

Academic Senate of College of San Mateo



Tuesday, October 22, 2024
2:30pm - 4:30pm

Building 19, Room 121
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 (2:49)

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

Division & Student Representatives	
Student Representative	Anthony Pena Vasquez-/ Simon Htet (Zoom; 2:39 didn't vote)
Academic Support & Learning Technologies / Library	Matt Montgomery
Academic Support & Learning Technologies / Library	Wesley Hingano (2:36 after adoption of agenda)
Business/Technology	Hellen Pacheco
Business/Technology	Kimberly Salido
Creative Arts/Social Science	Leighton Armitage
Creative Arts/Social Science	Maggie de Vera
Kinesiology/Athletics/Dance	Kajari Burns (3:28)
Kinesiology/Athletics/Dance	Sarah Artha Negara (Zoom;non-voting)
Language Arts	Mick Sherer
Language Arts	Robbie Baden (absent)
Math/Science	Wendy Whyte
Math/Science	Beth LaRochelle
Counseling	Emily Cotla
Counseling	Brandon Williams
Enrollment Services and Support Programs	Makiko Ueda

1. Opening Procedures				
No.	Item / Description	Presenter(s)	Approx. Start Duration	Action?
1.1	<p>Call to Order (2:32)</p> <p><i>Senate meetings shall require a quorum of the membership to vote on action items. A quorum for a meeting of the Senate and all Senate committees shall consist of 50% plus 1 of the committee's voting faculty members.</i></p>	President / Facilitator	~2:30pm 2 min	Procedure
1.2	<p>Adoption of Today's Agenda (Motion Leighton Armitage & 2nd Beth LaRochelle. 14 Approved, 0 Nay, 0 Abstained)</p>	President / Facilitator	~2:32pm 2 min	Action
1.3	<p>Adoption of Consent Agenda (Motion Beth LaRochelle & 2nd Maggie deVera. 14 Approved, 0 Nay, 1 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"> ● Draft minutes from previous meeting(s)... <ul style="list-style-type: none"> ○ September 10, 2024 	President / Facilitator	~2:34pm 5 min	Action
1.4	<p>Public Comment (none)</p> <ul style="list-style-type: none"> ● Questions/comments on non-agenda items ● If more than one public commentator is present, comments may need to be limited to 1-2 minutes to accommodate everyone 	Public	~2:39pm 6 min	Information
2. Standing Agenda				
No.	Item / Description	Presenter(s)	Time	Action?

2.1	<p>Presidents' Report</p> <p>(1st Round Interview Modalities: The Chancellor approved; however, she sent it to EAOC and there are a mix of opinions in this group. David Eck and Todd Windisch wish to be prepared to make an argument in the EAOC should it come to a large discussion. Todd believes that regardless of the EAOC's decision that the topic will have to come back to the Senate since anything concerning the faculty has to come back to the Senate. Todd spoke directly to Mick Sherer and said that if the discussion isn't going the way the Senate would like, then the Senate might need to write a resolution and make an official stance, but in the meantime Todd wants to see where the EAOCs discussions go. Makiko Ueda said that while this discussion is underway, she wants to know what the decision is right now since there is a hiring committee in progress for Personal Counseling. Todd believes that it would be up for discussion and if anyone would like him to assist in advocating that he will work with that group and perhaps help take it to HR or back to the Chancellor. Jennifer Howze-Owens wanted to know if we can share out the link for others to see the document attached below. Todd clarified that it is available and can be shared out.</p> <p>DAS: Todd has reached out to the State ASCCC to visit District Senate in the coming month to give guidance on providing more accessible leadership opportunities for the faculty at the colleges. This request is coming out of one of the resolutions that was passed last year; the resolution that Teresa Morris came to talk about recently. The state will send someone to DAS for a discussion. Beth clarified whether ASCCC would be coming this semester, and Todd clarified that he had provided the next 3 DAS meeting dates and that he hopes the state will send someone to one of those upcoming meetings. Todd will keep the Senate informed on the progress.</p> <p>CPL guidance hasn't been given yet. Aaron McVean gave a presentation about CPL (credit for prior learning) since the state wants everyone to be discussing it. This was placed as a goal for DAS as a result. Once the state guidance is provided the District Curriculum Committee will continue the work.</p> <p>The new calendar for 2027-28 has been submitted to DAS. The Senate didn't approve it because Indigenous People's day was not a celebrated day. They are waiting for two more examples that includes this celebration. Beth LaRochelle wanted to know about the compressed calendar. Todd clarified that any discussion of a compressed calendar</p>	Todd Windisch & Daniel Keller	~2:45pm 10 min	Information
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<p>will occur after the 2027-28 calendar discussion and that compressed calendar discussion will be a much longer discussion. Todd will be discussing the compressed calendar later in our meeting today.</p> <p>There were three options that came out of the survey on class cancelation policy: 1) A set 20-person minimum 2) Two low numbers, one for in-person/synchronous and a different, higher number for asynchronous courses 3) 50% of the class enrollment. However, the DAS asked for some clarification because in the DPGC there is only one model in discussion and that is the 50% model. Even though faculty desired a two low number policy, that wasn't yet being discussed, but Aaron McVean indicated that DPGC plans to develop a second Administrative Procedure that will include the two number proposal. Mick asked about the popular trends in the other comments. Todd said that there were a lot, but there wasn't a clear trend except the policy that prevailed during COVID with a minimum of ten, but the number of ten had been taken off the table by the District. Jeramy Wallace asked about class maximums. There is currently no discussion about class maximums Todd said, but that was something that many people had commented about that as a need with the 50% rule. Beth LaRoche wanted to know about the special CTE programs that have different policies. Todd said that those special policies should still be included, but he said that if any gaps were noted that effected parties should let him know.</p> <p>Goals were under discussion at DAS. Nothing has been made official and when those come, Todd will update our Senate.</p> <p>Fall Plenary is coming soon, November 6th through the 9th, and Todd will be the voting member for CSM. The proposals are coming in, but there aren't many yet, but as more come in he will send them along to interested parties.</p> <p>IPC meetings have been moved to twice per month on the first and third Wednesdays. The meeting invitations are no longer sent to the entire CSM community, but if you'd like an invite please reach out to Todd to be included. There will be a retreat January 7th, for discussion of the Educational Master Plan and any faculty that attend will be compensated. If there is any interest, some additional faculty will probably be welcomed.</p>			
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	<p>The IPC is continuing to work on the Nuventive software and there is a work group consisting of faculty from Senate, as well as staff from PRIE. The first meeting will be Thursday, 10/24. An update will be provided at the next Senate meeting.</p> <p>BOT is out in the community, in Palo Alto versus their regular District Offices meeting location, for the Wednesday, 10/23 meeting. Todd will likely be there. The meeting is supposed to focus on presentations from work training and other community partners.</p> <p>Vice President Daniel Keller added an update about the discussion underway at the District level concerning Indigenous People’s Day. Cassidy from Skyline, a cosmetology professor, brought up the lower levels of attendance on Indigenous People’s Day due to school holidays for student’s children which make it difficult for students to attend school. Daniel appreciated this fresh perspective to juxtapose the drawbacks of another Monday holiday in the Fall calendar.)</p> <ul style="list-style-type: none"> ● Update on first-round interview modalities <ul style="list-style-type: none"> ○ Link to DAS working document ● District Academic Senate ● Institutional Planning Committee ● Board of Trustees (next meeting 10/23) ● District Participatory Governance Council (DPGC) ● Calls for Participation: <ul style="list-style-type: none"> ○ Institutional Planning Committee (1 faculty member appointed by Senate) ○ Safety Committee (1 faculty member appointed by Senate) ○ Technology Committee (1 faculty member appointed by Senate) 			
2.2	<p>Curriculum Committee Chair Report (Two main topics have been in discussion recently. The first is revising curriculum handbook, which is now in rough draft form. The Curriculum Committee representatives will be bringing the draft back to the divisions for feedback. The handbook serves two purposes: 1) To outline the committee members’ duties and responsibilities, and 2) To outline for faculty course</p>	Jeremy Wallace	~2:55pm 3 min	Information

<p>authors what information needs to be included and how to interact with the curriculum committee in their course creation.</p> <p>Area 7 has been finalized. Area 7 is the self-development and Kinesiology area which will be a part of CSMs new GE pattern beginning Fall 2025. Discussion is now centered on what courses will go into that area. Jeramy went through campus course offerings and tried to identify those that fit into the new Area 7. He brought this list to the committee for discussion and now the reps are supposed to go out to the impacted faculty, especially those whose courses will no longer be represented in Area 7, to discuss the impacts and allow for an argument to come back to counter courses being removed from the Area 7. Most courses that are being considered for removal are 100 level courses, courses like Architecture 100, that are very discipline-specific, and not really about self-development. The idea is to focus on courses that are self-development.</p> <p>This week, the committee will be focusing on all 7 of the courses in phase one of the common course numbering. The hope is to approve all 7. Jeramy did add that the UCs and the CSUs reneged on their promise to articulate any class that followed the template provided for common course number curriculum updates. This means that there will have to be resubmission of all 7 for articulation. He feels there shouldn't be trouble with articulation, even though there must be a resubmission, since the faculty impacted were advised to keep their course outlines exactly the same. If the courses are the same, Jeramy feels that it would be surprising if the UCs would look at the courses and not grant articulation, since the changes made were not to the course outlines.</p> <p>Thursday they'll also be talking about the American History and Institutions GE area. The State Chancellor's office changed the Title V requirements for this area in local associates degrees. The new requirements mirror CALGETC requirements. The discussion will be whether or not to retain current American History and Institutions requirement in CSMs local GE degree. The same discussion will be made about Information Competency. Those requirements have been removed by the State Chancellor, so there is a discussion if CSM still wants to have Information Competency as part of our local GE requirements.</p>			
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Another discussion Thursday will concern the election of a new Curriculum Chair. There are 3 people interested, and they plan to vote next week in order to get the new Chair-elect in place by January so that they may shadow Jeramy during the spring and be more prepared for the transition in August as Jeramy's term ends in May. Jeramy was asked if the information was posted and he said that he can't post the information.

Changes to AA Degree residency requirements was discussed in District Curriculum, which met on Monday, 10/21. Currently 50% of your major courses must be in the District, whereas it used to be that 50% had to be at the home college, in order for a student to get an AA/AS from a school in the District. The certificates are potentially going to move this same way.

Credit for Prior Learning (CPL) is also being discussed at District Curriculum. Tereasa Morris, Arielle Smith, and a few others are developing a process as the need for implementing external exams for those CPL units come up. The group will be looking for feedback on their work, and that will probably come to Divisions via Curriculum reps. Todd noted a little later that there is a CPL work group being formed by Carrie Mitchell and any interested parties are invited to participate.

GPA calculations was another discussion in District Curriculum. Title V has changed, and so the GPA only reflects the 60 units being used in their degree verses basis on all courses taken. Jeramy wasn't sure why that would help, but he'd bring more information when it is made available.

Jeramy also found out that materials fees have been removed from classes by the Board of Trustees (BOT). The BOT feels that it goes against free college. For this semester, the VPIs office ended up paying for all the materials fees for students. Jeramy doesn't feel this is inherently bad, but an unintended consequence may be that the materials aren't available on the first day. For instance in the Fire Academy, Christy Baird would have uniforms for each student on the first day of the Academy because the fees had been paid, but in the new policy the BOT expects the students to go to the bookstore to purchase the materials. This could be an impact on the classes because they may not actually go get their materials because they'd have to get them in the bookstore. Jeramy encourages those impacted to think about how this change could affect their pedagogy, teaching, and learning. Bringing forth impacts on student

	<p>learning and the effects on pedagogy and teaching is a valid reason to ask the BOT to bring the materials fees back. Beth LaRoche brought up the bookstore's issue with having books, and if that happens with materials too, that would be an issue. In addition, with the issues surrounding our bookstore and the rumors of the resignation of the bookstore manager, this could exacerbate the issues.</p> <p>Brandon wanted to clarify on the workgroup about CPL. Jeremy said that the work group would center around resolving how to ascertain the prior learning has taken place, either by exam or through external paperwork like Military transcripts, and how to get the student credit for the prior learning. Brandon also asked for clarification about the Chancellor's office changes concerning Title V. Jeremy clarified that the graduation competencies were removed and an area was created for Math, just as one already exists for English, so Math will be switching over to a GE area under the new Title V regulations. This leaves only Information Competency in CSMs competency requirements.)</p>			
2.3	Distance Education Committee Chair Report (They have not met since the last meeting. They held a Flex Day session on 10/8 and a robust conversation occurred for implementation on the updated DE Faculty Handbook.)	Jennifer Howze-Owens	~2:58pm 3 min	Information
2.4	Committee on Teaching and Learning Chair Report (The committee hasn't met since 10/8. In their next meeting, they should be finalizing their Institutional Learning Outcomes (ILO). In addition, during the next meeting they will discuss Flex Day feedback and begin planning for January's Flex Day. Susan shared that the District Teaching and Learning Committee led by Sarah Harmon of Canada and the District PD Coordinator are planning the District Flex Day in January already with a continuation of last January's AI Conference, but since Susan is not involved she has no further detail.)	Susan Khan	~3:01pm 3 min	Information
2.5	Student Representative Report (Simon Htet did not have a comment.)	Anthony Pena Vasquez / Simon Htet	~3:04pm 3 min	Information

2.6	<p>Other Officer & Liaison Reports (CTE update is meeting at the beginning of the month. More to come said Beth LaRochelle.)</p> <ul style="list-style-type: none"> ● CSM Faculty Dual Enrollment Liaison: Leo Cruz ● ASCCC CTE Liaisons: Christy Baird & Beth LaRochelle ● ASCCC OER Liaison: Jennifer Howze-Owens ● ASCCC Rising Scholars Faculty Liaison: Wesley Hingano ● ASCCC Legislative & Advocacy Liason: Emily Cotla ● ASCCC IDEAA Liaison: Makiko Ueda ● ASCCC Part-time Faculty Liaison: Maggie de Vera 	Treasurer, Secretary & Faculty Liaisons	~3:07pm 3 min	Information
3. Senate Business				
No.	Item / Description	Presenter(s)	Time	Action?

3.1	<p>COMM Department Informational Progress Report (Briana Avila and Yaping Li joined us for the program update sharing a presentation. The department used to have 4 people prior to losing a faculty member in 2015 and then having a retirement in 2019. The department was granted one hire in 2019 when Briana was hired, but a second faculty member wasn't hired because the other person declined the position offered by Mike Claire in his last-minute decision to offer a position to both finalists. Briana has been the only full-time hire in the department since 1995 despite repeated requests. Jeremy Wallace said that COMM is going to get hit with the new CALGETC requirements. Yaping will retire in Fall 2025 and that will leave the department with only 2 full-time faculty members. The COMM department is the lowest ratio of full-time to student ratio in the Language Arts Departments with 46.5% to 50% of the classes being taught by full-time faculty. When Yaping retires, this percentage will drop below the 46.5% level. Since the COMM department has so few members they have a difficult time sharing their load in college work because they can't spread themselves any thinner. Yaping brought up the topics of teaching in special programs, outside the campus, writing program reviews, and reviewing part-time and other full-time faculty members. Please see the presentation for more details on the ratio of classes taught by full-time faculty in other Language Arts departments compared to COMM, the 5th largest department in the college.</p> <p>Todd added the context that the COMM department is here to advocate because of new policies surrounding resource requests. Since AS will have a say, that seems why they are here, so they have brought us the context that we will know to bring the advocacy for their request of 2 full-time faculty members.</p> <p>Briana also wanted to mention that they are no longer able to engage in the department and professional development in the way that they would like. They can no longer offer a debate team, COMM study days, or performances in the theater. These all add to the vibrancy in their department, and they would like to maintain and continue with these type of offerings.</p> <p>Beth feels that it is amazing that the COMM department are able to contribute as much as they are, and she is glad to be aware of their struggles.</p> <p>Arielle Smith stated in the chat,</p>	Briana Avila, Yaping Li. & Fermin Irigoyen	~3:10pm 10 min	Information
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	<p>“I don't want to detract from the obvious need that the Comm Dept has in terms of FT EF, but this discussion feels more appropriate for the resource request discussion and not as a standalone update that is related to resource requests, but outside of that process. Not everyone has the same opportunity to advocate.”)</p>			
3.2	<p>Equity Syllabus Statement (Context: Last Spring the Ombuds officer, Koya Lu, asked that some language be added to the mandated equity statement in the faculty handbook concerning the Ombuds. Language was added and the new statement was placed in September's consent agent for approval. However, it was pulled for more discussion by Wendy Whyte. Todd incorporated Wendy's feedback and then sent the statement to the Equity Committee for approval. The original statement from September with some updates was sent to the Equity committee for feedback and they returned it with some recommended language which is very similar to the original statement in September. We have three versions and we are really looking at the second and third. Todd would like to have a discussion and take action to approve one of the proposed statements.</p> <p>Todd opened a document to begin capturing all the suggestions as they came about. These notes will not capture all the commentary. Brandon Williams wants to add more. His language is like Wendy's. He broke it out. From Arielle in the chat: At the College of San Mateo, the faculty affirms that students are entitled to the following in our classrooms:</p> <ul style="list-style-type: none"> • an equitable learning environment that celebrates their voice • fosters their agency • develops their capacity for self-advocacy • free from unfair practices. <p>We respect your diverse strengths, challenges, and needs. Our approach to this learning environment includes a differentiated instruction, services, and resources that are responsive to your unique needs.</p> <p>Wendy doesn't want to include the word “celebrate.” She feels it is not an appropriate word as she'd like to see the word respect.</p> <p>Jeremy Wallace doesn't believe an equity statement that doesn't include the word equity. The original statement was created alongside the Director of Equity, Jeremiah</p>	Todd Windisch	~3:20pm 20 min	Action

<p>Simms. He discussed at length the reason for the use of the word celebrate, elaborating on the point that we need to acknowledge that our institutions celebrate Western European knowledge and culture and that acknowledging the celebration of all our student experiences and the wealth of their knowledge.</p> <p>Wendy Whyte continued to disagree with the use of celebrate because she feels it connotes agreement. In response, Jennifer Howze-Owens also added her voice as a member of the Equity Committee and a representative of the diverse populations represented on our campus and echoed Jeramy Wallace's statement. She feels that putting these words is important in giving agency to those under-represented population on campus. Since this is just one statement that is a portion of an instructor's entire syllabus, which reflects their class, and their language, Jennifer feels this statement allows balance in the syllabus.</p> <p>Todd highlighted Brandon William's contribution, adding that we could revisit the discussion about the word celebrate later.</p> <p>Mick wanted to know about the Ombuds statement being present in any syllabus statement already. He feels that it should be its own statement. It would have been nice in the Equity and the Title IX to double reference it.</p> <p>Todd said that the Title IX statement wouldn't be appropriate because they aren't a mandated reporter. He feels that the Ombuds is impartial and Title IX isn't, thus it could become confusing.</p> <p>Wesley Hingano feels that the students should be directly toward the place to report issues if we are telling them where to go for an unbiased discussion. He feels that if they are feeling inequities, then referring them to an unbiased person for a private discussion may not be the only or best referral for the student and all options should be given.</p> <p>Todd doesn't want to speak for Kohya, but he feels that Kohya is able to give students more context.</p> <p>Wendy says that the language about where to report the grievances could be added at</p>			
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<p>the end of the equity statement and make Wesley feel more comfortable.</p> <p>Jeremy brought up the discussion from a few years ago and said that making a reference to grievance form would set up an us and them mentality and the Equity Officer could direct students to other places to find resources that might not necessarily be punitive, for instance the person might need to talk about difficulties they are having in school due to many issues and the Equity director can help with those as well.</p> <p>Arielle Smith said that the committee didn't really want to send back a radically different statement. They felt that the word equity directly needed to be stated. Kohya Lu wanted a little bit of a statement about the office in there. She said they didn't address the appropriateness of Director of Equity verses Ombuds information. Arielle addressed the reference to grievances process that was suggested by Wesley and said that it would be appropriate.</p> <p>Beth LaRochelle said the statement is a little off kilter right now as an announcement for the Ombuds office. She feels that the statement should be more about Equity and just mention other resources. She feels that it should just be reference place to others and not focus on the other resources.</p> <p>Todd is going to take some of the ideas back to the Equity Committee. We aren't going to vote today, but he is asking for more perspective on what we want.</p> <p>Wendy doesn't want a direct link. She wants the agency to provide the links to the resources and they can provide grievances.</p> <p>Jennifer wanted to bring up accessibility and make sure that any added links are accessible. We should add in DRC and all the offices under discussion.</p> <p>Jeremy said that doesn't feel the grievance link should be in the Equity statement. The Equity Office does have information on the grievance process on their website and if they don't want to talk with anyone about it, they can simply go to the grievance form and fill it out.</p>			
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<p>Arielle said that a student can file a grievance without seeing anyone. She added the link to the Grievances to the chat.</p> <p>An unofficial vote on including a link to the grievance form as well as the ombuds website showed that the Senate is leaning toward not including the link on grievances.</p> <p>Emily Cotla feels that this is not about grievances. She said it would be nice to make it about the community and know that the CSM community is here to support and “celebrate” everyone. She feels that a link might give a student the wrong impression. Emily doesn’t feel that the Ombuds is appropriate here either, and that they might also need a special area.</p> <p>Mick Sherer said that as a student he would want to know about the resources that he would want to know where to go for all types of resources. He likes the original statement and the new one is too much.</p> <p>Brandon feels the same way as Mick. He doesn’t believe Ombuds needs to be included in the Equity statement.</p> <p>Steven Heath feels that students don’t often read the syllabus and therefore that they might never find these resources anyway. He would want to make sure that the syllabus includes what it should to make sure that the students can get any of the information that they might need.</p> <p>A couple of items that Todd would like to play with: Ombuds language separated from equity language, versions with and without links, language such as celebrate to something else, working from the original statement, but not using the changes.</p> <p>Mick asks that if this is in the Faculty Handbook, then could the faculty member be held accountable with a really pessimistic view, could a faculty member be held accountable for not “celebrating” the students. Todd doesn’t feel this would happen, because the COR would stand in support of the faculty member in such a case. Rather the Equity Statement is talking about the College position on equity and not directly the faculty. Todd feels that the faculty shouldn’t need to feel any threat from the statement in terms of course content. The intent is to inform the student of the college</p>			
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values.)

- Current language in Faculty Handbook:

- *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.*

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.

- Revisions suggested by Wendy Whyte:

- *The Faculty at the College of San Mateo affirm that all students are entitled to a productive learning environment that:*
 - *promotes and respects exchanges of viewpoints,*
 - *cultivates personal growth and talents,*
 - *allows for designing actionable career/life plans,*
 - *develops a capacity for constructive social interactions that include effective and respectful self-advocacy,*
 - *and that is free of disparaging or threatening treatments based on economic, cultural, and/or religious background.*

If you feel you are in an environment that is not conducive to your learning or if you would like to discuss any issues, the Office of the Ombuds (18-206B) is available as an independent, informal, impartial, and confidential resource. You may visit <https://collegeofsanmateo.edu/ombuds/> for more information. If you want to learn more about educational equity, visit www.collegeofsanmateo.edu/equity.

- Statement supported by the Educational Equity Committee:

- *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.*

If you feel you are in an environment that is not conducive to your learning or if you would like to discuss any issues, the Office of the Ombuds (18-

	<p>206B) is available as an independent, informal, impartial, and confidential resource. You may visit https://collegeofsanmateo.edu/ombuds/ for more information. If you want to learn more about educational equity, visit www.collegeofsanmateo.edu/equity.</p>			
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3.3	<p>Compressed Calendar Discussion (Todd had invited David Locke, but he wasn't able to attend on short notice.</p> <p>Todd wanted to bring up this discussion again. It doesn't really seem to be moving forward. About 4 years ago there was a committee to investigate (DAS work group and they discussed, researched and made a mock-up calendar, and then moved to move out of the DAS faculty purview and asked that it be moved out to the District constituent groups at which time it lost momentum. This has not popped up again lately as a broad district wide level as it was when it started, said Arielle Smith). This semester, Todd said that there is a board member who is interested in exploring this option. The Chancellor has told David Eck and Todd that all three colleges must bring back a statement that there is an interest in the Compressed Calendar. Todd wants to share the high level details of the compressed Calendar. Jeramy Wallace asked about the "they" who will run with the plan. Todd said that it is likely the Calendar Committee, Carrie Michell, Aaron McVean, and the Chancellor. Todd pulled from a website (Cuyamaca College in Southern CA) for explanation:</p> <h3>Compressed Calendar Quick Facts</h3> <ul style="list-style-type: none"> • Regular calendar: 18 weeks • Compressed calendar: ~16 weeks (minimum allowed in Ed Code) • More than 50% of community colleges on compressed calendar • What about trimesters/quarters? <ul style="list-style-type: none"> • The State mandates that we teach 32 to 35 weeks a year, and will not pay us for more. This means we can divide the schedule into two terms, resulting in two 16 to 17.5-week semesters; or we can divide the schedule into three terms, resulting in three 11.67-week trimesters/quarters. • Summer session is not considered an additional term; FTES generated during the summer is applied to either the spring or fall term. Three community colleges have been approved for the quarter system (Lake Tahoe College, Foothill College, DeAnza College). 	Todd Windisch	~3:40pm 20 min	Discussion
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Benefits (Grossmont-Cuyamaca CCD)

- Community Colleges that have adopted a 16-week semester consistently report between 1 and 2% increase in student retention and success
- Opportunity for winter intersession
- 16-week semester more closely aligns with many UC and CSU formats, facilitating the transition of transfer students
- Colleges that have converted to the compressed calendar report overall satisfaction with increased scheduling flexibility. Faculty and administrators appreciate the additional time to prepare for classes, process grades, and bring closure to previous term activities before the start of the next academic term.

Wendy brought up that shortening the calendar would mean less time for students to retain the knowledge and as the terms are shortened they will be cramming for tests. Todd said that the benefits listed in the above might answer her question.

Todd spent time discussing the benefits listed above.

Other Considerations

- Some colleges vote to eliminate the finals template and hold exams during the last week of instruction. Most colleges vote to offer finals during the 16th week of the semester. We will need to evaluate the best alternative for GCCCD.
- Curriculum, unit value, and student learning outcomes would all remain the same under a compressed calendar

Matt wanted to know what that would mean to the Librarians. His concern is because they are on different schedules due to weekly, hourly minimums.

Arielle said that contract language would need to be changed to deal with the concern. AFT would have to be at the table to address these concerns. If this is up for consideration then it would take years to implement, and it isn't some.

Beth wanted to know about other people had experiences with the compressed system. She wanted to know other experiences. She had great experiences. More time to engage the students in a single session.

Brandon Williams added that he'd had that experience too. Brandon would like to see the data. He also thinks that having a winter intersession is very nice for the students.

Leighton Armitage said that he worked on the 12-week and that was not quite enough time to get going.

Daniel Keller added that the 5-unit classes might be an issue as they'd be incredibly long.

Stephen Heath added that the late start would be more difficult. The current system allows us to make a 16-week semester with our current system.

Arielle Smith says that the differences are not huge differences in time, most of the courses are just 10-minute extensions. Because we start so early, there are students that come in late to try to get into classes which is not easy for the students since we are so off the "normal" semester systems in the area. Remember that not only are we able to get winter intersession but we can also get two summer sessions with 12-weeks from the summer session. There are many ways to implement the system. Arielle added in the chat:

One of the more interesting articles we found stated that while not all faculty wanted to make the change to compressed calendar, once it was made, there was not support to changing it back."

Yvette Butterworth added that 12-week is difficult indeed, but 16-week isn't that compressed. She was at a school in the middle of a change from 18 to 16-weeks

	<p>and many instructors shared the fears at our school, but after a single 16-week semester, faculty were happy with the success. Hour long class we so much nicer as 1:15 verses 50 minutes.</p> <p>Jeramy Wallace said that the leaning here is more hours in the 16-week sessions. We could lean toward the lower end of the course.</p> <p>Todd wants to know if we can vote on this the next meeting. The Senate affirmed.)</p> <ul style="list-style-type: none">● Context/background, thoughts on whether we want to further explore this project● A vote at November 12th meeting will be held to reaffirm interest in exploring a compressed calendar			
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<p>3.4</p>	<p>District Teaching & Learning Committee’s (DTLC) Guidance on AI and Plagiarism</p> <p>(Sarah from Canada is the DLTC and she introduced herself. She shared the draft on DTLC and the link is provided below. They are looking for best practices in teaching and learning. For the last year they have been working on this draft on guidance on plagiarism and artificial intelligence. Once approved it will be put on-line, and they will be referring to it and updating changes constantly. This proposal has already been through changes and the draft is close to what they hope to put up before Spring 2025. There is already to be inclusion of guidance on academic honesty that has to do with things such as AI. There is also guidance in this document that faculty could give to their students and there would be a place to find resources for both the faculty and for students. The document was highlighted in the August Flex day and there has been work done based on feed back there and other places. Sarah is visiting the AS at the colleges seeking further advice. Please see the linked document for the details included.</p> <p>Daniel Keller wanted to bring up the AI workgroup here. The group had a website where the group added assignments with AI use and would like to share that with Sarah. Teaching on-line classes feels different from the in-person classes.</p> <p>Sarah said that she’d like the link from Daniel. On the document, there is a link to the SJ Google Drive that offers resources to their faculty and Sarah would like to see something like this in our district. She said this document will lead to the next steps in the coming semesters.</p> <p>Jennifer Howze-Owens added her observations after a scan. She said there are some faculty that use AI openly and freely. She fears that some faculty who are open to the use may feel this is an attack to their practices. Again, after Sarah’s feedback on her first comment, she was still concerned about how faculty using AI will feel about their use after reading the document. Sarah said that initial feedback was to keep the tone. She loves the feedback though and would love to follow up.</p> <p>Brandon Williams is a little concerned about whether a flag of AI content would mean that the student would get a zero. Both Todd and Sarah thought that the concern was beyond the scope of this guidance. The policy would be Senate and DGPC purview.</p>	<p>Sarah Harmon</p>	<p>~4:05pm 25 min</p>	<p>Discussion</p>
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	<p>Sarah put a link to a Bloomberg article about the topic that Brandon just raised. She said these are topics to discuss with our Instructional Designers.</p> <p>Todd added that the detection tools to use would be a nice addition. The committee had discussed that.</p> <p>Sarah welcomes emails and the document accepts comments too.)</p> <ul style="list-style-type: none"> • Fall 2024 Draft (anyone in district can edit with track changes) 			
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	~4:25pm 5 min	Information
4.2	Adjourn (4:32)	President / Facilitator	N/A	Procedure