

CSM ACADEMIC SENATE GOVERNING COUNCIL MINUTES

November 10, 2015

2:30 – 4:30 PM

MEMBERS PRESENT

President	David Laderman
Vice President	Kathleen Sammut
Treasurer	Rosemary Nurre
Secretary (Interim)	Stephanie Roach
Creative Arts/Social Science	Steven Lehigh (Absent)
Creative Arts / Social Science	Michele Titus
Language Arts	Jon Kitamura
Language Arts	Kathleen Steele
Library	Stephanie Roach
Math/Science	Santiago Perez
Math/Science	Wendy Whyte
Business/Tech	Steve Gonzales
Business/Tech	Vincent Li
Physical Education / Athletics	Larry Owens (Absent)
Student Services	Jacqueline Gamelin (Absent)

OTHERS ATTENDING

Kathy Blackwood, Executive Vice Chancellor, SMCCCD
Charlene Frontiera, Dean, Math/Science Division
Sennai Kaffl, President, ASCSM
Danni Redding Lapuz, International Student Program Manager
Ludmila Prisecar, College Business Officer
Jan Roecks, Vice President, Administrative Services
Henry Villareal, Dean, Student Services

I. ORDER OF BUSINESS

David Laderman called the meeting to order at 2:35 pm

1. Approval of the Agenda (November 10, 2015) and Draft Minutes (October 27, 2015)

Agenda

David Laderman added an action item to approve the Biology Hiring Committee. Rosemary Nurre moved to approve the agenda as amended, and Kathleen Steele seconded the motion. All were in favor, the amended agenda was approved.

Minutes:

Vincent Li's name was not listed on the members present list, and was added back in. Kathleen Steele moved to approve the amended minutes and Rosemary Nurre seconded her motion. All were in favor, and the amended minutes were approved.

2. Public Comment (2 minutes per)

No comments.

II. INFORMATION ITEMS

1. President's Report

a. Fall 2015 ASCCC Plenary Conference

Attended last weekend, great conference. Resolutions and all documentation from the conference is available online for interested parties. Several resolutions were brought forward and discussed. Notable discussions included 1) bachelor's degree programs in Community Colleges, which are contentious, although generally speaking people are in favor of them; 2) distance education and effective contact; and 3) the desire to make curriculum committees move more quickly when it comes to approving or denying courses.

David attended several interesting workshops while at the conference. The exploration of a UC school pathway was an interesting discussion. However, it should be noted that completion of the UC pathway does not guarantee admission to a UC school. Another workshop focused specifically on issues relating to adjunct faculty. This forum allowed for discussions of different approaches to and models for solving problems relevant for adjunct faculty, including equal treatment, and appropriate compensation when they perform additional activities that bring their voices to the table.

b. Program Review Revision Task Force

Deans, staff, and faculty will work together to figure out a meaningful and effective way for deans to be involved, setting the submission timeline, and other aspects of

the recent changes to Program Review. David will be seeking members for the task force.

c. Student Equity Plan (Theresa Martin, Henry Villareal)

Theresa Martin and Henry Villareal are seeking feedback from faculty on the Student Equity Plan. Academic Senate has historically been involved in SE planning, and this is particularly important now that funding is available for implementing the SEP. The SEP has drawn on the Achievement/Equity Gap (March 2013) assessment document created by DIAG. This document demonstrates an achievement gap for Filipino, Hispanic, African American, and Pacific Islander students. Some of our learning communities are helping to address the gap. Embedding counseling services also helps with the learning community program outcomes. Equity and equality are not synonymous, and our programs should aim for equity. Additional populations that should be included in equity efforts have been identified through PRIE data for success indicators as follows:

- **Access:** Asian, Veterans, Hispanic or Latino
- **ESL and Basic Skills Completion:** Veterans, Multi-race, White, Hispanic or Latino
- **Degree or Certificate completion:** Multi-race, Males, Native Hawaiian or other Pacific Islander, Filipino, Foster Youth
- **Transfer:** Hispanic or Latino, Filipino, Disabled, Black or African American

Additional target populations include incarcerated youth, LGBTQ, and others.

Preparedness of students coming in is a particular area where students face a gap, and completion rate is dependent on whether students are prepared.

Currently at CSM, we support our students through collaboration between instructional services and student services personnel. Academic and social integration of students is important because the more engaged students are, the more successful they tend to be. The availability of a full suite of support services, including new additions such as the Food Pantry, is key for student success. Strategies for making sure students are aware of and know how to take advantage of support services, learning communities, and other resources center around relationship building. Relationships have been established with and between athletes and coaches, off-campus groups including high schools. Additionally, there are partnerships with and between faculty and students, as well as Student Services and EOPS staff and students. Direct referrals to support services frequently come from these sources. The Student Success Program assists in providing safety net support and helps connect students to shelters and other county services. Financial aid was also mentioned as a critical resource for students.

Specific challenges for low-income individuals are recognized, and there is concern about those who aren't participating in learning communities or otherwise taking advantage of support services. Class size is capped in order for the learning communities to be successful. However, as a result some students are turned away when the class for the cohort is full. Scaling up and adding

supplemental instruction is an important goal considering the demonstrated effectiveness of the learning communities. In order to expand the program, additional cohorts would be needed.

Puente Project was featured as an example of providing a student centered approach with project based pedagogy. Bridging home life with academic life is an important part of the project. Puente Project allows for social engagement, and brings elements of culture into the classroom, thus honoring the culture and making a valid space for it as part of academic inquiry so that students feel they belong and are a vital part of the CSM community. Career counseling is a vital component of the Puente Project as well.

There is a plan for follow through for the SEP. Please follow up with Theresa or Henry.

2. ASCSM Update, Sennai Kaffl, President, ASCSM

Updates include:

- Puente's annual Dia de los Muertos event today featured poster boards, food, face painting, and more. The event was successful thanks to the efforts of the Puente Project and of all of the partners, including Umoja, Library, Cosmetology, the Child Development Center, the Puente Latinos Unidos and Umoja clubs, and the Cultural Awareness board of the student government.
- International Club is planning a World Village event on November 18, 2015 in front of building 10. Food, film, photo-booth, a crafting and makerspace, and more.
- Homecoming Rally will be 1pm on Friday, November 13, 2015: The rally will feature the CSM football team, the band, cheerleaders, and Mike Claire. The game will be against City College.
- Advocacy Board has been working to learn about issues and legislation to advocate on behalf of students in Washington D.C. where they will travel in Spring 2016.
- 5th Annual Student Leadership Retreat coming December 4-6th. Student applications are due November 20, 2015 by noon. Please encourage interested students to apply. A flyer will be shared by email.

3. Standing Committee Reports

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

No report.

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

We have a new representative from Math/Science. Darryl Stanford, from Astronomy/Physics will join us.

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

No report.

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

No report.

e. Center for Academic Excellence Committee, *Theresa Martin, Chair*

The agenda for the November 25, 2015 Flex Day was distributed.

Theresa was seeking input regarding whether or not a keynote speaker for the January Flex Day would be of interest. Stephanie Roach supported the idea.

III. ACTION ITEMS

a. Diversity and Committees Statement

A motion to approve the statement was put forward by Rosemary Nurre, and was seconded by Kathleen Steele. The statement was approved unanimously, with no abstentions.

b. Biology Hiring Committee: Tania Beliz, Mohsen Janatpour, Huy Tran, and Kathy Diamond. A motion to approve the committee was made by Rosemary Nurre and seconded by Kathleen Steele. All were in favor. The committee was approved unanimously, with no abstentions.

III. DISCUSSION ITEMS

a. Adult education & ACCEL (Kristi Ridgway)

Kristi Ridgeway led a discussion regarding the status of adult education and the ACCEL program at College of San Mateo, and the District. This program is currently run through the Academic Support and Learning Technologies Division, and any inquiries or interest in participation should be directed to Jennifer Taylor-Mendoza, Dean of the division.

The goal is to promote partnerships between community colleges and adult literacy programs. Our region will receive 2.2 million in funding, of which 20% is allocated to SMCCCD and the San Mateo Adult School. Each college has a coordinator overseeing adult education programs, as does the San Mateo Adult School.

The programs focus on developing pathways for adult learners served by the program. Six pathways have been identified, including three college pathways and three career pathways. Some of the groundwork has already been laid as a result of partnerships and programming for ESL students who transition to CSM from the Adult School. The program will be assessed and tweaked as needed to ensure continued improvement. Peer mentorship, customized bridge programs, and exploration of a GED pathway, and additional career pathways are potential areas for growth.

The program is anticipated to be long lasting. Please send your ideas about pathways or the program to Kristi Ridgway.

b. Community Service AS Scholarship

A draft for the Academic Senate community service based scholarship was discussed, focusing on three primary issues:

- Issue 1. Figure out the title. Ideally, it should align with the name of our other scholarship.
- Issue 2. How many scholarships should be awarded, and how much should each award be? Four scholarships at \$250 is recommended.
- Issue 3. Other criteria for award eligibility should be confirmed.

It is recommended that the eligibility language reflect that the student should be in good academic standing with a minimum GPA of 2.0. Including GPA of 2.0 will help to clarify the requirement for students.

Regarding duration of community service, ongoing community service is preferred over one time service. Additionally, community service should be voluntary, not compulsory. It is recommended that examples of acceptable service be provided in the application instructions.

David will redraft the form letter to address the suggestions. He will check the timeline so we can submit the scholarship for the February application period.

c. International education program (Kathy Blackwood, Danni Redding Lapuz, Jan Roecks)

Kathy Blackwood discussed district funding of International education. Funding district wide is a revenue generating item, but it also enriches the student body experience through diversity. CSM has significantly increased our number of international students since 2011. A base service level for international students, and funding levels to maintain this level of service have been established. The District has been subsidizing each college, and will continue to do so until the gap between funding and base level of service for international students is no longer present. Beginning this year, CSM no longer needs the subsidy, though Cañada and Skyline still do.

Jan Roecks discussed the college perspective. Money for the International Program is rolled into the entire allocation from the district. International education is one of many programs, and serves approximately 400 students out of about 8000. As international students have increased, the program has grown. Students are supported through cohort classes specifically for ESL students, as well as other courses that are open to anyone. Courses include offerings from math, film, and career counseling. Staffing levels have also been increased to support the program. Additional Counselors and adjunct faculty in ESL have been added. CSM anticipates

providing continued support of the students themselves, and of the faculty who encounter our international students. Feedback from faculty members is welcomed.

Concern was expressed about whether there are enough English and Counseling faculty to bear the added workload. However, it was pointed out that because resident student population is shrinking, the increase in international students is not adding more students overall. There is a request for the precise numbers of faculty and courses added in response to the increase in international students.

Recruiting occurs in various locations, including South America, Asia, Saudi Arabia, Sweden, Switzerland, UK, some in Africa (minimal), and more. Half or more of the students are from Asia. Danni Redding Lapuz pointed out that each region we are getting students from impacts our service and teaching because students from different regions have different needs. Various programs involve international students including World Village, Lion Dance Team, International Club, and more. Support services range from helping deal with culture shock to dealing with finances, etc. There is a need for partnerships with faculty who are trained and prepared for working with international students. She is partnering with Theresa Martin on providing trainings. She recognizes the importance of balancing the needs of the international students with the resident students.

International students face unique registration issues. Cohorted sections and a model curriculum for international students can help with this.

Kathleen Steele raised the point that many international students have the impression that they will be able to complete the program in two years, which causes a lot of stress for the students, who may not be placed high enough to graduate in two years. Length of time to graduation is often dependent on the TOEFL placement scores. There is a program in development to help ease the transition by working with students to improve their English skills. Danni responded that they actively combat the two year myth.

We are encouraged to go over to the International Program Office to see what great energy the students bring. The work by Danni is appreciated by faculty.

Meeting adjourned at 4:35 pm

Date and time of next meeting: Tuesday, November 24, 2015.

Minutes prepared by Stephanie Roach, with assistance from David Laderman