

CSM ACADEMIC SENATE GOVERNING COUNCIL MINUTES

December 8, 2015

2:30 – 4:30 PM

MEMBERS PRESENT

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

OTHERS ATTENDING

James Carranza, Dean, Language Arts
Andreas Wolf, Dean, Kinesiology, Athletics & Dance
Kate Motoyama, Communication Studies
Ron Andrade, Learning Center
Teresa Morris, Library

I. ORDER OF BUSINESS

David Laderman called the meeting to order at 2:37 pm

1. Approval of the Agenda (December 8, 2015) and Draft Minutes (November 24, 2015)

Agenda

Rosemary Nurre moved to approve, Jacqueline Gamelin seconded. All in favor, agenda approved.

Draft Minutes

A typo was pointed out in which the word “agenda” was substituted for “minutes.”

Rosemary Nurre moved to approve the minutes as amended, Michele Titus seconded. All were in favor, with one abstention, the agenda was approved as amended. Steve Lehigh abstained.

It was noted that while abstaining is an option, it is not required in the case of voting to approve minutes for a meeting at which a voting member was not present.

2. Public Comment (2 minutes per)

Two events scheduled for Friday, December 11th were announced:

- Holiday Open Studio crafting and makerspace session in the CSM Library classroom from 1pm-3pm.
- Honors Project Showcase Symposium in College Heights from 2pm-5pm.

II. INFORMATION ITEMS

1. President’s Report

a. Committee updates (IPC, DPGC, DAS)

IPC continued a conversation about how best to have conversations at IPC, using the Six Circle Model, introduced by Theresa Martin and Henry Villareal, to improve the communication that takes place among committee members. As part of this model, providing background information and trainings, particularly to new committee members, was noted as a way to improve the effectiveness of these members. Additionally, a broad overview of the budget was provided.

Program review themes are coming soon. Tomorrow there will be a First Year Success Initiative steering committee meeting. There will be an update regarding this in January. Key themes include: representation, communication, and inclusion.

b. Cap and gown funding update

Kathleen Steele is still our lead for future discussion on this item. James Peacock from the Bookstore is supportive of the idea, but would like the financial support of ASGC. He explained that EOPS, one of the programs that currently provides this service for students, pays for their caps and gowns out of their own funding. There

is virtually no markup on caps and gowns sold through the Bookstore. Suggested options include a loan or rental program for students. If this approach is followed, we need to consider whether laundering caps and gowns will be an issue.

c. District Budget Committee Update (Vincent Li)

Under discussion is approximately \$10 million in one-time funds that has been allocated to the District. Of this, approximately \$2.3 million is for CSM, to be used on funding for a range of services including e-textbooks, workforce development, etc. Other allocations include approximately \$1.5 million to Cañada College, \$2.9 million to Skyline College, and \$2.2 million to the District. District allocations are spent on items such as human resources, international students, facilities vehicles, etc. Of note, one time funds contributed towards international student programming (including items such as staff salary) don't get put into calculations for rate of return. Ultimately, this may mean we are farther from breaking even than is indicated in the numbers as presented. It was argued that one-time money should be included in the model because it is not being allocated to other programs and services.

A specific program through Community Education (a not for credit program) is the Silicon Valley Intensive English Program (SVIEP), which works with low placing international students to help improve their readiness. SVIEP is run by a private company. Currently the program is only available at Skyline College and Cañada College. It is not available at CSM. Money allocated to the program from the one-time funds is just to get the program started.

Bringing the issues raised forward is a good idea, as other stakeholders, including Kathy Blackwood, can be a part of a deeper discussion next semester.

d. Fast-Track to Transfer Pilot (Andreas Wolf, James Carranza)

The Fast-Track to Transfer course offerings will be piloted beginning Spring 2016. It is designed to offer high demand and some other transferable courses during compressed, eight-week schedules. For context: When life—be it an illness, a death in family, or otherwise—prevents progress towards the educational plans of students, they often have to wait long periods to get back on track. It is hoped that by providing additional options to students, this problem can be helped.

Six transferable courses will be added to the schedule for the last eight weeks of the Spring semester. They will have a specific identifier and level of success will be tracked as part of this pilot project. Other colleges, such as Chaffey College and American River College, have used similar scheduling models with good success rates. As the Fast-Track to Transfer program moves beyond the pilot phase, there

will be three “sessions” for which students can simultaneously register: the regular 17 week, and two eight week sessions. One eight week session would be scheduled for the first eight weeks of the semester, while the other would be scheduled for the last eight weeks of the semester.

It is not expected that students will drop a class in the first eight weeks in order to take it for a better grade or with a different instructor in the second eight weeks because there are registration limitations preventing registration for the same class during the same semester. However, if it is found that there is a need for this in individual cases, it is possible that some special exceptions can be made. There are online and face-to-face courses planned, as follows: SOCI 100 (online), ENGL 100 (online), FILM 100 (online), PHYS 150, ENGL 110, and PSYCH 100. Current course offerings such as LIBR 100 and Counseling courses that already are compressed into an eight week session will also be listed with the Fast Track courses.

Discussion focused on the online component, which is a concern because some students are not prepared to succeed in online courses. Providing adequate support for online students is a must. Specific suggestions included directly contacting these students via email, embedding resources in the courses themselves, and requiring a pre-online class or workshop so students know what to expect for online learning. Additional discussion focused on making sure the promotion of the program and listings in WebSchedule and other places is clear for students, so they can easily discover all of their registration options. It should be clear to students that compressed, or abridged, courses require the same amount of work as a course that occurs over the full 17 weeks of the semester.

It was noted that there are frequently students in need of one or more units that have to be referred to other colleges in order to meet 60 units. It was also noted that the ENGL 100 information competency course requirements for library workshops will need to be accommodated in the online environment. The presentation was received favorably and concluded with applause.

2. ASCSM Update, Sennai Kaffl, President, ASCSM

No report.

3. Standing Committee Reports

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

At the Northern Regional Curriculum meeting the UC Pathways for transfer was discussed. The new *Program and Course Approval Handbook*, expected Spring 2016, may result in revisions to some courses. The Chancellor’s office is migrating to a new

database software for Curriculum Inventory. As a result, there may be data clean up required on our end.

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

- Membership update: We now have a representative from each division except Kinesiology, Athletics, and Dance.
- Associated Students has proposed a fundraiser, perhaps with matching funds, for the purchase of textbooks to donate to the Library for course reserves. More details to come as their idea develops.
- We have just ended a trial with the New York Times in education online. Subscriptions will be available soon for all faculty, students, and staff at CSM.
- There is a question about the wording of LAC Bylaws. The language doesn't reflect the most recent revisions by the LAC. David Laderman will provide guidance on getting the language updated.

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

Topic of discussion is status of committee, which is on the agenda as a discussion item today.

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

Report given by David Laderman, as Madeleine Murphy was unavailable. The CAC is working with a volunteer faculty group to assess general education SLOs in our classes. We'll hear about the findings in the Spring. During the last accreditation site visit, our Deans worked with faculty to assess this. Data from the prior assessment is available via the PRIE website or the office of Jennifer Taylor-Mendoza. It may also be available via the most recent program review.

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

No report.

III. ACTION ITEMS

a. English Screening Committee

Juanita Alunan, Tim Maxwell, Teeka James, Anne Stafford; James Carranza, Dean

Rosemary Nurre moved to approve the committee, and Kathleen Steele seconded the motion. The committee is approved, with all in favor. There were no abstentions.

III. DISCUSSION ITEMS

David Laderman introduced discussion items A & B, by reminding the Senate that one of our annual goals is to redefine and refocus the sub-committees of the ASGC. It was also announced that Roberta

Reynolds has stepped down as co-chair of the LAC committee, but is still serving as a representative for Language Arts on the committee.

- a. Learning Support Centers Coordination Committee, Ron Andrade, Chair; Kate Motoyama, Faculty Co-Chair

Proposal: LS3C should be a Committee at Large instead of an Academic Senate sub-committee.

The LS3C committee has felt that Brown Act and Robert's Rules of Order, which are required as a subcommittee of the ASGC, have impeded the committee in operating efficiently. Examples were provided to illustrate this point, and ranged from the need to spontaneously add action items, to not being able to communicate freely by email. If the committee becomes a committee at large, it will help to free up the communication needs and ability of the committee to be responsive to urgent items that come up regarding the Learning Center and Labs. A handout provided a comparison of committee mission, purpose, structure, and frequency of meeting.

Additionally, it is notable that not all divisions have a lab or center, and thus faculty representation on the committee is uneven by nature. As the LS3C works to increase student success, partnering with faculty is important to the committee. It is also important to have an administrator or staff co-chair. In addition to faculty representation, there is also a student representative on the committee.

Discussion followed and focused on how operation of the committee itself might change. The committee would be driven by immediate center and lab operational needs, and would have a strong tie to Jennifer Taylor-Mendoza's division. The primary function of the committee is operational (coordinating activities and support services, for example) in nature. However, it does have an important role in support of curricular materials. The writing center, for example, is staffed by members of the English faculty. The mission statement of the committee, if changed to a committee at large, can be authored to ensure that a strong faculty presence is maintained on the committee. Institutional committees can set guidelines for membership to include faculty.

ASCG can vote on making this change if it is brought forward as an action item. In the past it had gone out to faculty vote, but this is not required.

- b. Library Advisory Committee, Stephanie Roach, Co-chair

Stephanie Roach feels the LAC should remain a senate subcommittee, not move to an institutional committee. The main goal is to energize the LAC. First, focus on goals and membership. Already, there's more representative membership than at the start of the semester. Membership for the group is often a struggle. Other goals LAC goals include staying abreast of the OEI initiative, in relation to the library and distance education and providing resources for online students. Another goal is to generate a needs assessment/survey, as well as keeping lines of communication open. Other issues include student equity and international students. The committee wants to explore how the library can participate and enhance these efforts at CSM. Additionally, how can the library support the professional

development needs and activities of faculty, including through coordination with CAE. LAC wants to support faculty and students but feels there is not enough of a dialogue. A specific example of an area that can be improved is books on reserve.

Another issue that is a concern is due to the co-chair vacancy. With Stephanie Roach, faculty from the library, as chair presently, there is too much of a closed loop. Due to this hermetic condition, it is preferable to have a co-chair from other instructional faculty. Co-chairing in principal will really help with the issues at hand. Advocacy for the library is important too. It hasn't happened recently, and it can better be done by instructional faculty. Stephanie will attempt to recruit a co-chair from the current members. An all campus email was suggested. Also, visiting division meetings and possibly NFI, to get more folks on the committee and convey how important the committee is to the campus.

Meeting adjourned at 4:26 pm

Date and time of next meeting: Tuesday, January 26, 2016.

Minutes prepared by Stephanie Roach, with assistance from David Laderman