

Academic Senate of College of San Mateo



Tuesday, October 14
2:30pm - 4:30pm

Building 10-468
1700 W. Hillsdale Boulevard, San Mateo,
CA 94402
Zoom
<https://smccd.zoom.us/j/85146915715>

Meeting ID: 851 4691 5715

<i>Officers</i>	
President	Daniel Keller
Vice President	Rene Anderson
Secretary	Yvette Butterworth
Treasurer	Makiko Ueda

<i>Standing Senate Committee Chairs</i>	
Curriculum Committee	Malathi Iyengar
Distance Education Committee	Jennifer Howze-Owens
Committee on Teaching & Learning	Rene Anderson

<i>Division & Student Representatives</i>	
Student Representative	Ameer Dababo
ASLT / Library	Matt Montgomery
ASLT / Library	Vacant
Business/Technology	Vacant
Business/Technology	Kimberly Salido
Creative Arts/Social Science	Lee Miller
Creative Arts/Social Science	Maggie de Vera (Zoom til 2:58)
Kinesiology/Athletics/Dance	Kajari Burns (absent)
Kinesiology/Athletics/Dance	Mike Marcial
Language Arts	Tim Maxwell
Language Arts	Robbie Baden
Math/Science	Wendy Whyte
Math/Science	Beth LaRochelle (absent)
Counseling	Emily Cotla (absent)
Counseling	Jennifer De La Cruz (2:40)
Enrollment Services and Support Programs	Daniel Rhyne (Zoom 2:56)

1. Opening Procedures				
No.	Item / Description	Presenter(s)	Approx. Start Duration	Action?
1.1	Call to Order (2:31) <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>	President / Facilitator	~2:30pm 2 min	Procedure
1.2	Adoption of Today's Agenda (A motion was made to adopt today's agenda by Susan Khan & 2nd by Malathi Iyengar. 13 Yes. 0 No. 0 Abstain.)	President / Facilitator	~2:32pm 2 min	Action
1.3	Adoption of Consent Agenda (A motion was made to adopt today's consent agenda by Jennifer Howze-Owens & 2nd by Robbie Baden. 13 Yes. No. Abstain.) <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> • Change in program review date for library studies • Appointments to regional professional development committee • Approval of September 9 minutes	President / Facilitator	~2:34pm 5 min	Action
1.4	Public Comment (Malathi Iyengar wondered about the comment prior about flag half mass. Daniel has not checked.) Tim Maxwell, Robbie Baden and Jeramy Wallace had a conversation about reduction in services at the Writing Center. Tim Maxwell said that David Laderman planned to come to Senate to share a public comment, but he couldn't so Tim read the following statement for him: The administration of College of San Mateo has insisted that due to a shortfall, it falls upon us, those directly who serve our students, to balance the books. Our deans have told us not even to bother asking for much needed full-time faculty positions in our resource requests. We've had to negotiate for cuts to faculty in our extraordinary Writing Center and to do so when our students need more support than ever in the wake of AB-705. The District has taken an anti-faculty posture in negotiating a fair contract, proposing we accept a raise that doesn't even keep pace with inflation. It	Public	~2:39pm 6 min	Information

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

has been suggested that we make fewer copies or outsource copy jobs to corporate partners. A new anonymous hotline has been established for whistleblowers to report “waste, fraud, and abuse,” echoing the disingenuous rationale for the hollowing out of the Federal Government under Trump by Elon Musk and others. By insisting we accept that we must take cost-saving measures to save a vague 10%--how much less instruction is that exactly?—we are also threatening our students’ educational experience. How can we talk about equity and at the same time diminish the education we promise our students? Based on the analysis of Steven Lehigh, we are not, in fact, in dire economic times. The shortfall is the product of mismanagement and misguided priorities. • The District reduced CSM revenue for 25-26 by \$1.9m for an adjustment based on “unstaffed” positions. • Getting the new Coastside campus up has been a significant capital investment as well being costly to operate. • The district siphoned off \$10m of CSM reserves for a District Wide “bridge fund” as part of the Capital Improvement Program. The total bridge fund is approx. \$55m. • Offering free college to all of our students—no matter their ability to pay—is estimated to cost the District \$15.34m in 25-26—will students get what they pay for? • The estimate for student housing project has so far increased from \$65.9m to \$85.5m, and the District portion is currently estimated to be between \$18.3m to \$29.5m—or, to put these figures in perspective, the approximate cost of 25 years of service from between 9 and 14 full-time faculty members. Before we who teach accept the burden of making up for these budget challenges, I am proposing the senate write a statement to the College and the District that they should look elsewhere from instruction—which is, of course, supposed to be our primary mission—get back in the black. Let’s start with asserting our opposition to the building of student housing on the CSM campus. Even with a State investment that may be hard to refuse, the rapidly increasing costs of this project, unclear arguments for which students and how many it will benefit, the unaccounted for costs of managing it in the future, and the			
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	disruption years of construction will cause make this an unsound investment and one that is and will be starving education at CSM. With your agreement, can we make this a discussion item? Robbie did contact the President about flag half-mast. President Pérez wrote that he had to research this question. He told me that the District makes this decision and follows state or federal protocol and does not announce these decision. 2nd from Robbie was announcement about the Writer's Ruckus on 11/12 at 1:30pm to 3:30pm in Building 10 in the Bayview Alcove (behind kitchen). Pizza party after. He provided the link to the Writer's Ruckus nominations and submissions form. Jennifer de la Cruz Thurs. 11/6 1st Gen Student Celebration 12-2. & 10/28 5-7 or 8pm Di de Muertos celebration Family celebration.) • 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			
2. Standing Agenda				
No.	Item / Description	Presenter(s)	Time	Action?
2.1	Presidents' Report (Last night, Monday 10/13, DAS discussed three major topics of importance: the AI stoplight, the AI community of practice, and the approval of the 2029-30 Calendar. President Keller shared some details of the 2029-2030 calendar: August 13th and 14th will be FLEX days, classes will start August 15, finals will be December 12 to 18th. One of the issues that they are trying to work on is consistently making the grade deadline after Winter Break. In addition to these topics they also discussed strengthening Accessibility Requirements for on-line courses; though the requirements are a ways out at this point, faculty will be required to use alt-text on images. ASCCC Plenary Area B was on Friday, 10/10 and they brought some interesting things up. Most of meeting was a discussion about closing classrooms for emergencies and going to hybrid or remote learning and this is a proposal that will be going forward. More debate will occur in November. Lee Miller asked how we did that during COVID if that hasn't been discussed before. President Keller said COVID was different. Wendy shared that she felt it should be easy to convert to on-line from in-person; she recently	President	~2:45pm 5 min	Information

	made the conversion for a day she took personal leave, but she still held her class remotely as an optional attendance for her interested students. Tim Maxwell asked about who would have the ability to declare the emergency and Daniel clarified that College would have the ability to make these declarations.) • District Academic Senate • ASCCC Plenary: Area B resolutions			
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2.2	Curriculum Committee Chair Report (Malathi Iyengar shared that the committee is continuing to do two and six-year updates to curriculum as well as the AB-1111 updates that Beth LaRochelle is working on. Malathi would like the Senate representatives to emphasize to their constituents that everyone needs to be able to use Curricunet; there is not a centralized person to update curriculum for the faculty as there was in the past. There is confusion about the rules and consistency about rules for curriculum like SLOs and SIOs and whether they can be the same; in one place they said they had to be different, while in another it was stated that the can be the same. Natalie Alizaga and Chris Walker were consulted, and clarification is being attempted so that consistency will exist across resources when faculty are writing curriculum or making a curriculum proposal.)	Malathi Iyengar	~2:50pm 3 min	Information
2.3	Distance Education Committee Chair Report (The committee met on Wednesday, October 1. The committee is trying to do a share-out of three to five must-know items each time they meet since this year is an accreditation year. The items from the October 1 meeting were shared in the Faculty Newsletter on Friday, October 3. - Regular and Substantive Interaction (RSI) - If you are teaching a fully online course this semester, your Fall 2025 course will be included in the evaluation pool for ACCJC evaluators during the ACCJC accreditation process. Because this selection is completely random, all Fall '25 online asynchronous and synchronous course sections must demonstrate clear evidence of RSI within Canvas and align with the ACCJC Policy on Distance Education and on Correspondence Education. We invite you to engage with the resources and opportunities outlined below for further support as you implement these practices in your teaching this fall semester. CSM RSI LibGuide: Easily find tools, trainings, policies, and other resources to support RSI in your online courses. CSM: Regular and Substantive Interaction Policy Training October Flex Regular and Substantive Interaction (RSI) Drop-in Session: Drop-In Hours for RSI focused support. - Professional Development - Sign up for training. Please reach out to a member of the DE team if you'd like to know if you are due for training. Quality Online Teaching and Learning	Jennifer Howze-Owens	~2:53pm 3 min	Information

	▪ QOTL 1 : Fall 2025 (October 13 - November 23) ▪ QOTL 2 : Fall 2025 (October 20 - November 23) ▪ QOTL- E: On-Going ○ October Flex ○ Zoom AI Companion ▪ 10/10 at 9 am ▪ 10/13 at 11 am ○ @One Fall Webinars ○ ITS HelpCenter - The new tool is here! To submit an IT Help ticket, log in through OneLogin. ○ https://support.smccd.edu/support/home ○ helpcenter@smccd.edu ○ Going the Distance (Ed) Newsletter - Check out the brief newsletter that covers tech updates, highlights faculty work, and shares upcoming events. The next issue will be released in mid-November. Did you find the easter egg? Rene Anderson asked whether that we have to do the QOTL E after QOTLE 1 or 2. Jennifer said that it is not, it is actually a precursor to QOTLE 1 or 2. Rene additionally asked about the recency requirement after QOTLE 2. Jennifer said that she is currently working on QOTLE 3 and more information will be coming in the Spring. Wendy Whyte asked about the retraining and what is required. Jennifer clarified that the retraining is required every three years per Senate resolution. Division representatives to DEAC have the information to share with division faculty on who needs retraining and shares that with faculty. Malathi Iyengar asked about the 3-year recency resolution from the Senate. Jennifer said that it is in the Senate Resources site. Guillermo Cockrum asked about who keeps track of recency. Jennifer believes that is the responsibility of the divisions. Malathi was having difficulty finding the resolution.)			
2.4	Committee on Teaching and Learning Chair Report (The committee met on Monday, October 6. The new committee is still finding its legs. They need representation from Creative Arts & Social Sciences and Math. They have been discussing implementation of	Rene Anderson	~2:56pm 3 min	Information

	results from Academic Senate SLO workgroup. It is ambitious project and they are trying to decide how to begin. They are trying to create a template to request an inquiry project in program review. There was some clarification as to missing representation and it was decided that a member from Kinesiology was also needed. The committee meets on the 1 st & 3 rd are Mondays 3-4pm via Zoom.)			
2.5	Student Representative Report (An Open Educational Initiative task force was created to make STEM more accessible and equitable for all students; \$10,000 was allocated to the task force. The Black College Awareness Fair will happen on November 1 st . Jennifer Howze-Owens heard that the budget for the students is almost used for the year. Representative Dabado said he didn't believe that they were short of funds. Lee Miller also asked a question that I couldn't make out.)	Ameer Dababo	~2:59pm 3 min	Information
2.6	Other Officer & Liaison Reports (Makiko Ueda brought up the Senate dues. She talked with Todd Windisch and Jennifer Howze-Owens about their work over the past year on how to collect the dues. There doesn't seem to be any opposition, so she believes that it should be fine to move forward with creating a system to collect the dues. The dues in the past have been \$50 annual for full-time & \$20 from adjunct, collected once per year in August. She plans to contact Richard (Storti) to come up with a plan for collection and will then present the plan to Senate. One thing that has been realized in the process of paying adjunct faculty for participation on Senate is that there is no master list for adjunct faculty who are serving on committees, so President of College is asking Senate for the adjuncts serving on Senate and committees. They must be approved and supported so there aren't headaches for getting adjuncts paid. Jennifer Howze-Owens said that in the past Todd Windisch had an Excel spreadsheet from all the committees that was updated by Senate. President Keller said that this needs to be formalized and put into the Senate By-Laws. Jennifer said there was a process and she can formalize it from emails and send it to Makiko. Lee Miller asked the referenced individuals; he was confused that Senate doesn't know who is serving. President Keller and Makiko said it is known, but it needs to be formalized. Maggie de Vera wants to make sure that there is a way to formalize opportunities adjunct to serve on committees. When adjunct are paid their service is part of their load and this is part of the reason that they need to be approved. Emily Cotla added her experience as an adjunct. She said that it used to be that her time sheet for Senate went straight to the President's	Treasurer, Secretary & Faculty Liaisons	~3:02pm 3 min	Information

	office, but now it goes to her Dean for approval. The hours for Senate aren't considered part of her load but it is part of student contact hours or ancillary load. Todd Windisch says that serving toward participatory governance should not count toward load. Maggie said that AFT will count toward load; she said there is a list of what is counted and what is not. Daniel indicated that there will be more follow up next meeting.) ● CSM Faculty Dual Enrollment Liaison: Leo Cruz ● ASCCC CTE Liaisons: Beth LaRochelle ● ASCCC OER Liaison: Mohammed Akhoirshida ● ASCCC Rising Scholars Faculty Liaison: Wesley Hingano ● ASCCC Legislative & Advocacy Liaison: Emily Cotla ● ASCCC IDEAA Liaison: Makiko Ueda ● ASCCC Part-time Faculty Liaison: Maggie de Vera			
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3. Senate Business

No.	Item / Description	Presenter(s)	Time	Action?
3.1	Evaluations: How much access should online evaluators have? (On September 3rd, President Keller attended meeting with all VPIs of all three campuses and Evaluation Guidance Committee members Emily Kirkland from ESL, Alex Wong from Math and Science, and Chris Walker from Administration. The discussion occurred because the three campuses currently have different levels of access for an observer in a Canvas course during evaluations. The existing contract language says “Non-Editing Teacher” but that was from another program prior to Canvas. Canvas’ similar access, “evaluator,” can be defined as the evaluator decides. Here is a summary of the points: • Agreements ○ Evaluators should have the same level at access at all three campuses ○ Direct messages between faculty and students shouldn’t be available • Disagreements ○ Granted access for grades, feedback to students on individual assignments, and rubrics • Arguments in favor of points of disagreement ○ Program by which the definition was formed allowed this access ○ Accreditation is based on the ability to view these points ○ Access allows more substantive feedback to instructors • Arguments against points of disagreement ○ This access misaligns with an in-person evaluator’s access ○ There are FERPA concerns since the student may view the communication with instructors in Canvas as private The following points of discussion occurred: Lee Miller commented that the Canvas In-Box was a part of the visible information. Malathi Iyengar wondered if we need to be able to see the assignments and feedback without being able to see everything in the course. President Keller mentioned the	President	~3:05pm 20 min	Discussion

	Sandbox and perhaps adding things to a Sandbox that would mimic what in-person evaluators have access to for evaluations of student feedback. Robbie Baden said that this must go through the union and President Keller said that the Union was at the meeting due to concerns. Robbie says that the experience on-line needs to be as similar as possible to in-person to make it fair for evaluators and those being evaluated. Matt Montgomery discussed evaluation issue for the RSI based on the recommendation received during accreditation from the ACCJC. He feels that issue needs to be made very distinct from the tenure evaluation. Lee believes this is a good point. Matt says that maybe having a separate ACCJC evaluator view verses peer evaluation would be a good idea. Discussion between Tim Maxwell, President Keller, and Lee Miller focused on the distinction between ACCJC access to review regular and substantive interaction in on-line courses verses evaluation for tenure. Malathi added that the forms are so different for in-person verses on-line and there is even a difference in how the forms are being used. The inconsistencies are vast, and she'd like to see them more similar. She agrees with Matt. Lee wondered if the on-line form is supposed to evaluate the RSI and that is why it is so different. Jennifer Howze-Owens said that it isn't connected because the RSI is new in the last year and the forms for evaluation are from the previous outdated contact. There will potentially be more from the committee later since their discussions will continue. President Keller will take the feedback received today back to the committee. Robbie asked about renegotiations. Matt said that interest in updating the forms should be discussed now for the next contract. Since the previous contract has expired, this can't go into negotiations at this point, thus it may be many years before that can be done.) The evaluation guidance committees from the three colleges are seeking feedback as they work to develop a single, unified Canvas role for observers in online asynchronous classes.			
3.2	Presentation: the REAL Guide (Susan Khan and others have been working on the REAL Guide. Their goal was to create some pedagogy to advance equity and accessibility for our courses from money for Culturally Responsive Pedagogy and Practices Grant provided by the State Chancellor's	Susan Khan	~3:25 pm 15 min	Information

office. Now the grant has ended, and they are sharing their work which is a resource for course design and redesign with a lens on equity and accessibility. Susan shared the website (see the link above). The grant allowed 21 faculty, over 3 semesters, to participate in a series of workshops, do research, and get feedback in five areas from their peers and students. The purpose was to use research and feedback to create a resource for all faculty. This was done by having the faculty submit their materials and revisions to a central hub. Susan showed the five course design areas available on the REAL site: Course Outline of Record, Syllabus, Assignments/Assessments, Activities/Discussions, Grading Policies. Susan clicked into the Activities and Discussions menu to highlight what they have created. In each of the areas they have: Key Principles, Videos spotlights on changes instructors made, an assessment tool to help instructors see if their changes are representative of equitable and accessible courses. The courses represented are varied with 13 different disciplines represented. The information is shared by discipline because while some things are cross disciplinary in nature there are other resources that are very different. In addition to the materials created by the instructors there is also access to the materials used as resources in the workshops and contact for each of the discipline participants. This website is a work in progress. They would like to continue developing the website and share further progress made by the shared instructors. The faculty had a lot of support while participating in the grant, so the group wants to make sure that faculty understand the circumstances by which faculty created their curriculum and got feedback, and understand that this is a tool to offer support in redesign based on the knowledge compiled by the faculty participating in the grant as well as through support of instructional designers. The efforts are continuing through the Equitable Grading Club and they are hoping to get additional funding to run workshops like those provided during the grant. For now, they want to make more people aware of the resources and encouraged the Senators to share with their constituents. The ultimate request to Senate, however, is to bring this back as an approved resource like the Syllabus Hub. President Keller said that he would bring it back as a consent agenda item as well as include it in the weekly Senate newsletter. Jennifer Howze-Owens wanted to make sure Senate knew that the Syllabus Hub had to do with a Senate goal and that was why it became an approved resource.)			
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	The REAL Guide was developed at CSM by the faculty, staff, and students who participated in the Redesign for Equity & Accessibility Lab (REAL) workshops in 2023-2025. We will be voting to adopt it as a “Senate recommended resource” in the consent agenda for our next meeting (10/28)			
3.3	Dual Enrollment Update (Carissa Cardenas is a general counselor working as the Dual Enrollment and High School Transitions counselor in addition to her role in teaching. Carissa is also serving as the Dual Enrollment Liaison to Senate this year. Team: Linda Truong (Director of High School Transitions and Dual Enrollment), Patricia Perez (Program Services Coordinator and Adjunct Faculty/Counselor), David Corona-Amezcu (Retention Specialist), Carissa Cardenas, Tina Sina (Student Assistant). Benefits of Dual Enrollment: High school and college credit, builds confidence since student are taking courses at their own high school, barriers such as not having to commute to the campus are removed. Cost to Students for Dual Enrollment: Free, no text or materials fees. Definition distinctions between Concurrent Enrollment, Dual Enrollment, and AP: - Concurrent Enrollment: High school students take classes on their own time and come to the college campus, dual credit. - Dual Enrollment: Taught in their high school, dual credit, college credit with a “C” or better. From Lee Miller’s questions we received information that these courses are approved for transfer to CSUs. - AP: High school students taught in a year and the student must take the AP exam with a minimum score which can vary college to college (clarification was requested on this item by Lee Miller) to get college credit. F24 & Sp25 breakdown:	Carissa Cardenas	~3:40 pm 15 min	Information

FALL 2024

HS Districts Served San Mateo Union High School District Cabrillo Unified School District	2
High Schools Served Aragon, Burlingame, Design Tech, Half Moon Bay, Hillsdale, Mills, San Mateo	7
Disciplines Offered Administration of Justice, Architecture, Business, Career and Life Planning, Communication Studies, Counseling, Kinesiology, Psychology	8
Instructors 11 CSM Faculty 3 HS Partner Teachers	14
Sections Offered	18
Total Enrollments	515

SPRING 2025

HS Districts Served San Mateo Union High School District Cabrillo Unified School District	2
High Schools Served Aragon, Burlingame, Design Tech, Half Moon Bay, Hillsdale, Mills, San Mateo	7
Disciplines Offered Administration of Justice, Architecture, Business, Career and Life Planning, Counseling, Digital Media and Design, Kinesiology, Psychology	8
Instructors 12 CSM Faculty 8 HS Partner Teachers	20
Sections Offered	26
Total Enrollments	625

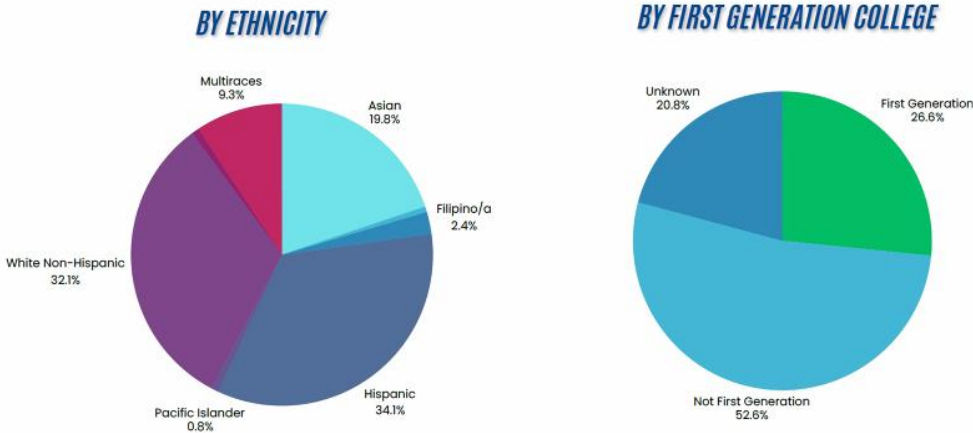
Carissa clarified the definition of a high school partner teacher. These teachers are teachers at the high school campus that go through CSM evaluation to assure that they are meeting the SLOs and following our curriculum. A question was asked by Lee Miller about the pay for these instructors and though Carissa was unsure of the exact breakdown, she indicated that their pay was shared by the high school and CSM.

Robbie Baden asked about goals for future program offerings. Carissa said she was unsure, but there have been conversations since the high schools have been given grant funding to incentivize increasing the pathways.

F24 had 92.2% and in Sp25 95.7% completion rate. For the 7.8% that didn't pass the courses in the Fall 2024, David counseled them on whether it was best to continue or discontinue dual enrollment resulting in a better completion rate in Sp25 where only 4.3% didn't pass the courses. Clarification was made that the students that didn't pass did not include students that dropped before the drop-deadline. Wendy Whyte asked if there was any information about why the students didn't pass the courses. Carissa pointed out that the students are minors and there are many things in their lives that are out of their control which sometimes makes completion difficult at the very end of a term, in addition she pointed to factors like "senioritis." Guillermo pointed out that

the dual enrollment classes are meeting the same rigor as our courses at CSM and Carissa said that the high school counselors have been better in counseling students about the appropriateness of dual enrollment in their situation. Lee wondered about how some curriculum/materials might be appropriate for a college student but might not be appropriate for a high school student. Guillermo Cockrum, one of our faculty who teaches dual enrollment classes, shared an instance where a student group in high school wanted to do a cannabis business which obviously wouldn't be an appropriate business for a minor. Malathi Iyengar wanted to know about instances where curriculum might be "offensive" to certain parents. Carissa said that parents sign a waiver indicating they understand that students might be exposed to things they wouldn't be exposed to in high school courses.

The following graph was shared of the student breakdown for Fall 2024:



A program goal is to increase the first-generation population that dual enrollment is connecting with. The Spring 2025 graph was also shared but not much had changed. There was only a small increase in some numbers, but it was very similar to Fall 2024 shown here.

This year evaluations are continuing for the partner teachers and CSM faculty with two of each being evaluated this fall. Tim Maxwell wanted to know how the partner teachers are hired since we are very specific about our hiring practices. Carissa wasn't sure. Guillermo shared that they must meet the minimum qualifications just as faculty hired at CSM do. He also believes that there is an interview process. Jennifer Howze-

Owens said that in F21, Senate did a lot of work on the hiring practices associated with dual enrollment because at that point there wasn't a lot of connection between the practices for full-time faculty and the practices for dual enrollment.

This year:

2025-2026			
FALL 2025		SPRING 2026	
HS Districts Served San Mateo Union High School District Cabrillo Unified School District	2	HS Districts Served San Mateo Union High School District Cabrillo Unified School District	2
High Schools Served Aragon, Burlingame, Half Moon Bay, Hillsdale, Mills, San Mateo	6	High Schools Served Aragon, Burlingame, Half Moon Bay, Hillsdale, Mills, San Mateo	6
Disciplines Offered Administration of Justice, Architecture, Business, Career and Life Planning, Communication Studies, Counseling, Kinesiology, Psychology	8	Disciplines Offered Administration of Justice, Architecture, Business, Career and Life Planning, Communication Studies, Counseling, Digital Media and Design, Kinesiology, Psychology	9
Instructors 8 CSM Faculty 6 HS Partner Teachers	14	Instructors 8 CSM Faculty 10 HS Partner Teachers	18
Sections Offered	18	Sections Offered	26
Total Enrollments	470	Total Estimated Enrollments	650

We are out of time, so Carissa will come back to share more later.)

3.4

Accreditation: Final review of the self-evaluation report (ISER)
(The team is looking for feedback on serious errors and what the committee may have overlooked. The report is just under a hundred pages, which is much less than in the past when the accreditation guidelines were less specific.

Monique Nakagawa highlighted where the committee would like feedback: Comments about factual errors, clear omissions, spots where you don't think standards are met with what is shown. This is not as exhaustive as it used to be. They have chosen key points to exhibit the standards.

President,
Monique Nakagawa

~3:55pm
10 min

Information

	The ISER will be posted and discussed at IPC tomorrow October 15th. Seeking approval from our constituency groups: Academic Senate, Classified Senate, ASCSF, and Management Council. It will be reviewed and approved by constituent groups and then will return to IPC on November 5th and then submitted to ACCJC in December. Please read the report by the next Senate meeting on October 28th so we can discuss it. Standard two on student success is what most people will be looking at. However, there are a few sub standards of interest as well as Standard three on professional development. In addition to reading the report, Monique added that the Senate representatives should share out to their divisions so as many eyes as possible are on the report to give feedback.) We will review the highlights of the ISER report and ask senators to read through it once more for final approval at the 10/28 meeting			
3.5	Student Equity and Achievement Program (SEAP) (David Galavez is the Direct of Equity and he is bringing the 2025-2028 SEAP (Student Equity and Achievement Plan) Every college is required to share their updated plans every three years. The plan contains: the goals for the next three years, the updated SEAP metrics which include areas successful enrollment, completion rates for transfer level math and English, as well as persistence and completion data. The College of San Mateo has an allocation of \$2.54 million for addressing disproportionate impact based on the metrics stated. With nine minutes remaining David let the presentation do a lot of the “talking” for him and only highlight certain key features. The first main highlight were the 4 major goals: Closing equity gaps, improving sense of belonging, strengthening student support, and building equity-centered professional development. See the slide capture below for more detail.	President	4:05 10 min	Information

The 2025-2028 CSM SEAP plan outlines FOUR major goals: 1. Close equity gaps for DI student populations: 1. Black or African American (Successful Enrolment) 2. Latinx (Transfer Level Math and English) 3. Filipinx (Transfer) 4. Economically Disadvantaged Female (Transfer Level Math and English) 5. First Generation (Transfer Level Math and English, Persistence, Completion) 6. DSPS (Transfer Level Math and English and Completion) 7. Female (Transfer-Level Math and English) 8. Male (Completion) 2. Improve sense of belonging, engagement, and academic success for DI student populations. 3. Strengthen academic and student support service infrastructure for DI student populations. 4. Build institutional capacity for equity-centered professional learning. David defined disproportionate impact and how it is measured. In short, it is defined as a substantially lower success rate by a group than the a reference group. The measure is usually the 80% rule, meaning that the if the subgroup is performing at a rate that is below 80% of what the reference group is attaining then the subgroup is defined as disproportionately impacted. He also explained an equity gap verses disproportionate impact. He said if the reference group showed 10 out of 10 success, then another group had 6 successes out of 10 then that is a gap of 4 which is considered an equity gap. The disproportionate impact would be if there was a substantially lower gap than that equity gap. Here is the screen capture representing disproportionate impact:			
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25-28 CSM SEAP Plan: Disproportionate Impacted Student Populations (General Overview)

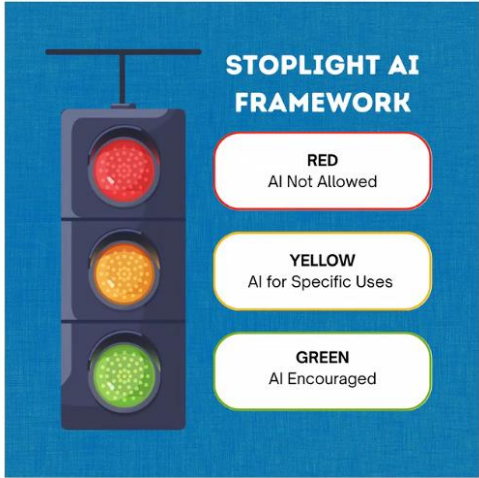
Student Population	Successful Enrollment	Transfer-Level Math & English	Persistence	Completion	Transfer
Black or African American	*X	Eliminated DI			
DSPS		*X		*X	Eliminated DI
Economically Disadvantaged Female			Eliminated DI		
Female		X			
Latinx		*X			Eliminated DI
Latinx Male				*X	
Male				X	
First Generation		X	X	X	
Asian	X				X
White	X				

*DI for same metric area in 22-25 SEAP plan

Foster Youth: Eliminated DI for Successful Enrollment (22-25 CSM SEAP)

David discussed the meaning of the X's, the starred X's, and the blue writing. The starred X's mean a continued disproportionate impact from the 2022-2025 SEAP. The blue writing, four of these, represent an eliminated disproportionate impact from the 2022-2025 SEAP. David said there is a fifth eliminated disproportionate impact for Foster Youth that isn't on the table. The red X's are current disproportionate impact.

The next three slides shared broke down the DI (disproportionate impact) for the different areas: Successful Enrollment, Completion of Both Transfer-Level Math and English, Persistence, Completion, and Transfer to a 4-Year Institution. One of the questions that is coming up in the "Successful Enrollment" data concerns the Asian and White students' Dis. They are looking into this and currently believe it may be due to the fact that the high schools ask every student to enroll in community college, but perhaps the Asian and White students go directly to four-year universities and this

	creates that DI. In the “Completion of Both Transfer-Level Math and English” slide there were 5 DI student populations. David explained the baseline of 2023 and the plan to look forward to 2028 using a 28-seat baseline goal and target goals that addresses the equity path. There were breakdowns of the impacted students in the presentation as well. More was shown in connecting the programs, their goals in SEAP, connection to EMP and its goals. These connections were shown on a table in the presentation. The power point will be posted on the Senate website so everyone can read it and we can approve it.) We will also review the SEAP for a vote to approve at our next meeting. Today we will have a short overview.			
3.6	Artificial Intelligence: Follow-up and next steps (Skyline Simantini Karve sharing the AI Stop-Light framework for including AI policy in course syllabi. The framework allows for a more nuanced approach to when AI is allowed and disallowed. This is what President Keller shared:  Simantini shared details for the definitions of each in her presentation. Tatiana Irwin was also present as the union representative for this discussion, but turned the floor to Jennifer Howze-Owens who is the District Teaching and Learning Committee Chair. This year the committee is focusing on AI. Yesterday the committee	President, Tatiana Irwin, Jennifer Howze-Owens	~4:15pm 15 min	Discussion

shared the “temperature check” on faculty opinions of AI across all three campuses. From the 156 responses across campuses as of Monday, October 13th. Top three important topics of discussion for each college that came as a result of a matching/moving question of seven different topics:

	CAN	CSM	SKY
1	How to use district-approved AI tools	How to use district-approved AI tools	Strategies for deterring student AI use in class
2	Learn more about how students are using AI in education	Learn more about how students are using AI in education	Strategies for designing assessments that encourage responsible AI use
3	Strategies for designing assessments that encourage responsible AI use	Strategies for deterring student AI use in class	Learn more about how students are using AI in education
4	Strategies for deterring	Strategies for designing	How to use district-

As a result of the preliminary findings evidenced here Jennifer said that the District will be moving toward addressing. Jennifer shared that there is will be three community of practice coming (tech tools, guidance, ethics) and leads have been identified from the District Committee on Teaching and Learning. Jennifer has shared with President Keller to share in Friday, October 17th Faculty Newsletter the power point presentation from the FLEX day session, the one page document identifying the communities of practice and the form for participation. On the website (ai.smccd.edu) information already exists and it will be debuted on the January Flex Day.

Faculty Questions:

Robbie Baden wanted to know about the CSM “other” question response for concern of AI. Lee Miller said that he is concerned about the undermining of Critical Thinking skills for students, which is “other.”

Tatiana went to the union to question about the workload associated with AI. She was tasked with creating a Taskforce to explore this topic. The taskforce is to make sure that the what AI means to faculty as workers, in terms of pedagogy, and how we deal with it in terms of Academic Freedom. She discussed how data privacy and governance is very important and that it impacts people outside the US in different ways. As a historian she had a lot to say about the impacts of technology on history and sees this

	situation unfolding in a similar manner as other situations dealing with technology in the past. She wants to make sure the issues are discussed, etc.) Following up on some of the questions raised about AI at our 9/23 meeting and an update on district and AFT AI groups			
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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 /	~4:30pm 0 min	Information
4.2	Adjourn (4:30)	President /	~4:30pm	Procedure