [BP 6.04 and AP 6.04.1 update](#)
- Other updates:
 - Recommended Ombuds language for syllabus:

	<p><i>The faculty at College of San Mateo affirm that students are entitled to an equitable learning environment that celebrates their voice, fosters their agency, and develops their capacity for self-advocacy, and that is free of unfair practices.</i></p> <p><i>If you feel you are in an environment that is not conducive to your learning or you want to learn more about educational equity, visit www.collegeofsanmateo.edu/equity. Additionally, if you would like to discuss any issues, the Office of the Ombuds is available as an impartial and confidential resource. You may visit https://collegeofsanmateo.edu/ombuds/ for more information.</i></p>			
2.2	<p>Curriculum Committee Chair Report (Area 7 was voted on last Thursday, 5/9. The Self-Development & Kinesiology (3 units) At least one unit must be an activity course. The courses will be determined next fall, they aren't grandfathering in the existing courses. The language from Area 7:</p> <p><i>Courses in this area support students' self-growth, intellectual exploration, physical and mental well-being, and lifelong learning. These courses will focus on the development of skills, abilities, and dispositions that will strengthen a student's success in school and beyond.</i></p> <p><i>Upon completion of a course satisfying the Self-development requirement, students will be able to demonstrate one or more of the following outcomes:</i></p> <ol style="list-style-type: none"> <i>1. Describe career opportunities and professional pathways beyond the scope of a single discipline;</i> <i>2. Use an inventory of lifelong learning or literacy skills (e.g. information literacy, financial literacy, contract literacy, etc.);</i> <i>3. Develop skills necessary for college-level coursework;</i> <i>4. Use technology and digital tools conducive to success in college, in personal development, and in employment;</i> <i>5. Implement personal development strategies for maintaining financial, physical or mental well-being;</i> <p><i>Upon completion of a course satisfying the Kinesiology Activity & Wellness requirement, a student will be able to demonstrate one or more of the following:</i></p>	Jeremy Wallace	2	Information

	<p>1. An understanding of the importance of regular physical activity on wellness throughout one's lifetime;</p> <p>2. A skill that enables participation in lifetime physical activity;</p> <p>3. Make decisions which improve personal health;</p> <p>4. Define behaviors and societal factors which can impact personal health.</p> <p>Next, they will be looking at American History and Institutions and Information Competency. We don't have a math general education area and we'll have to have math graduation requirements that are in line with Title V. They will also have to look at English competency. Everyone seems to be on the same page and they will only need to get rid of graduation requirements completely (I was unclear if this referred to English or something else). Library studies have already willing to look into putting information competency into Area 7 so that will become a graduation requirement. Todd and Jeramy will be attending the Curriculum Institute in Pasadena over the summer.)</p>			
2.3	Distance Education Committee Chair Report (Jennifer Howze-Owens is absent today, so Todd Windisch brought a few items to our attention. There are micro courses and training with stipends available over the summer. The topics will center around OER and ZTC. Stipends could range from \$300 for a 3-hour course up to \$700. Todd will send it out during the summer.)	Jennifer Howze-Owens	2	Information
2.4	Committee on Teaching and Learning Chair Report (Susan Khan indicated that the committee hasn't met since our last Senate meeting. She instead gave a preview of the meeting to come. They are going to approve Flex Day proposals, reflect on their goals, and what they've accomplished, as well as what they still need to work on, wrapping up with a review of their membership.)	Susan Khan	2	Information
2.5	Student Representative Report (We do not have a student representative reporting to Senate.)		2	Information

2.6	<p>Other Officer & Liaison Reports (Leo Cruz has more information about the Dual Enrollment. If you are interested in the number of sections, the number of faculty members and in the disciplines, they are available and he will sending this information out later and it will include the numbers as well as highlights of the program, including some great photos. He summarized that in the Fall we had 9 CSM faculty and 4 partner teachers and in the Spring we had 7 partner teachers and 8 CSM faculty teaching in the Dual E program. Leo said that the high school partner teachers will be coming to CSM some time in August and they will be made aware of the evaluations procedures for the Fall. Todd Windisch clarified that the Faculty Evaluation Guidance Committee has been consulted for the meeting. Todd posted Leo's report on-line.</p> <p>Other Liaisons were asked for there reports. No other reports were given.)</p>	Stephen Heath, Yvette Butterworth, Leo Cruz & ASCCC Liaisons	2	Information
3. Senate Business				
No.	Item / Description	Presenter(s)	Time	Action?

3.1	<p>Compressed Calendar: Recap of Previous Work & Discussion (Arielle Smith is here to talk about the compressed calendar because she was on the committee. David Eck was invited as well but he was not able to come; in the Agenda you will see his letter. David Locke is also with us today because he was on the committee and he create some models and calendars. Below is the calendar that we were looking at during the session.</p> <p>What is the oversight committee? They worked over COVID, working on moving our District from an 18-week semester to anything less than that. After lots of discussion and research, they were looking at 16 weeks of instruction and 1 week of finals. We now have 17.5 weeks of instructions and 1 week of finals. About 2/3rds of schools in the state have the 16-week semester. We are in the smaller group with the 18-week semester. The oversight committee has investigated the repercussions of the compressed calendar. They have investigated and thought about: implications to specific disciplines, specific student groups, the logistics, and what groups that will need to be consulted to move this forward. The oversight committee acknowledges that there will be impacts, but what they were left with is that there are models that can be presented for what the compressed calendar will look like. They feel next that they need to start getting feedback on how interested people are in moving forward and the feasibility of moving forward.</p> <p>Feedback is needed and feasibility needs to be studied. An implementation plan would be over a span of 3 to 5 years. This would allow for all the changes that would need to take place.</p> <p>Are there any questions at this point? Daniel Keller asked if it makes sense to do all this work to shave off only a week and a half? He'd originally thought that a compressed calendar would mean the quarter system. Arielle pointed out that the compression would give the opportunity for a 12-week summer session and maybe two, six-week summer sessions. It would also be in the vested interest of our student athletes, with opportunities over the summer to take courses and accrue credits being able to complete more in a year than with just one summer session. They also discussed a winter intersession, but decided summer was the better place to expand with more opportunity for students and less change in infrastructure needed to expand summer session.</p>	Arielle Smith & David Eck	30	Information/ Discussion
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**SMCCCD Model Compressed
2025-2026 ACADEMIC CALENDAR**

FALL 2025							SPRING 2026						
July 2025							February 2026						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
		1	2	3	4	5	1	2	3	4	5	6	7
8	7	6	5	10	11	12	8	9	10	11	12	13	14
13	14	15	16	17	18	19	15	16	17	18	19	20	21
20	21	22	23	24	25	26	22	23	24	25	26	27	28
27	28	29	30	31									
August 2025							March 2026						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				
31													
September 2025							April 2026						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
	1	2	3	4	5	6		1	2	3	4	5	6
7	8	9	10	11	12	13	7	8	9	10	11	12	13
14	15	16	17	18	19	20	14	15	16	17	18	19	20
21	22	23	24	25	26	27	21	22	23	24	25	26	27
28	29	30					28	29	30				
October 2025							May 2026						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
						1	1	2	3	4	5	6	7
5	6	7	8	9	10	11	8	9	10	11	12	13	14
12	13	14	15	16	17	18	15	16	17	18	19	20	21
19	20	21	22	23	24	25	22	23	24	25	26	27	28
26	27	28	29	30	31		29	30	31				
November 2025							SUMMER 2026						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
						1	1	2	3	4	5	6	7
						8	8	9	10	11	12	13	14
						15	15	16	17	18	19	20	21
						22	22	23	24	25	26	27	28
						29	29	30	31				
						30							
						31							

2025-2026 Calendar Days																
	MON	TUES	WED	THURS	FRI	SAT										
FALL 2025	Day	Eve	Day	Eve	Day	Eve	Day	Eve	Day	Eve	Day	Eve	Sat	Flex:	Aug. 25-29 and Oct. 7	
August	0	0	0	0	0	0	0	0	0	0	0	0	0	Classes Start:	Sept. 2	
September	4	4	5	5	4	4	4	4	4	4	4	4	4	Finals:	Dec. 13-19	
October	4	4	3	3	5	5	5	5	5	5	5	5	4	MWF = 42 Days (13 + 15 + 14)	42	
November	3	3	4	4	4	4	3	3	3	3	3	3	3	TTh = 28 Days (14 + 14)	28	
December	2	3	2	3	2	3	2	3	2	3	2	3	1	Subtotal:	82	
Day Totals:	13	14	15	15	14	14	12								Flex =	3 days
Eve Totals:	14	15	16	16	15	15	13								Full Total:	91
SPRING 2026	MON	TUES	WED	THURS	FRI	SAT								Flex:	Jan. 20-23 and April 16	
Day	Eve	Day	Eve	Day	Eve	Day	Eve	Day	Eve	Day	Eve	Sat				
January	1	1	1	1	1	1	1	1	1	1	1	1	Classes Start: Jan. 26			
February	3	3	4	4	4	4	4	4	3	3	3	3	Finals: May 16 - 22			
March	4	4	4	4	4	4	4	4	4	4	4	3	MWF = 43 Days (14 + 15 + 14)			
April	4	4	4	4	4	3	3	3	3	3	3	3	TTh = 29 Days (15 + 14)			
May	2	3	2	3	2	3	2	3	3	4	3	Subtotal:				
Day Totals:	14	15	16	16	14	15	14								Flex =	3 days
Eve Totals:	15	16	16	16	15	14	13								Spring Total:	98
FALL (DAY INSTRUCTIONAL)						70	SPRING (DAY INSTRUCTIONAL)						85			
FLEX DAYS						3	FLEX DAYS						6	Fall Total: 91		
FINALS						6	FINALS						6	Spring Total: 98		

Meetings of the Academic Senate are open to all members of the public. Materials are posted on the meeting page of the Senate website.

Fall 2025
SCHEDULE DEVELOPMENT CALENDAR
(Term 202508)

DAY CLASS DATES - FINALS: December, 13 - December 19, 2025

Monday Classes	9/8 - 12/8	13 meetings
Tuesday Classes	9/2 - 12/11	14 meetings
Wednesday Classes	9/3 - 12/12	15 meetings
Thursday Classes	9/4 - 12/6	14 meetings
Friday Classes	9/5 - 12/7	14 meetings
By Arrangement Classes	9/2 - 12/12	14 meetings

Typical Day Meetings

MWF	9/3 - 12/12 = 42	(13 M, 15 W, 14 F) + Final
TTh	9/2 - 12/11 = 28	(14 T, 14 R) + Final
MW	9/3 - 12/12 = 28	(13 M, 15 W) + Final
WF	9/3 - 12/12 = 29	(15 W, 14 F) + Final
MTWR	9/2 - 12/12 = 56	(13 M, 14 T, 15 W, 14 R) + Final

3 unit courses

Total Hrs.	Hours / unit	Total Hrs. + Finals	Hours / unit
46.8	15.6	49.8	16.6
50.4	16.8	53.4	17.8
54.0	18.0	57.0	19.0
50.4	16.8	53.4	17.8
50.4	16.8	53.4	17.8

3, 4, 5 unit courses

Hours		Hours + Final	
Total Hrs.	Hours / unit	Total Hrs. + Finals	Hours / unit

MTWR 9/2 - 12/12 = 56 (13 M, 14 T, 15 W, 14 R) + Final

Typical Day Times are as follows:

							Total Hrs.	Hours / unit	Total Hrs. + Finals	Hours / unit
3 units MW:	8:10-9:35	9:50-11:15	11:45-13:10	13:50-15:15	15:30-16:55	1.7 hrs./mtg.	47.6	15.9	50.6	16.9
3 units TTh:	8:10-9:35	9:50-11:15	11:45-13:10	13:50-15:15	15:30-16:55	1.7 hrs./mtg.	47.6	15.87	50.6	16.87
3 units WF:	8:10-9:35	9:50-11:15	11:45-13:10	13:50-15:15	15:30-16:55	1.7 hrs./mtg.	49.3	16.43	52.3	17.43
1 units lab T, W, Th, F:	8:10-11:35 or	9:50-13:15		13:35-17:00		3.7 hrs./mtg.	50.4	16.80		
1 unit lab MW:	8:10-9:40	9:50-11:20	11:45-13:15	13:50-15:20	15:30-17:00	1.8 hrs./mtg.	50.4	16.8		
1 units lab TTh:	8:10-9:40	9:50-11:20	11:45-13:15	13:50-15:20	15:30-17:00	1.8 hrs./mtg.	50.4	16.80		
2 unit lab MW:		9:50-13:15		13:35-17:00		3.7 hrs./mtg.	103.6	17.3		
2 units lab TTh:	8:10-11:35 or	9:50-13:15		13:35-17:00		3.7 hrs./mtg.	103.6	17.3		
4 units MWF:	8:10-9:30	9:50-11:10	11:45-13:05	13:50-15:10	15:30-16:50	1.6 hrs./mtg.	67.2	16.80	70.2	17.55
4 units MW or TTh:			11:30-13:45			2.3 hrs./mtg.	64.4	16.10	67.4	16.85
5 units MW or TTh:		9:50-12:20		13:25-15:55		2.9 hrs./mtg.	81.2	16.24	84.2	16.84

3 units MW:	8:10-9:35	9:50-11:15	11:45-13:10	13:50-15:15	15:30-16:55	1.7 hrs./mtg.	47.6	15.9	50.6	16.9				
3 units TTh:	8:10-9:35	9:50-11:15	11:45-13:10	13:50-15:15	15:30-16:55	1.7 hrs./mtg.	47.6	15.87	50.6	16.87				
3 units WF:	8:10-9:35	9:50-11:15	11:45-13:10	13:50-15:15	15:30-16:55	1.7 hrs./mtg.	49.3	16.43	52.3	17.43				
1 units lab T, W, Th, F:	8:10-11:35 or	9:50-13:15			13:35-17:00	3.7 hrs./mtg.	50.4	16.80						
1 unit lab MW:	8:10-9:40	9:50-11:20	11:45-13:15	13:50-15:20	15:30-17:00	1.8 hrs./mtg.	50.4	16.8						
1 units lab TTh:	8:10-9:40	9:50-11:20	11:45-13:15	13:50-15:20	15:30-17:00	1.8 hrs./mtg.	50.4	16.80						
2 unit lab MW:		9:50-13:15		13:35-17:00		3.7 hrs./mtg.	103.6	17.3						
2 units lab TTh:	8:10-11:35 or	9:50-13:15			13:35-17:00	3.7 hrs./mtg.	103.6	17.3						
4 units MWF:	8:10-9:30	9:50-11:10	11:45-13:05	13:50-15:10	15:30-16:50	1.6 hrs./mtg.	67.2	16.80	70.2	17.55				
4 units MW or TTh:			11:30-13:45			2.3 hrs./mtg.	64.4	16.10	67.4	16.85				
5 units MW or TTh:		9:50-12:20		13:25-15:55		2.9 hrs./mtg.	81.2	16.24	84.2	16.84				
5 units MTWR:	8:10-9:25	9:50-11:05	11:45-13:10	13:50-15:05	15:30-16:45	1.5 hrs./mtg.	84.0	16.80	87.0	17.40				
6 units MW or TTh:		9:50-13:00		13:35-16:45		3.4 hrs./mtg.	95.2	15.87	98.2	16.37				
6 units MTWR:	8:10-9:25	9:50-11:05	11:45-13:10	13:50-15:05	15:30-16:45	1.7 hrs./mtg.	95.2	15.87	98.2	16.37				

Meetings of the Academic Senate are open to all members of the public. Materials are posted on the meeting page of the Senate website.

EVENING CLASS DATES - FINAL: ##### - December 19, 2025

(20 minutes break time included)

3 Unit Courses

	DATES	DAYS	TIME	MEETINGS	TOTAL HOURS
Monday	9/8 - 12/17	M	18:30-22:05	14 mtgs. x 3.9 =	54.6 Hours
Tuesday	9/2 - 12/18	Tue	18:30-22:00	14 mtgs. x 3.8 =	53.2 Hours
Wednesday	9/3 - 12/19	W	18:30-22:00	15 mtgs. x 3.8 =	57.0 Hours
Thursday (R)	9/4 - 12/13	Th	18:30-22:05	14 mtgs. x 3.9 =	54.6 Hours
Friday	9/5 - 12/14	F	18:30-22:05	14 mtgs. x 3.9 =	54.6 Hours
Saturday	9/8 - 12/15	Sat	08:00-12:05, 12:15-4:20	13 mtgs. x 4.3 =	55.9 Hours

4 Unit Courses (2 courses back to back)

Mon/Wed	9/3 - 12/19	MW	17:45-19:50, 20:00-22:05	13 M, + 15 W=	28 Mtgs. **
Tues/Thurs	9/4 - 12/18	TTh	17:45-19:50, 20:00-22:05	14 T, + 14 Th=	28 Mtgs. **

4 Unit Courses (1 course only)

Mon/Wed	9/3 - 12/19	MW	19:10-21:30	13 M, + 15 W=	28 Mtgs. **
Tues/Thurs	9/4 - 12/18	TTh	19:10-21:30	14 T, + 14 Th=	28 Mtgs. **

3 units evening

Total Hrs.	Hours / unit
54.6	18.20
53.2	17.73
57.0	19.00
54.6	18.20
54.6	18.20
55.9	18.63
64.4	16.10
64.4	16.10
72.8	18.20
72.8	18.20

The nitty-gritty details: Going off the 2025-26 calendar to model the semester, David Locke did the mock-ups on this, and he will explain the model. There are some issues with Saturday instruction and AFT with contracted days of work. David shared the screen of the mock-up (see above graphic). They looked at two different start dates. The 2025-26 would be starting 8/11-8/13 for the Flex and ends on 12/19. Compressed calendars can maximize Flex Days by making an entire week as a Flex Week and another is to use Saturdays as instruction days. Yet another thought would be to use asynchronous time to make-up hours. There would be 187 days of instruction, which is over the required 175 days, and that means that maybe just some Saturdays would be used instead of all non-holiday Saturdays. One issue is MWF courses can't meet three days a week any longer because the time needed doesn't work out. They brought some examples and showed how they totaled these hours. David Eck recommended that the faculty is shown an example semester like the one that we are seeing today (see above). The problems can come from classes with labs and fitting them in since they must be longer. David later pointed out, in response to a

question from Teeka James, that allowing for a trimester model with the 12-week summer session benefits students trying to take lab classes because we could then offer lab classes over the summer session.

Mick Sherer wanted to know if there is anything coming around that may effect the hour computations now that the district is now working so hard to plan. David said nothing necessarily, but there are ways to shift the hours with hybrid and on-line. Todd said he had not heard anything such as Mick was asking. Todd asked about the number doing compressed across the state; Arielle reiterated that there are about 2/3's of the schools doing compressed. Teeka James wanted to know about the quarter system versus the compressed semester. Arielle said that the quarter system is a complete curricular re-design and there are only three schools that have this (Lake Tahoe, DeAnza, and Foothill). This redesign would make it nice and closer to the trimester idea because it would allow for a longer summer session or a double session. Wendy Whyte wants to know about what this does to the outside study time. Arielle said it doesn't effect that messaging necessarily, but it does effect how much the students could take because they might have less time available outside classes with a shortened semester. Arielle feels that a 12-week summer session would open options for summer courses such as STEM lab courses and studio courses.

Todd said that David Eck asked for a 2028-29 calendar so there might be a pilot in those years. David Locke and Arielle said that then the faculty and students could see the 2028-29 schedule, so there could be feedback.)

To take the next steps on this decades-long project, District Academic Senate proposes:

- A. District Academic Senate sends its example compressed calendar, weekly schedule, and supporting resources to the regular District academic calendar governance group. District Academic Senate would ask the regular District calendar team to create a draft compressed calendar for the 2028-29 academic year.
- B. After the District calendar group created their draft compressed calendar for the 2028-29 academic year, there would be District-wide feedback on their proposed compressed calendar during the 2025-26 academic year.
- C. If there is support for a compressed calendar that comes out of the District-wide feedback discussions, then the District would work to implement the compressed

	calendar by the 2028-29 academic year. This timeline is based on the generally recommended three-year implementation of other community college districts.			
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3.2	<p>Professional Development Budget Semesterly Review</p> <p>(Teeka provided a power-point for her discussion which is linked on the website. The committee membership for the PD awards is comprised of Tatiana Irwin (History), Teeka James (English), David Laderman (Film), Elisha Polomski (Astronomy), Francisco Gamez (administrative rep; dean), and Carla Grandy (VPI). The money for Fall must be carried from Spring. The committee tried to get 1% of the District budget for regular academic and third and fourth-year tenure track academic employees units, upped to 1.2%, but the district said no because there was still money available to be spent. Teeka said they have overspent this year, but hopefully only \$8.38, but she was not sure. PD funds for conferences and travel expenses related to conferences are capped at \$2000 per year per faculty member, but faculty must apply and are encouraged to apply. There are three buckets for the money: registration and substitutes, travel, and long-term and sabbaticals. Long term and sabbatical are usually only 1/3 of the budget, but this year there was so much money that the committee agreed to devote more to this portion (remember; linked on the website if you wish a deeper look). There is a summary of awards by division separated out by travel, long-term, and short term. There is also a breakdown of the number of people doing projects. The projects were also broken down by department as well as by full and part time. There is a list of the projects for short-term recipients. Sabbaticals and long-term projects were also detailed. One faculty member was approved for long-term in the Fall for interactive music software. Todd Windisch said that he is planning to have a showcase in the fall. Jeramy Wallace wanted to know how much we get. Teeka said we got about \$139,000 this past year. It is a first come, first serve, so get in your applications early. They may need to devise other ways to make sure more people get to participate. Beth LaRochelle commented that to help fund more people to attend a single conference, the faculty devised a way to cut down on substitute pay by having on-line activities in their courses. Jeramy also wanted to know why so many sabbaticals were approved. Teeka said that the proposals were amazing and there was money to use, so they approved all the sabbaticals. This next year there won't be as much opportunity. Theresa Martin said that at one point the District had talked about making the committee return a portion of unspent money. Teeka said that the committee just wanted to encourage people to use the money and to spend the money that we have. Helen Pacheco wanted to know about the time lines to apply. For conferences at least 30-days in advance and for long-term projects mid-October and mid-March.)</p>	Teeka James	20	Information
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3.3	<p>Sabbatical Presentation by Theresa Martin (Theresa Martin shared about her Spring 2023 sabbatical. Theresa felt that students weren't being empowered to become independent and autonomous learners. In 2012, she came across Reading Apprenticeship and was inspired after a 3-day workshop. A community of practice was born out of this PD. Theresa became involved in a statewide movement through 3CSN (CA Community College Success Network) and WestEd over the past ten years. The framework is modeled around Metacognitive Conversation. Within the classroom the students are provided with a safe space to talk about their confusions. It changes the lens by which we see our students that supports the social interaction to support their learning. This also supports their personal identity so that the teacher can support their educational identity. STEM is a little more timid with the social dimension but is big on the cognitive portion. The scope of the Reading Apprenticeship is the K-16. Theresa wanted to work more with 3CSN and WestEd with practitioners across the state, to go and observe and support the teachers who wanted input. She sent out a call for those wishing to participate. She had 7 volunteers. Her inquiry questions was, "What does observing texts, tasks, and talk tell us about how a community of practice can transform undergraduate STEM instruction?" Thereasa used an observation protocol that included a pre-observation conference, observation, and a post-observation debrief. This protocol came from the Leading for Literacy: A Reading Apprenticeship Approach by Schoenbach, Greenleaf & Murphy. The protocol had six observation goals about how the instructors were incorporating readings or texts, what alignment with the reading apprenticeship was there, how were instructors supporting metacognition, student talk/moves that showed they were being metacognitive and considering ways of knowing in addition to the content of the lesson, evidence of collaboration, and classroom dynamics that showed shared power of disciplinary content and disciplinary literacy. Theresa had representation from Shasta College (Math), American River College (Chemistry), College of the Redwoods (Math), San Jose State (Computer Science), Long Beach City College (Biology), Cal State Long Beach (Math Education), and Cal State San Bernardino (Environmental Science). Theresa found that there were assigned readings and they were structured and they had short sections with scaffolded inquiry prompts, an emphasis on collaborative student engagement with the texts and an integration of the texts in the classroom. They supported comprehension of the texts by having specific goals, scaffolded support and activities. Some effective strategies were modeling, metacognitive notetakers and discussion, customizing prompts and activities to the content being studied. The practitioners had several years with Reading Apprenticeship PD, so they were comfortable with the framework. Theresa found the practice promoted collaboration and equity. The</p>	Theresa Martin	20	Information
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	<p>classrooms were lively, and safe places to share and collaborate. She had three key conclusions: PD in long term communities of practice support teacher efforts to transform, the RA framework and PD is adaptable to diverse disciplines and change in the STEM classroom is hard. Some final insights were that the social and personal dimensions were embraced and formed supporting learning communities. She wrote a paper, and you can find it at (ask Theresa for the link). Wendy Whyte said this is more than Reading Apprenticeship. Jeramy Wallace said he still uses RA. Beth LaRochelle commented about Chabot being an early adopter.)</p>			
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3.4	<p>Discussion around Full-time Hiring Interview Modalities (This item was moved to the front of 3.3 due to the time constraints of the day.)</p> <p>Mick Sherer wants to share his experience on the full-time committee for the Puente Coordinator position. The committee was told that the first-round interviews were not allowed to be conducted in-person and could only be conducted via Zoom, and the modality of the follow-up interviews could be decided upon by the hiring manager. That policy was adopted in March 2022. There have been some exceptions granted when there needed to be a demonstration of practical skills. Mick feels that teaching is a practical skill and something that needs to be done in person. Mick wants to know others' experiences across divisions. He also wants to see if we can potentially address this hiring practice in the future at the Senate since hiring faculty and the ramifications on classes and teaching which is under Senate purview. Todd Windisch said it was brought up at the district level and he said there would be support there as well so if we to make a resolution, we could then take it to DAS and likely find support. Jeramy Wallace brought a statement from John Kitamura who was on the Presidential hiring committee.</p> <p>Here are the points that John wanted to share with Senate:</p> <ol style="list-style-type: none"> 1. Interviews for FT positions should be in person, especially for instructional faculty. Given that the majority of our classes are offered face-to-face, it only makes sense that hiring committees evaluate candidates' abilities to engage students and deliver course content in the same modality that instructors will use in their courses. I cannot imagine asking candidates to perform a skills demonstration via Zoom when they are actually being hired to work with students in person. How can a Zoom interview adequately gauge candidates' abilities to convey course material in person? 2. The presidential search committee conducted ALL meetings over Zoom, which significantly limited our discussion and evaluation of the candidates. In fact, committee members were instructed to NOT speak with each other during the entire search process. Instead, committee members submitted individual rankings in private; these rankings were then tallied and used to advance certain candidates to the next round. 	Mick Sherer	15	Discussion
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	<p>While this ranking system is an effective tool to use, it should not replace open, honest discussions among committee members. Our use of Zoom actually stifled discussion and dialogue and did not invite true collaboration among committee members.</p> <p>(John) would also add that the District intended to conduct pre-recorded interviews for the campus wide forums of our presidential finalists. It was only because I advocated for in person live interviews of candidates that HR contacted Chancellor Moreno, requesting the forums be held live and in person.</p> <p>Teeka James was also on the committee. She said that the reason for the policy is supposed to be about equity. She said that there is an equity issue via Zoom since not everyone has a great connection, so there seems to be a lot of considerations around equity. CTE courses noted they have exceptions because practicums need to be in person, but teaching demonstrations are not given exceptions. More to be discussed later.)</p>			
4. Closing Procedures				
No.	Item / Description	Presenter(s)	Time	Action?
4.1	Final Announcements (none) <i>President or facilitator elicits final announcements about upcoming deadlines, events, scheduling changes, etc.</i>	President / Faciliator	1	Information
4.2	Adjourn (4:42 adjourned)	President / Facilitator	1	Procedure