

CSM ACADEMIC SENATE GOVERNING COUNCIL MINUTES

March 11, 2014
2:30pm – 4:30pm

MEMBERS PRESENT

President	David Laderman
Vice President	Theresa Martin
Secretary	Stephanie Alexander
Business / Technology	Steve Gonzales
Creative Arts / Social Science	Jim Robertson
Creative Arts / Social Science	Michele Titus
Language Arts	Merle Cutler
Language Arts	Kathleen Steele
Library	Stephanie Alexander
Math / Science	Carlene Tonini-Boutacoff
Math / Science	Santiago Perez
Physical Education / Athletics	Larry Owens
Student Services	Martin Bednarek
Student Services	Kathleen Sammut

NON-VOTING REPRESENTATIVES PRESENT

ASCSM President	Hayley Sharpe
LAC Committee Co-Chair(s)	Stephanie Alexander
LSC3 Co-Chair(s)	Ron Andrade
SoTL Coordinator(s)	Jeremy Wallace

OTHERS ATTENDING

Kathy Blackwell
James Carranza
Richard Castillo
Jan Roecks
Annie Theodos
Jing Wu

I. ORDER OF BUSINESS

1) Approval of the Agenda and Draft Minutes, Tuesday, February 25, 2014

Agenda: Motion to approve the agenda passed with no objections or abstentions.

Minutes: Clarifications were requested for *Section IV, Discussion Item C (Chapter 6 Board Policies)*: Request to correct the name of the office that reviews prerequisites. It was suggested that the following information be shared with the body:

The requirement of updating course outlines every six years is now part of Title V and CTE courses must be updated every two years. The Prerequisite Equivalency Office is an instructional service under Marsha Ramezane. There is a website that explains the process and includes a Q&A (<http://collegeofsanmateo.edu/prerequisites/>). There is additional information on pages 31-33 of the faculty handbook. Marsha Ramezane will discuss this with the Governing Council at a future meeting when the topic is on the agenda.

For *Section IV, Discussion Item D (Early Alert Recommendations)*, it was suggested that the following information be shared with the body.

The current WebSMART Early Alert was launched years ago as a tool for instructors. Refer to the Faculty Handbook (page 37) for information about how faculty can best use Early Alert. Marsha Ramezane will discuss this with the Governing Council at a future meeting when the topic is on the agenda.

There was a request for clarification on the differences between dual enrollment, concurrent enrollment and Middle College from Jennifer Taylor-Mendoza's presentation at the Academic Senate meeting on February 25th. David Laderman will ask for clarification and report back to the Governing Council.

Motion to approve the minutes with corrections passed with one abstention.

2) Public Comment

Merle Cutler requested that the timing of Flex Days be included in the discussion of Flex Day content at an upcoming Governing Council Meeting, as many teachers and students expressed dissatisfaction with the recent mid-week Flex Day. It was clarified that the timing of Flex Days is a negotiated contract issue, so the discussion should take place when an AFT representative is present at the meeting.

Carlene Tonini-Boutacoff shared that after the game of "Chutes and Ladders" played at the recent Student Success Flex Day event, she asked her students what their "Chutes and Ladders" are for student success at CSM. Several students shared that they have issues with communicating with instructors, particularly part time instructors. David Laderman will communicate this concern to Theresa Martin and Jennifer Taylor-Mendoza.

II. INFORMATION ITEMS

1) **Associated Students of College of San Mateo (ASCSM) Update** (*Hayley Sharpe*)

Four members of the Student Senate attended the FACCC (Faculty Association of California Community Colleges) conference in Sacramento earlier this month. They had the opportunity to speak with several California senators during their trip. They depart March 14, 2014 for the United Student Senate Association's conference in Washington DC.

The Hunger Banquet event is happening March 12th. The WTFilm Festival is coming this May, and the first orientation meeting is happening March 12th. The Spring Fling will be held the third week of April. ASCSM's report to the Board of Trustees will be in April.

The mandatory meeting for the student trustee position is Monday, March 17th. Please encourage your students to apply for the position so that we ensure that CSM puts forward a candidate. Contact Hayley at president@ascsm.org with any questions.

2) **President's Report** (*David Laderman*)

- a. **District Participatory Governance Committee (DPGC) Update:** The DPGC is currently reviewing board policies, and asking for feedback from each college senate.
- b. **Institutional Planning Committee (IPC) Update:** The March 7th IPC meeting featured a speaker from Long Beach City College who discussed their alternative assessment and placement strategies. The presentation was detailed and shared the data they use for their alternative placement approach. Minutes from the meeting will be shared with the campus community.
- c. **District Academic Senate (DAS) Update:** The District Academic Senate (DAS) will be holding elections for a new president and is seeking nominations of candidates. The current president is Diana Bennett from CSM. Candidates for the position need to have previously served as academic senate president at CSM, Canada or Skyline.

DAS is continuing to discuss revisions to the Chapter 6 policies. The goal is to review all Chapter 6 policies by the end of spring semester or by early fall semester.

Dr. Gary Fleener from the Office of Education Abroad (at Skyline) presented to DAS about plans for revamping the study abroad program within the District; goals include increasing the number of students who participate as well as increasing options for locations and types of trips available.

DAS discussed the new faculty evaluation procedures. Accreditors are requiring that the faculty evaluation process include information about faculty self-assessment of student learning outcomes. A follow-up accreditation team will be visiting in October 2014; the faculty self-assessment of student learning outcomes will need a part of the faculty evaluation process by that date. DAS passed a resolution (See *Appendix I* for full resolution) asking the AFT and the Performance Evaluation Task Force to commit to

revising and ratifying the faculty evaluation procedures by the end of the spring semester.

3) Standing Committee Reports

- a. **College Assessment Committee** (*David Locke*) – No report.
- b. **Committee on Instruction** (*Teresa Morris*) – No report.
- c. **Library Advisory Committee** (*Stephanie Alexander*) – The Committee is working on increasing faculty involvement in Library collection development and planning activities for National Library Week (April 13-April 19, 2014).
- d. **Learning Support Centers Coordination Committee** (*Ron Andrade*) – The Committee met last week and discussed how best to address accreditation recommendations for multiple modes of assessment for the support centers. They discussed using four methods of assessment: the user profile survey, best practices inventory, the student satisfaction survey and the unique assessment that each center is doing. The committee also discussed common threads and trends for the centers to include in this program review cycle.

III. DISCUSSION ITEMS

a) New Name / Identity for SOTL (*David Laderman*)

David Laderman distributed a rough draft of a diagram / map for a potential professional development structure that the ad hoc committee on professional development has been working on. The diagram was distributed to solicit feedback and comments from GC. The diagram shows the Dean of Academic Support and Learning Technologies at the top (currently Jennifer Taylor-Mendoza in the interim Dean role). There is interest in hiring a professional development coordinator who would report to the Dean. There is interest in renaming the Professional Development Fund, which funds registration for conferences and short/long term projects for faculty, to the Faculty Professional Development Fund. Classified Staff and Administrators have similar funds which are represented on the diagram. The ad hoc committee is also looking to solicit input on renaming SOTL to reflect professional development for the entire campus.

Discussion: The professional development coordinator indicated on the diagram would act as the point person, and there could be a permanent Academic Senate subcommittee devoted to professional development. Currently we have two professional enrichment co-coordinators. Each coordinator receives three units of release time. One is funded by SOTL and the other by BSI. The new coordinator position may be faculty, and may be full time. Both Canada and Skyline have Centers for Teaching and Learning that provide physical spaces to host workshops, faculty inquiry groups, and more, including events that are of interest to faculty, staff and administration. The goal is to align with our sister colleges. Governing Council members are encouraged to check out Skyline's Center for Transformative

Teaching and Learning's website: <http://skylinectl.org/> and Canada's Center for Innovation and Excellence in Teaching and Learning's website: <http://canadacollege.edu/inside/CIETL/>. It was suggested that the new center could include students who are instructors in the Supplemental Instruction program to help improve their teaching skills. A recommendation was made to revisit the Academic Senate goals related to professional development before the end of the year to determine our focus for the next year as well as further out.

Governing Council discussed possible options for renaming SOTL, including: Center for Teaching and Learning, Faculty Success Center, Faculty Enrichment Center, College Enrichment Center, Campus Enrichment Center. There was discussion around whether or not "faculty" should be included in the title, since it could be perceived as exclusionary to non-faculty on campus. Professional development is for the entire college, including support for college wide initiatives – for example, instructional aides participating in Reading Apprenticeship and students working in the Supplemental Instruction program. There was a suggestion to have the new SOTL include more brown bag, think tank like discussion events that are inclusive (examples: training on customer service, how to handle student issues, etc.) that would benefit everyone on campus.

Action: The members of the ad hoc committee on professional development will take this discussion to their next meeting, and will bring it back to GC in the near future.

b) New District Allocation Model (*Kathy Blackwood, Jan Roecks*)

Kathy Blackwood shared a presentation that discusses revisions to the District Allocation Model (see *Appendix II*). The definitions of FTES, contact hours, FTEF, load / productivity (WSCH), and the District state revenue limit were explained. The state revenue limit for the District is \$90 million, and the local property taxes and student fees now exceed the District's state revenue limit, meaning we are now a basic aid or community supported district.

The District is working to revise the Model, which allocates unrestricted general fund moneys. It has been tweaked since being revised in 2005, but the philosophy and base have not changed. The Allocation Model isn't going to increase resources, it just moves them around. It also doesn't say how each campus has to spend the money since that is a local decision. It is important that the model feels fair, is simple and predictable, that it promotes stability, minimizes internal conflict (between colleges and the District), provides adequate reserves to avoid sudden cuts, is efficient, and that it recognizes cost pressures. The model also needs to be flexible, consistent, to plan for good and bad years, address inequities, serve the local community and geographic needs, and be in sync with the District's mission and goals.

The proposal for a new allocation model will include a minimum staffing allocation, which assumes that each college will need a certain number of positions, like a president or a certain number of deans. For teaching faculty, the model will have assumptions about FTES and FT/PT ratios for faculty. It will also include non-teaching assignments such as faculty who have reassigned or release time, counselors (looking at the Student Success & Support Plan data), as well as librarians and those in the learning centers. The remainder will be determined by FTES goals.

Discussion: The faculty numbers data in the presentation slides distributed to the body does not include hires that are in process now, and the District is asking the colleges to replace faculty who retire. There was a request for clarification about the Student Success & Support Plan – it is a new categorical program (formerly matriculation) that ties funding to providing student support, and it requires the district to collect data about counseling visits, education plans and more. There was discussion about the possibility of teaching classes with fewer students. The college is a team trying to meeting the 525 load goal. One of the components of the allocation model is load, so if the campus is close to the state standard load of 525 then there will be money to do other things. Concern was voiced that an over-emphasis on efficiency could interfere with the quality of education and student success.

c) Reinstating American Sign Language courses (*James Carranza and Richard Castillo*)

James Carranza and Richard Castillo presented a proposal (see *Appendix III*) to bring back the American Sign Language Courses that were eliminated during the budget crisis. The goal is to bring back two classes initially, with the idea of possibly broadening later into a CTE program that could train interpreters. Also want to provide the option of concurrent enrollment for the courses. Carranza and Castillo are looking for a recommendation from Governing Council in support of bringing the ASL courses back to CSM.

Discussion: Strong support was expressed for the return of these courses. Several members noted that they know there is strong student interest in the courses returning. Currently CSM has Spanish and Chinese classes. Interest was expressed to bring back Italian as well.

Action: A motion was made, seconded and passed, to have an emergency vote to endorse the return of American Sign Language Courses. The motion to endorse the return of American Sign Language Courses passed with no opposition or abstentions.

d) Board Policies: 2.27, 3.38; Ch. 6: 5, 19, 23, 26 (*David Laderman*)

Copies of the relevant Board Policies were distributed for review. Clarification was requested for policy 6.19. The District is currently asking for clarification, so the body will wait to approve the policy until clarification is provided. Concern was expressed that the language for policy 6.26 may be outdated. There was also discussion around policy 2.27 related to smoking. David Laderman shared that the Board Policies may be less restrictive or specific than CSM policies that are enforced on campus. A discussion of policy 6.24A about grading led to a further discussion of the differences between grade alleviation and academic renewal. Board Policies 2.27, 3.38, 6.23 will be brought back as Action Items for the next Governing Council meeting.

Meeting adjourned at 4:30pm. Next meeting will be held on Tuesday, March 25th from 2:30-4:30pm in 18-206.

APPENDIX I: District Academic Senate Resolution

Resolution to request commitment to meeting Spring 2014 ratification deadline

March 10, 2014

Whereas the ACCJC follow-up visiting team will be returning to the district in October 2014 to review progress on, among other things, the district's compliance with all accreditation standards, which include SLOs and the faculty evaluation process;

Whereas Appendix G of the faculty contract must be ratified by faculty by the end of the Spring 2014 semester in order to be put into practice by Fall 2014;

Whereas failure to comply with these requirements jeopardizes the district colleges' accreditation status;

Resolved, that the Performance Evaluation Task Force and American Federation of Teachers Local 1493 are hereby requested by the SMCCCD District Academic Senate to state a commitment to meeting this deadline to ratify the revised Appendix G by the end of the Spring 2014 semester.

M: Shaw / S: Nicholls / Unanimous

Motion passed by SMCCCD District Academic Senate

Appendix II: District Allocation Model Presentation (Blackwell, Roecks)

FTES, FTEF and Other Acronyms: What They Mean to Us

March 11, 2014

FTES

- ▶ Full Time Equivalent Student
- ▶ 525 Total Contact Hours
- ▶ 15 Weekly Contact Hours (WSCH) for 35 Weeks
- ▶ Basis for state funding

FTEF

- ▶ Full Time Equivalent Faculty
- ▶ 30 Faculty Load Credits
- ▶ Depending on subject taught, can be anywhere from 12 to 22 hours in the classroom plus office hours plus preparation time plus committee work or other institutional duties
- ▶ Non-teaching faculty have other measurements

Load or Productivity

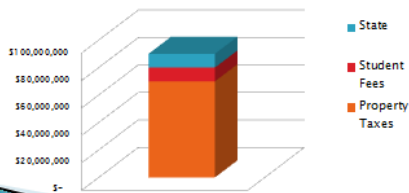
- ▶ FTES/FTEF or, more commonly, WSCH/FTEF
- ▶ A faculty teaching 15 hours per week with 35 students in his/her class has:

$$15 \text{ hrs per week} \times 35 \text{ students} = 525 \text{ WSCH}$$

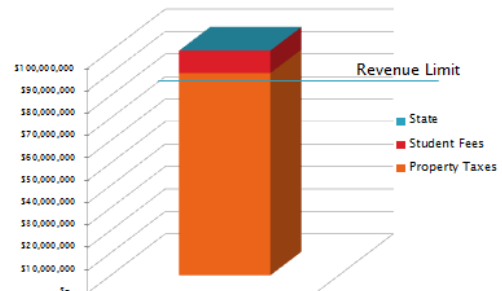
- ▶ This is known as a load of 525

Some History

- ▶ State funding: \$4500 per FTES
- ▶ SMCCCD has about 20,000 FTES
- ▶ SMCCCD state revenue limit: \$90M



Community Supported



Why does it matter?

- ▶ Community Supported means:
 - Revenue is no longer driven by student enrollment
 - Some state rules go away
 - We can determine for ourselves how best to support the community

What is the Issue?

- ▶ Desire to change our resource allocation model
- ▶ Project revenues based on property tax increases
- ▶ Give stability and predictability to the sites

Resource Allocation Model

Kathy Blackwood
February 2005

What is it?

- ▶ A method to allocate Fund 1 resources
- ▶ Does not increase total resources or bring more money to the district
- ▶ Does not prescribe spending, only allocates resources
- ▶ Does not affect grants or other categorical programs

Priorities

- ▶ The model must be fair
- ▶ Simple
- ▶ Predictable
- ▶ Stable
- ▶ Minimize internal conflict – between colleges & with district office
- ▶ Timely – in order for development of plans at colleges
- ▶ Efficient to administer
- ▶ Recognize cost pressures – collective bargaining results, inflation, etc.
- ▶ Have a multi-year application – not change formula each year

Priorities

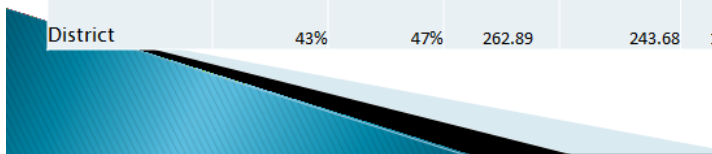
- ▶ Be flexible – including with the movement to basic aid
- ▶ Consistent
- ▶ Accommodate good and bad years
- ▶ Address inequities of equalization and access
- ▶ Promote a sensible use of public funding – no “spend it or you lose it”
- ▶ Recognize local community needs and geographic areas – differences between the needs of the students at each college
- ▶ Uses quantitative, verifiable factors – need for good data
- ▶ Protects the integrity of base funding – no sudden or major changes
- ▶ In synch with our mission and goals

Proposed Components

- ▶ Minimum staffing allocation
- ▶ Assumptions for FTES and Load goals, and FT/PT ratios
- ▶ Teaching FTEF allocation - both FT and PT
- ▶ Non-teaching allocations
 - Reassigned/released time
 - Counseling
 - Librarians/Learning Resource Center
- ▶ Remainder or deficit allocated by FTES goals



Using 13/14 FTES Goals Modified to Approximate a 5% decrease									
Part-Time Faculty				Scenario #3					
2013/14 Budget	FTES Goal	Convert to WSCH	Load Goal	FTEF Needed	FT FTEF Available	PT FTEF Needed	Average Cost/PT FTEF	1310 Budget	
Canada	4,300	64,500	525	122.86	54.32	68.54	\$ 58,393	\$ 4,002,084	
CSM	7,400	111,000	525	211.43	98.75	112.68	\$ 57,895	\$ 6,523,556	
Skyline	8,000	120,000	525	228.57	90.61	137.96	\$ 58,055	\$ 8,009,300	
District	19,700	295,500	525	562.86	243.68	319.18	\$ 58,071	\$ 18,534,940	
Full-Time Faculty									
2013/14	FT:PT Ratio	Ratio Goal	FT FTEF Goal	FT FTEF Available	FT FTEF Needed	Average Cost/FT FTEF	FT Allocation	Reduction to 1310 Budget	
Canada	44%	47%	57.38	54.32	3.06	\$ 94,335	\$ 288,831	\$ (178,785)	
CSM	47%	47%	98.75	98.75	-	\$ 94,335	\$ -	\$ -	
Skyline	40%	47%	106.76	90.61	16.15	\$ 94,335	\$ 1,523,206	\$ (937,394)	
District	43%	47%	262.89	243.68	19.21	\$ 94,335	\$ 1,812,037	\$ (1,116,179)	



Appendix III: Reinstatement of American Sign Language Courses/Program (Carranza, Castillo)

March 11, 2014

To: Academic Senate Governing Council

From: Richard Castillo, Jing Wu, Michael Cheung (Modern Language Department), and James Carranza (Interim Dean, Language Arts Division)

Subject: Reinstatement of American Sign Language Courses/Program

A severe budgetary crisis three years ago unfortunately resulted in the elimination of a thriving ASL program (Summer 2011), along with the similarly popular Japanese and Italian programs. As the financial situation has begun to improve and move toward former levels of support, the Modern Language faculty (Spanish and Chinese) and the Language Arts Dean feel that it is imperative to bring back ASL to its former scope and depth. To that end, we request the progressive reinstatement of ASL courses.

For your consideration in support of the request for reinstatement of the American Sign Language (ASL) Program:

- ASL courses, like those in Spanish and Chinese, fulfill the IGETC foreign language requirement (area 6) and the Humanities requirement (3a).
- ASL courses were highly productive and cost effective for the college. LOAD for ASL courses from 2005 through 2011 remained between 455 and 527.
- Enrollments were consistently robust, and retention, 2009 and 2011, achieved an admirable 94-98%.
- As indicated in the 2010 program review, for the same period 79–82% of the students were successful, i.e., achieved a grade of C or higher.
- Through on-site ASL courses at Hillsdale High School, CSM maintained a vital outreach link that was to the benefit the Language Arts Division and, indeed, the College. Hillsdale was so happy with the success and mutual benefit of the ASL courses there that they contracted with Skyline College when CSM abruptly eliminated its program.
- The instructor has received consistently excellent recommendations in the formal faculty review process, and the student commentary supports the fact that elimination of the program was a lamentable loss that needs to be remedied by reinstatement.

Modern Language Faculty and the Dean are studying how best to implement a plan to provide certification and interpreter career training, based on the thriving Ohlone College model. The potential to add ASL to CSM's growing list of Career and Technical Education (CTE) programs aligns with the college mission and goals, and will help all who value the contributions of the hearing impaired.