

CSM ACADEMIC SENATE GOVERNING COUNCIL MINUTES

Oct. 14, 2014
2:30pm – 4:30

MEMBERS PRESENT

President	David Laderman
Treasurer	Rosemary Nurre
Secretary	Kristi Ridgway
Creative Arts / Social Science	Steven Lehigh
Creative Arts / Social Science	Michele Titus
Language Arts	Tim Maxwell
Library	Stephanie Roach
Math/Science	Santiago Perez
Math/Science	Carlene Tonini-Boutacoff
Physical Education / Athletics	Joe Mangan
Student Services	Martin Bednarek
Student Services	Kathy Sammut

OTHERS ATTENDING

Maggie Garcia, ASCSM President
James Carranza, Dean of Language Arts
Cheryl Gregory, Math Faculty
Katie Bliss, Language Arts, Project Change
Teresa Morris, COI Chair
Jennifer Taylor-Mendoza, Dean, Academic Support & Learning Technologies
Sandra Stefani Comerford, Vice President of Instruction
Jennifer Hughes, Vice President of Student Services

I. ORDER OF BUSINESS

1. Approval of the Agenda and Draft Minutes, Tuesday, Sept. 23, 2014

David proposed two additions to the Agenda: 1) President's Report: College Council Announcement; 2) Tolerance Museum Announcement

Agenda: Rosemary made a motion to approve the agenda with David's two amendments; Martin seconded the motion. The motion carried with no objections or abstentions.

Minutes: Rosemary made a motion to approve the minutes with changes as noted (two blank pages/page breaks corrected); Santiago seconded the motion. The motion carried with no objections or abstentions.

2. Public Comment

Santiago announced that the Family Science Day was successful. 170 passports for children to stamp were handed out.

Tim announced that the upcoming author's event featuring Adam Johnson is on Nov. 25, 11 am – 1 pm, in the CSM Theater and will be funded by the Student Senate, DIAG and Vending Funds. The event will center on literature and human rights. Please announce to your students and bring them to the event.

II. INFORMATION ITEMS

1. ASCSM Update - *Maggie Garcia, President, ASCSM*

Maggie announced: 1) Halloween Event, Oct 29-31, will have free food, games and activities, including a fashion contest. 2) The council is in favor of the Measure H Bond, so now they are talking about how to get students registered to vote. 3) An E-newsletter is under way, perhaps to include event updates and a Student of the Month feature.

2. President's Report

a. College Council (new item) – *David Laderman*

The council helps ensure participatory governance is going on across the campus. Whether to disband the committee is under discussion since the charge of the committee appears to be taken over by the IPC. David wants to know what the Council has to say about disbanding the College Council. David explained that there is both the duplication of people and function on the College Council and IPC.

Rosemary brought up the concern that if the College Council disappears, even if IPC takes it over, then the check on participatory governance may get lost. David suggested making sure that participatory governance takes place as an official charge of IPC, which is more representative and democratic than in the past.

Maggie mentioned that she thought that the College Council seemed to be redundant because of the representation on all of the other task forces and committees. Everyone on College Council is on IPC.

Questions raised: How many faculty members are on the IPC? Should we look at a more explicit list of pros and cons before weighing in? Down the line, will we always have the same people on both committees? Should we try disbanding CC on a trial basis? Compare what College Council done in the last two years, and could IPC have done that? David will put this on a future agenda item for discussion, and he will bring to the next meeting a list of CC agenda items over the past year, as well as information on modifying the IPC mission statement to include participatory governance oversight.

b. Museum of Tolerance excursion (new item)

David suggested that we invite some of those who went this and last semester to share what it was about and consider other follow-up activities related to the visit that would resonate across campus. The council agreed.

a. IPC update

There was a discussion of Program Review Themes & Trends, and a document of is being prepared to share. Also, there was discussion of the First Year Experience, starting in Fall 2015, including the Steering Committee and three “pathway” task forces that would be involved in the program.

James talked about the FYE and how the point is to involve the whole incoming class by reaching out to the high schools. Mike has done a lot of the groundwork to reach out to 5-6 different high school principals. The questions are: How are we marshaling resources on campus to get students here? More than half of the high school students in San Mateo County come to one of the three colleges. The focus is on how CSM is structuring the first year experiences of all high school students with a look at how the pathways for these students should be organized.

Jennifer Taylor-Mendoza explained that there about 1,500 incoming students. Three different task forces: 1) pipeline while still in high school; 2) transition (assessment); 3) developing the FYE program, courses that students take at the college. We need people to populate these teams. Kathy brought up that it's already October and there's a lot to put together. A question raised by Tim Maxwell: Does the district funding that Laura Demsetz talked about last meeting qualify to help fund this?

Also, there was an update at IPC on Project Change (see below).

c. DPGC update

We are going to look at Board Policies that the DPGC has asked us to review. Coming on the Oct. 28 agenda.

d. DAS update

David will update us later as there are several non-urgent matters still in process.

Discussion Items for next meeting: Board Policies, College Council, and Stephanie Scot will come and talk to us about establishing AS scholarship ideas. David urged members to come to the meeting with some concrete ideas for Senate scholarships.

e. Project Change – *Katie Bliss, English*

Katie reported that a year ago when she first reported about Project Change, it was funded by BSI. Project Change is like a FYE for a population of students that had previously been incarcerated. Now it's expanded to include court-involved students. All of them are supported in making a transition to CSM. This year's pilot, which began in March, involves 10 students who are taking classes (including Learning Communities) and regularly meeting with their mentors (which come from across campus). One student is heading the Umoja Club. Financial aid and counseling are also very involved. The project is a true community project as it collaborates with numerous agencies in the county, from police to non-profits.

James commented that what is really impressive is the partnerships and level of interest and involvement and how it continues to grow. The district is now going to support the program with a short-term coordinator position and small operational budget.

The council applauded their efforts.

Carlene mentioned her past experience as a teacher has made her sensitive to high-risk populations, such as foster youth: Is this population being considered? Katie said that population is being discussed as well in aligning services. Jennifer said that the goal now is to strengthen the current program before expanding it.

3. Standing Committee Reports

a. Committee on Instruction - *Teresa Morris, Chair*

No report.

b. Library Advisory Committee - *Teresa Morris, Co-Chair*

No report.

c. Learning Support Centers Coordination Committee – *Kristi Ridgway, Co-Chair*

No report.

d. College Assessment Committee -- *Jennifer Taylor-Mendoza, Interim Chair*

No report, but stayed tuned as there may be a faculty coordinator for spring to announce soon.

III. Action Item

- a. AS Goals, 14-15; CAE Mission Statement

Motion: Carlene moved to approve the AS Goals with no opposition or abstentions. Rosemary seconded the motion.

CAE Mission Statement, Value and Priorities and Goals: After several suggestions from various members about the specific wording, David asked the group to e-mail their suggestions to him so that he could bring this back to the next meeting for a vote. David reminded everyone that the new definition of professional development includes staff and administrators, though the focus is primarily to develop faculty. In particular, David will work on simplifying the Mission Statement to focus on professional development for faculty so that students will succeed.

IV. Discussion Items

- a. Deans/Dept. leads: duties – *David Laderman*

Previously some department leads mentioned feeling overburdened and sometimes doing dean's duties. David summarized past discussions at administrator's meetings -- that the deans are aware that some faculty are overloaded and doing a lot of work. They are grateful to these faculty members but suggested that any problems or concerns be treated as isolated circumstances, and these faculty members work with the dean to resolve specific workload problems. Also discussed previously: Reassigned time should be re-evaluated campus-wide and scheduling is difficult with limited staff support. Scheduling for example is technically a dean's duty, but often they need major assistance from faculty.

Do we want to proceed as the deans have suggested?

Sandra reported that this is still under discussion with the deans and she would like any concerned faculty to bring forward documentation regarding what faculty are doing during their reassigned time duties.

Cheryl mentioned that one structure does not fit all because of different department sizes. She mentioned the workload being physically impossible for the Math/Science dean, so the Math Department faculty took over some of the responsibilities, and that this was faculty-driven. She is asking that faculty be released from some classes so that this can be done and done well. She said that it takes a team to schedule the 30 math adjuncts because of the complexity. Cheryl supports more compensation for the faculty who need to participate in these activities. Rosemary agreed that deans and faculty are being asked to do more and we all need relief; specifically, we need to hire more people.

Carlene is worried that it will get worse if we don't fix the problem now. Some solutions right now include: dividing up Program Review, dividing up

committees, yet things are falling through the cracks or resulting in disjointed reports.

Sandra would like to capture the “other” duties that faculty are taking on, things that are not faculty duties. How much administrative work is being done by faculty?

Rosemary suggested that we create lists to hand off to the deans to move to the next step. Tim wants to also have faculty look at what should divide those duties, between faculty and deans. (see job descriptions that David provided)

b. Early cancellation of classes – *Sandra Stefani Comerford*

Deans have discussed this multiple times, particularly because now the college load is below 525, and it needs to be up above that. Three reasons for cancelling classes earlier than later: 1) Load: When classes are let go at 18 or so, then by census classes like this often end up below 20. 2) Census: You have to predict what the Census number will be, as this is what matters; 3) Student & Faculty Issues: Late cancellation causes problems because if something is not cancelled until the first week of school, then students had to scramble to get another class to replace lost units, impacting financial aid if they could not. For faculty, adjuncts are likely to lose income because the class was cancelled at the last minute.

Sandra has already asked the deans to look at historical data with classes not making it to 20 to analyze whether the courses make if they are close to but not at 20 before the semester begins. For those cancelled early, the data showed they did not.

That said, there are some classes that will not be cut because of special circumstances, such as Calculus 4, because it's part of a program, or others that are rare courses or new/experimental courses. If it's not a sequential, critical class and students can be moved, a low-enrolled section may be cancelled.

Joe said he is concerned students “hit the wall” when anything is cancelled, whether early or later. Students get waitlisted, can't get a class and can't transfer in time. He said that there should be something to balance it out: When one class is cancelled, there should be something added so that students have the opportunity to take something else.

Sandra said it is possible to open a class if we have the students. If we don't offer a section at the same time, a lot of times, the class won't fill.

Maggie said that when switching classes around in the summer, she still couldn't get into classes. What about new students that can't find classes? Also, if classes are cancelled, how do students know what classes are open? At Canada, there is a prominent web page listing all open classes.

David said that he hears from students that they would rather let the classes go through the first week, and give them a chance to fill. Our students benefit from as many open classes as possible at the beginning of the semester.

Martin mentioned that international students have to have 12 units, athletes will, too, and they will take classes that they don't need to meet their requirement. New students will not figure it out necessarily; they are more likely to leave. They may fill the classes if we could make it easier for them. Martin referenced Degree Works as a tool that might be able to better help schedule classes. Jennifer Hughes said it's not been rolled out yet because it may not be accurate enough. However, students could plan their schedules on it and give deans an idea of the projected enrollment.

David summarized: If we can find more ways to make low-enrolled classes accessible and fill the classes, that would be preferred. Or, if there was a way to balance it out by adding other sections with waitlists. Sandra will take this back and talk to the deans. David will put the item on the agenda again, to continue the discussion, as several members had their hands raised when the discussion had to end.

(see Board Policy 6.04)

c. Class Waiting List Policies – *Jennifer Hughes*

Jennifer Hughes gave some background. The number of students that can be on a waitlist can be customized by division. When a class fills, if a student tries to register, students can go on the waitlist up to capacity. If a student drops, then the system sends an e-mail to the next student on the waitlist (and perhaps a text), and she gets 24 hours to sign up for the class, and must pay within the timeline. If a student does not respond within 24 hours, then the next person in line gets the chance to register. Students who do not respond within 24 hours are dropped off the waitlist.

Students can sign up for as many waitlists as they want, which provides options. Therefore, you can't always rely on the waitlist for enrollment management. Once a student registers for a section, that student is dropped from other waitlisted sections. Priority for walk-ins the first week of classes is up to faculty. Students often don't take themselves off waitlists, so waitlists aren't always accurate.

Jennifer Hughes explained that the payment window depends on when a student signs up. For instance, in the fall, July 31st is the last day to pay all of your fees. After this date, if a student registers, he or she is dropped the day following registration at midnight. If a student signs up Monday, that means she or he has until Tuesday midnight to pay.

Some agreed that the 24-hour turnaround keeps students out and seems too tight, that the original 72 hour timeframe was better, especially to provide equity to more at-risk students. Others thought being more expeditious was

better to help get through a long waitlist and to teach students responsibility.

Several council members mentioned the need for more messaging/up front information. Carlene suggested that we communicate with sister colleges when we add or drop a class, which she already does.

Jennifer said that the Freshman Success Initiative can help address some of the access/equity/at-risk student issues and provide better support in transitioning to a college environment.

Several members suggested a waitlist turnaround time of longer than 24 hours but not too much longer. Jennifer Hughes said she would take this feedback forward to district planning, and that the conversation would continue.

d. CAE bylaws and membership draft

There was no time for this item. David wants the council to discuss at the next meeting and to forward revisions to him ahead of time to incorporate. The goal is to approve the committee before the end of the semester.

Meeting adjourned at 4:45pm. Date and time of next meeting: Tues., Oct. 28, 2014.