

College of San Mateo Committee on Teaching and Learning (CTL)
Minutes

Monday, October 24th, 2022, 2:00 to 3:30

Zoom: <https://smccd.zoom.us/j/83692387585?pwd=NDhDYXc2ZmM5aDkvdEJJMnN0RlBzUT09>

All members of the campus community are welcome to attend CTL meetings.

Required membership:

Co-chairs	David Lau, Student Learning Outcomes Assessment Coordinator + Susan Khan, Professional Development Faculty Coordinator +
Academic Support and Learning Technology (ASLT)	Julieth Diaz Benitez, Instructional Designer + Marisol Quevedo, Instructional Technologist +
Associated Students (ASCSM)	Amrit Dhillon + vacant
Business/Technology	Marc Gottlieb, Real Estate Faculty + vacant
Classified Senate	Heeju Jang, Planning & Research Analyst + LaShonda Kennedy, Program Services Coordinator +
Counseling	Michael Vargas, Academic Counselor + vacant
Creative Arts & Social Sciences (CASS)	Lee Miller + vacant
Kinesiology, Athletics, & Dance (KAD)	vacant vacant
Language Arts (LAD)	Jon Kitamura, English Instructor Briana Avilla, Communications +
Math/Science	Michelle Beatty, Math Instructor Yelena Feinman, Math Instructor +
Library	Lia Thomas, Librarian +
Dean of Academic Support and Learning Technology (ASLT)	Tarana Chapple, ASLT Dean +

Guests:

- I. Order of Business, 2:00-2:10
 - a. Approval of the Agenda

Michael: motions to approve and David seconds approval

- b. Approval of [9/26 Minutes](#)

Marisol: motion to approve and Michael seconds approval

- c. Public Comment
 - d. [Brown Act exemption](#) and [update](#)

Susan: the extension of Brown Act extension would be until mid February

- II. Information Items, 2:10-2:45
 - a. Introductions (5 min)

Susan: new to CSM, new Prof Development faculty coordinator

Lee Miller: professor Poli Sci since 2008, new to committee

Amrit Dhilon: 2nd year student, interested in committee to learn more about faculty and development.

Heeju Jang: planning research at PRIE

Marisol Quevedo: Instructional designer, other roles

Tarana Chappelle: Dean of ASLT, professional development comes out of her area; interest in innovative PD

Michael: counselor at CSM, assisting

Briana: communications professor

Marc: real estate professor

Lena: professor of math and statistics

b. Update on assessment (10 min)

We had the “Great Read” Flex event, in hyflex

Good attendance and conversation

Continuing to approve or comment on new SLO submissions from Curriculum.

David described what the “Great Read” is.

Tarana pointed out that we may need a way to track data, even though we are no longer doing TracData and are doing this new method that emphasizes dialogue and the “Great Read.” For ACCJC we’ll need more data. It’s time to assess how we’ve done with the new plan. PRIE says we’ll need to be ready to write a report, beginning early Spring semester. The new Inquiry Designer position has been approved, but not posted yet.

c. Update on professional development (15 min)

i. Review of Flex Day feedback

Susan: Flex day was 10/12. A day for faculty to develop teaching and skills. Flex day had 212 rsvps. Actual attendance was around 165 for participation in at least one session. Morning discussion had 99 people registered. Great read had 23 people. Sound movement 19. Perkins Grant 13, etc.

Feedback is limited so far, 10 or 11 responses. Survey is middling result. Sum of Us discussion: Written comments want a 3rd party facilitator to hold conversations about race and intersectionality. Asked about having other conversations about this topic, some say yes. Enhancing toolkit: positive comments overall, critical comment that the zoom modality didn’t work well, sound was poor. Choose your own ed-venture: high response rating, practical and useful information. Recommend offering this session at future FD. Sound movement and body

percussion: strong responses, recommend offering one like this future. Great read report out: good ratings, strong feedback. Comments: want another session like this, but want more time in future, and more interaction.

People want more discussion about race; people want not just sessions for faculty; people want to hear from students; more playful sessions that are hands on; more practical sessions on use of technology.

Michael: we could use a polling app.

Marisol: amazing race, scavenger hunt teamwork option. Would require planning and possibly third party.

LaShonda: csea, big challenge is that we have different positions. Business office people don't have much for them at Flex. Team building would be great for them. Would bring more classified people on board.

Tarana: contradictions in the feedback. Sum of Us discussion, some say it is hard to have discussion about race, and others say that want more. Small groups in separate areas could work better for conversations. People may be uncomfortable in large environment

Lee: I have elected officials come to poli sci courses. Politicians and activists could come for flex events.

David: good to bring author and have a book-length text we can go through as a college. A good standard for us to try and maintain.

ii. Quick overview of Vision Resource Center

(we skipped this)

- d. Teaching & Learning updates from partner committees (DTL, DEAC, Library, Ed Equity, Academic Senate, Classified Senate, others?) (5 min)

III. Discussion Items, 2:45-3:30

- a. Input on January Flex

Susan: more team building activities. Should we consider more discussion of The Sum of Us. President JTM might prefer an all campus discussion

Marisol: feedback around having a 3rd party facilitator. Question about why someone might want that? Is it because that person might help draw more out? Is it too close to home to have our employees do that?

Tarana: similar comment to Marisol. Facilitation recommendation is interesting. Why would we need an outside person. We may just need smaller group discussions. JTM is very interested in continuing this discussion. Our committee will help us in planning upcoming meetings for flex. We need more feedback. There is a lot of positive verbal feedback at the event, but more people need to submit surveys.

Susan: David Galvez discussion was not about race but was avoiding it. Learning experience for presenters.

LaShonda: on our campus these conversations can be difficult. 3rd party person can bring people back to the point and the ideas in discussion. Practitioners are very good and redirecting statements.

Heeju: outside facilitators may be able to figure out the silence. They may have a kind of courage from being outside institutions. The discussion about race is personal and emotional, while our conversations at Flex day is intellectual, safe. How to enter a deep conversation and then come back. How to create the environment where people can go deep?

Tarana: the setting is important. It can be hard to have a deeper conversation with colleagues. Years ago, another college, we were sent to the museum of tolerance to have conversations.

David: I think we need more survey responses.

b. 2022-23 CTL Goals: revising, finalizing, assigning

Next meeting: Nov. 28, 2022

2022-2023 Draft Goals:

Susan: let's look at goals. Everyone read through them and then let's take comments on salience and importance.

LaShonda: streamlining the great read is important. I'm not sure where all of that work went.

Susan: confusion about the PD dimensions of great read. Equity was understood to a degree. In the Program review questions we could provide suggestions or guidelines about how to look at the courses. Equity: people respond defensively. We need to guide people toward PD to improve outcomes. Second goal: revise PR instructions to be more equity minded and geared towards PD.

LaShonda: how to develop conversations around equity. How to use revisions to PR to call for conversations. Use this chance to educate folks.

Lena: how to measure equity? There are different levels of it and how to measure it is complex. We are working on support courses for AB 705. How to understand it we are moving in the right direction. The state wants us to show throughput and retention. But there is much more behind it. Even if they don't pass, it can still be a good experience. Students who are underprepared should be considered qualitatively. They may learn student skills, make great progress, but can't pass. So we have to measure that.

Marisol: let's add a question to program review, what kind of professional development do we need to address equity gaps. Have divisions look at areas that require professional growth and learning.

Lena: we should go from this committee to division meetings to check with faculty about what the PD faculty want or need.

Susan: I like Marisol's idea. When I do go to meetings I hear people with very specific concerns about practical hands-on training. In that question for PR, we might make a suggestion – equity minded syllabus, etc.

Lena: searching for equity tools to help in math and I can't find a specific tool to use for math.

Marisol: good idea. Let's have a database or whatnot to give research or essays that can work as a place where faculty can go to find helpful resources.

Heeju

Streamline the "Great Read" process

Collaborate with other committees (esp EEC) to set up a Canvas shell/discussion space for developing measures of equity/professional development implications of our data, and to share resources on equity-minded practices.

Use conversation above to revise Program Review questions

More team-building professional development activities

PD:

- Increase participation and engagement in PD opportunities at CSM
- Provide more PD opportunities for CSM faculty and classified professionals
- Prioritize Flex Day sessions that are really focused on PD for faculty, classified professionals and administrators. Instead of sessions focused on work training or HR training.
- Improve tracking of existing PD (outside of Flex Day)
- Improve assessment of PD
- Gain a better understanding of professional development learning needs at CSM
- Increase collaboration institutionally and district-wide
- Shared calendar of PD (w/ college and district)

Assessment/Program Review:

- Identify measures/indicators of equity
- Revise Program Review questions so they are more answerable/specific
- Communicate the goals of assessment activities/program review more clearly
- Streamline the "Great Read" process
- Institutionalize the sharing of the "Great Read" and its use to inform PD.
- Revision/assessment of Institutional Learning Outcomes
- Workshops in data review

Goals to add?

- Revise [CTL bylaws](#)
- Revise PD Plan, to better reflect our goals and share with the campus
- Ramp up to using Vision Resource Center
- Research sources of funding/resources for PD from the Chancellor's Office