

# CSM ACADEMIC SENATE GOVERNING COUNCIL MINUTES

February 24, 2015

2:30 – 4:30 PM

## MEMBERS PRESENT

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President	David Laderman
Vice President	Theresa Martin
Treasurer	Rosemary Nurre (absent)
Secretary	Vacant
Creative Arts/Social Science	Steven Lehigh
Creative Arts / Social Science	Michele Titus
Language Arts	Tim Maxwell
Language Arts	Kathleen Steele
Library	Stephanie Roach
Math/Science	Santiago Perez
Math/Science	Carlene Tonini-Boutacoff
Business/Tech	Steve Gonzales
Physical Education / Athletics	Larry Owens
Student Services	Martin Bednarek (absent)
Student Services	Kathy Sammut

## OTHERS ATTENDING

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Vincent Li (Accounting)

### I. ORDER OF BUSINESS

#### 1. Approval of the Agenda and Draft Minutes, Feb 10, 2015

**Agenda:** 2:37 PM David called meeting to order, approval of agenda and draft minutes:

David introduced Vincent Li from Accounting who is considering being Secretary.

David does actually have items for President's report. Motion to approve, Kathleen; Tim seconded, all in favor, agenda approved.

**Minutes:** Steve Gonzalez clarified that his division association was incorrect. Steve Gonzalez moved to approve, Steven Lehigh seconded. All in favor, motion passed.

## **2. Public Comment**

Theresa asked that AS help clean up the bookshelf, and add the items from former SoTL center at the next meeting.

Carlene thanked CAE for co-sponsoring a Café Scientifique event where a *23 and Me* representative came to talk about genomic science, and an RN/mom talked about her story with her daughter's genetic disease.

## **II. INFORMATION ITEMS**

### **1. ASCSM Update, Maggie**

- a. She couldn't come today, and has conflicts. She is working on getting a student rep. to attend the GC meetings.

### **2. President's Report**

- a. Elections – Due at the end of this spring. All the officer positions will be up for election, and the new CAE committee needs to be officially approved through this election. Election must be completed by last week of April.
- b. Transfer Tribute – Will happen the day before graduation. Martin Bednarek is helping David to coordinate.
- c. Japanese Anime student club is looking for an advisor or advisors.
- d. Student Service Award – the task force is discussing creating and administering the award this year. We also need to raise money for this award and for the AS scholarship. For a future discussion item.

### **3. Standing Committee Reports**

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

Teresa reported that there is nothing new from the committee, but there is some bylaw language that needs correction and will need to be voted on in the new election. Carlene asked about the process for removing TBA. Teresa said that for JUST TBA removal, a memo is fine. If any other changes are made in addition, the changes need to go through Curricunet.

- b. Library Advisory Committee –*Stephanie Roach, Co-Chair*

No report

c. Learning Support Centers Coordination Committee – *Ron Andrade, Co-Chair*

Not here

d. College Assessment Committee -- *Madeleine Murphy, Chair*

Not here, but David had spoken with her and she had no report.

### III. Action Items

- a. Approval of Board Policies 2.02, 7.23, 8.85. Steve G. moved, Michelle seconded, all in favor, motion passed.
- b. Hiring Committees - Business hiring committee list was distributed. Tim moved to approve the committees, Stephanie seconded. All in favor, motion passed. *See list:*

Bruce Maule, Accounting

Rosemary Nurre, Accounting

Steven Lehigh, Economics

Kathy Ross, Dean

### III. Discussion Items

- a. Course Withdrawal Survey (20 min)

David reported taking GC recommendations to the IPC who incorporated most of them. PRIE office will collect and analyze the data and bring it to IPC for review and discussion. Suggestion was made to disseminate findings to departments to review and incorporate the findings into their program review. Kathy asked about the proposed new question. She felt strongly that this question should be in the form. Another suggestion was to include an “other” for gender for those people who don’t identify as either. Also for ethnicity, these categories are inappropriate according to Michelle. Steven G. suggested that a question be asked in program review about this data. The question came up about whether or not the data from each survey would be linked to the course that was dropped, so that faculty know which course it is connected to. It was thought that faculty teaching the dropped courses will not be identified. Kathleen brought up creating a “Safe Zone” document in regards to gender. It was suggested that Fauzi could provide input. Question was asked about the comment field in Q4. What is the purpose? It could be more specific, or “please comment on why or why not”. It was suggested to make the purpose of the comment field more clear. For #1, suggestion was made to add to the “I’m taking the course at another college”, the phrase “or equivalent course”. Tim made a supportive comment was made about how important this survey could be for understanding our students’ motivations for dropping.

- b. Communication (especially electronic) with Students – Carlene mentioned various arenas in which communication occurs: adjuncts teaching online, or face to face, full timers teaching online, or face to face. Adjuncts may not respond to students outside of the contract year. Faculty have also complained about students invading their downtime when they are “off the clock”. Michelle suggested an auto-reply for students that we can all agree on. Suggestion was made to be explicit in the syllabus about the expected response time to student inquiries, and the expectations around communication. Some institutions do not allow grades over email or phone. Santiago puts that policy on his syllabus. It is a privacy issue. He suggested a contract change or department policy or “phone tree” for students who don’t get through to their teacher. Kathy commented that she sends out-of-office reply that sends students to her Dean if there is something that is urgent. Tim recommended a system-wide message like this. We could create guidelines and inform the Deans, and include as an addition to the faculty handbook. The District DE committee expects online instructors to respond to students within 24 hours. Kathleen uses email to build the teacher-student relationship. She would like the Internet be used to increase student success and retention. Stephanie, Tim, Santiago, and Theresa will collect best ideas for recommendations and guidelines, and compile the issues.
- c. Incentivizing Faculty Service – Steven Lehigh led the conversation about this topic. He reported getting more and more requests to get involved, and he keeps seeing the same faces serving on committees. He is concerned that committees get created before much thought is put in about who will do the work and provide the energy. What is the amount of commitment required of faculty for extracurricular participation on campus? The contract is vague on expectations. His suggestion was to create transparency about who is doing what by creating a public list of what each faculty is doing. Our institution needs to develop some balance and guidelines. Discussion followed – One issue is people may have a negative impression of committees, and another is that people don’t know what the committees are about, and what kind of time is expected. Some guidelines would help. It would be good to promote committees using a menu (with description of what it is like and it’s schedule), or a committee fair. Our faculty needs educating about our committees, and they need to understand importance of being involved. It was suggested that faculty must opt out of serving. Some folks don’t have the afternoons free – coaches and lab instructors. At Cal Poly there is a Faculty Statement of Interest to match committees to faculty. We can’t expect part-timers to do committee work, and in order to meet the committee needs we need more full-time faculty. Stipends for extraordinary work was suggested. It was suggested that some committees offer asynchronous meetings assisted by technology. Outside of committees, the total contribution of faculty is meaningful too. Hosting events, advising clubs, doing program review, etc. We need to think about how to provide incentives for adjuncts. CAE is going to introduce adjunct orientation. The question remains about how much committee work is enough. People suggested a committee fair for a Flex Day activity.

- d. First Year Success Initiative and MINDSET 4.0 (Habits of Mind) – David handed out a few rough draft materials on the Mindset 4.0 initiative (before the meeting started, Kathy Sammut suggested to him a change in wording regarding counselors, which he apologized for and agreed to change). He explained how the initiative started. A Leading from the Middle Academy sent a team of faculty admin and staff to a PD program that looked at bringing Habits of Mind to the campus. There have been several professional development events to develop a focus on a few habits. He also emphasized that there is nothing “new” here, that the M4.0 team is fully aware that folks are already using these tools to help students succeed. The idea is to focalize, formalize and intensify, with a clear “brand” that might evolve into a CSM community identity. It was also felt that M4.0 would be ideal to launch as part of the First Year Success (FYS) initiative. There are three teams planning the three stages of the FYS: HS outreach, transition phase (summer), first year at CSM. The MINDSET team would like to recommend that MINDSET be incorporated into FYS, phase 3. M4.0 is and has been developed distinct from FYS, but the feeling was FYS would be an ideal place to launch M4.0.

David explained the MINDSET acronym. He invited input, and was hoping to have a proposal for IPC to get something in place for this fall, to be part of the FYS, if the FYS steering committee accepts the recommendation. The handout has other ideas that people proposed, and a draft proposal for next year’s MINDSET activities. This includes a course, messaging, a student peer mentoring, website and lounge or space, assessment, tools and materials for classroom use.

Discussion followed. Progress is a goal. Concern was expressed about the connotations of “4.0” – alienating students who don’t get A’s. “Aiming high” is more generic. Kathleen Steele commented that the English 838 faculty work with counseling faculty to help pre-transfer students through the first year of college and recommended the book *The Will Power Instinct* as a tool to help in the transition between high school and college. Kathy Sammut noted that many CRER/Counseling courses include these same tenets. The concepts of M40 are currently included in counseling course curriculum.

Meeting adjourned at 4:34pm.

Date and time of next meeting: Tues., March 10, 2015.

Minutes prepared by Theresa Martin, with assistance from David Laderman