

# CSM ACADEMIC SENATE GOVERNING COUNCIL MINUTES

November 22, 2016

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	Margaret Kaluzny
Language Arts	Jon Kitamura
Language Arts	Mick Sherer
Library	Stephanie Roach
Math/Science	Beth LaRochelle (Absent)
Math/Science	Wendy Whyte
Business/Tech	Steve Gonzales
Business/Tech	Vincent Li
Kinesiology/Athletics/Dance	Mikel Schmidt (Absent)
Student Services	Jacqueline Gamelin

## OTHERS ATTENDING

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Laura Demsetz, Dean, Creative Arts/Social Science  
Dan Kaplan, AFT  
Theresa Martin, Math/Science  
Stephen McReynolds, Vice-Chair, ASCSM  
Teresa Morris, Library  
Leigh Anne Shaw, President, District Academic Senate  
Jennifer Taylor-Mendoza, Dean, ASLT

## **I. ORDER OF BUSINESS**

David Laderman called the meeting to order at 2:36 pm

### **1. Approval of the Agenda (November 22, 2016) and Draft Minutes (November 8, 2016)**

#### **Agenda**

Add *Item B: ESL Update* to the President's report.

Rosemary Nurre moved to approve the agenda as amended, Jacqueline Gamelin seconded her motion. All voted in favor, and the agenda was approved as amended.

#### **Minutes:**

Changes to the minutes were suggested as follows:

- Page 5 included a factual error regarding the availability of FSA changes once per year.
- Page 8 mischaracterized comments regarding high a case load of international students.
- Theresa Martin was present.

The factual error and mischaracterization of comments made will both be removed from the minutes for clarification. Theresa Martin will be added to the section of "Others Attending."

Rosemary Nurre moved to approve the minutes with changes as noted, and Vincent Li seconded her motion. All in favor, and the minutes were approved with changes as noted. Steve Gonzales and Wendy Whyte abstained from voting.

### **2. Public Comment (2 minutes per)**

The Business Club at CSM had a successful fundraiser and has chosen to donate \$294 to the Academic Senate Scholarship fund. Thanks to their faculty advisor, Peter von Bleichert, for helping make their fundraiser a success.

The students held a walkout protest on Monday, November 21, 2016 at 10am. There was a brief discussion about whether there will be opportunities for further discussion about the event, and whether there are plans for an official reaction or statement by faculty. It was noted that anyone attending the walkout were likely marked absent in their classes. It will be a good topic for us to discuss, and we can revisit it early in Spring.

## **II. INFORMATION ITEMS**

### **1. President's Report**

#### **a. DAS update**

The District Academic Senate met last week. Various policies, collegial consultation, and availability of professional development funds were among the items discussed.

### **Policies discussed**

Policy 2.12 regarding whistle blowing was discussed and up for vote at the most recent DPGC meeting. The policy contains a phrase regarding improper conduct that is of concern to our unions. The policy was voted down at the meeting. It will come back to us for review at some future date.

DAS approved policy 6.13 regarding curriculum development. It is now more specific, and better articulates how curriculum development should happen across the campuses.

DAS continued to discuss the concerns we had raised regarding policy 3.16 on equivalence to minimum qualifications. More information regarding the two separate policies on FSA and equivalency is needed. Progress and approval of this policy is still pending.

### **Collegial consultation issue**

Collegial consultation is an important part of participatory governance and needs to be discussed so that communication, coordination, and consultation with local Senates and administrative or other bodies can be improved. Too often, Senate presidents are asked to preapprove something that requires Senate approval, because there isn't time to bring the action or item to a Senate meeting in advance. It would be helpful to establish a protocol so that there is ample time for collegial consultation to occur. By providing appropriate time for collegial consultation, a more respectful collaboration can occur, which would support more meaningful vetting, and avoid superficial vetting.

It will be important for us to determine what we want collegial consultation to look like, what it means to involve faculty in these decisions, and determine what adequate discussion/consultation would look like for us.

One example of this problem has been the delays associated with the Strong Work force Program initiative. As a result of the delays, faculty members are being brought in to consult very late in the process, which limits the possibility for meaningful contributions.

### **Professional development fund availability map**

It would be helpful to get a more global view of the various professional development funds that are available across the district. If these funds are mapped out, it will help to clarify available sources of funding so that faculty can best take advantage of these opportunities.

- b. ESL Update / Jon Kitamura

Further discussions are needed in order to resolve the impact of increased international student enrollment campus wide, and on the ESL program in particular. Resources, including faculty, in the ESL department are taxed as a result. We should ask whether the Senate wants to make a statement about the next round of hiring, and the importance of hiring for ESL. Additionally, we should determine whether ESL should be considered separately from other Language Arts division faculty because there is such a strong need in the case of ESL as a result of the push towards enrolling more international students at the District level. This might warrant an “emergency hire.” When accounting for recent retirements in the department, ESL isn’t able to catch up with the hiring of new faculty.

The district receives some funds from admission of international students. There should be a conversation about how to allocate or redistribute these funds at the campus level. This is challenging because costs are not made clear, thus it is difficult to determine how much we actually spend. If it can be made clear that these funds should specifically support instructional needs for impacted programs and services, it will help.

While the situation in ESL is currently extremely challenging, it is important to remember that the number of international students can rise and fall unexpectedly, based on economy and other factors. There are also “X factors” with the economy that will impact the needs of domestic ESL students such as the potential for a change in status of Dreamer students after the new US president takes office in January 2017.

The immediate effect is on ESL students, though other departments are impacted as well. Of note, international students have priority registration, while our domestic ESL students are not automatically eligible, and so encounter difficulties registering for recommended courses. Bookings in counseling are also already at the maximum. The existing infrastructure can’t support the new students, and in the end this hurts the students, who must take courses they aren’t prepared for. Alternative registration methods and registration caps might also be approaches to explore in addition to changing requirements for priority registration for international students.

For the December 6<sup>th</sup> meeting, if people are amenable, we can bring forward an action item approving a brief and concise letter to the CSM President making the case that this situation is an exception and that ESL should be given independent hiring priority.

If there are concerns about this, please communicate them to David before the next meeting. Jon Kitamura and Amy Sobel can help work on the letter draft.

The two goals that would be a focus of this letter would be priority registration requirements for ESL students and the demonstrated need of the ESL department for more positions.

**2. ASCSM Update, Stephen McReynolds, Vice Chair, ASCSM**

There is an open invitation from Student Senate to the leaders and organizers of the walkout event. Making students feel safe on campus is very important. It is good to hear the perspectives of people from different backgrounds. In this spirit, Mike Claire is hosting a forum for students. More updates about this will be shared at the next meeting.

ASCSM does not like the resolution brought forward from the Associated Students of Skyline, about student evaluations. CSM students have discussed bringing this issue up after negotiation of the faculty contract is complete, in order to have a meaningful conversation about improving the evaluation process. However, Eugene Whitlock has asked to talk to ASCSM about this issue again, and will come speak about it at another meeting.

**3. Standing Committee Reports**

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

No report.

b. Library Advisory Committee, *Tim Maxwell, Chair*

Tim Maxwell is stepping down as LAC Chair due to workload issues. The last LAC meeting focused on an update from Jennifer Taylor-Mendoza about the Director of Learning Commons position. The DLC would be responsible for the Library and Learning Centers. You will hear from her on this topic at today's meeting.

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

No update

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

There are two flex days in January. If you have a workshop idea in mind or would like to lead a workshop, please communicate with Theresa Martin.

**III. DISCUSSION ITEMS**

a. Budget update: Steven Lehigh; Vincent Li

**District Budget presentation:**

With property tax up, revenue is up. Income from student fees is stable. Resident enrollment is down and non-resident enrollment is up. Thus, non-resident tuition has increased. It would be useful to identify how we are routing this money. Not all of this is a result of international students. Nonetheless, we should identify the places this money connects to our allocations for the international program at CSM. There is one place where our budget is notably, but expectedly, down, as a result of a one time grant received last year.

Of note, CSM is approximately \$50 million above the state revenue limit due to using the community supported status option (funding via property tax). We are very fortunate in this.

Regarding reserve funds, the District is conservative, and is playing it safe. The idea is to plan ahead for an emergency, or for when property values might otherwise go down suddenly. Clarity is needed on the 5-15% reserve figure and the schedule to raise it. Additionally, a retiree benefit trust fund has been started. The goals for this fund, including the allocation schedule, in relationship to maintenance of a reserve seem somewhat unclear. Initially, we would allocate extra funds. Then, there would be a need for allocation of a steady stream of funds at a lower level in order to appropriately sustain the fund. What is the reason for allocating to the trust fund so quickly?

We need a better summary and presentation of sacrifices on our end as a result of reserve and trust allocations. It is important for us to know what the trade offs might be, and where the gaps are. Is something underfunded as a result of making these allocations. The reserve has been planned for. However, less planning is readily apparent in regards to the retirement trust fund. There appears to be little justification as to why the surplus funds aren't spent elsewhere.

**CSM Budget presentation:**

The budget summary does a good job of identifying the funds that are in the CSM master budget. However, the specific use of funds and reasons for decisions about allocations aren't spelled out as clearly as we might like.

Of note, if we continue to hire at a 1 to 1 ratio, this is ultimately in the favor of faculty because student enrollment is currently down. This could relate to workload issues that have been discussed. Workload is FTE based when looked at from a budget perspective. There is some growth in release time. Additionally, there is some growth in Fund 3 restricted funds (SSSP, Student Equity, etc.), including some faculty salary spending as part of Fund 3. Fund 1 money spent on Faculty personnel remains close to the same, but has experienced a small downtick. Recall that counselors are hired from SSSP (Fund 3) funds. When annual salary increases are taken into account, the fact that faculty salary spending from Fund 1 is stable or trending slightly downward, could be explained by differences in salaries between retirements and new hires.

Although more growth is expected in the international population, enrollment is flat because domestic student enrollment is declining, and the total percentage of

international students is small. Given the flat enrollment situation, it is unlikely we'll be successful in requesting new hires (outside of the 1 to 1 replacement formula). However, hiring positions such as an SLO coordinator and others could help the workload issue, as these positions have the potential to pick up some work currently being done by faculty.

Nonetheless, it was pointed out that CSM hasn't met the faculty obligation number, or 75/25 rule. Despite a 1 to 1 hiring ratio, when people do retire, positions aren't required to be replaced directly. A commitment from the district for 70/20, even if we can't have 75/25, would be beneficial. Currently there is no penalty for not meeting these targets, though they are required and are part of California's Education Code. Faculty should advocate for this. We should strive to maintain a ratio of full time to part time faculty that is fair, and in the best interest of students.

### **General comments**

The purpose of the budget information for ASGC is informational in nature. Steven Lehigh and Vincent Li represent Senate on these committees to encourage dialog between administrators and faculty, and to increase transparency. The primary objective is to share the information about the budget. The district allocates the funds and the colleges decide how to spend the funds. Each campus has a lot of autonomy in making these decisions.

We also need information to come from us to them. We should make sure communication regarding budget concerns is moving both ways.

#### **b. Library / Jennifer Taylor-Mendoza**

Jennifer Taylor-Mendoza provided an update regarding the Library's move to the Academic Support and Learning Technology Division, and the hiring of a Director of Learning Commons. The transition has been going well, as the Library is a good fit for ASLT. Formerly, the Library was part of the Vice President of Instruction's office. Now, the Library is part of ASLT.

There will also be personnel changes in the Library, including a restructuring of the reporting structure and a change in the leadership position. Lorrита Ford, who was the Director of the Library retired at the end of the fiscal year, and Renee Bu, the Cataloging and Technical Services Librarian resigned at the end of the academic year. A new faculty member has been hired to be the Cataloging & Technical Services Librarian, and will start in Spring semester.

Moving forward, the Board has approved a Director of Learning Commons (DLC) position instead of a Library Director. The DLC will report to the Dean of ASLT and oversee the Library and Learning Center. Thus, the DLC would be responsible for pairing learning resources with Library services.

Learning Commons are designed to bring technology, learning resources, and Libraries together—typically in one space. Fourteen years ago at CSM, these were combined to a lesser degree in Building 9. In moving to a learning commons model, there will be synergy between these resources and services. Of note, the CSM model

will be decentralized since the Learning Center and other traditional Learning Commons services are not located in the Library at CSM.

The goal will be to overcome a "silo" effect in the Library. Considerations will include how to make people in separate spaces collaborate and function effectively. This will be a challenge for this decentralized Learning Commons model, but with a dynamic leader there is a lot of potential. The leader will need to understand the library and learning resources. Fortunately, the Learning Centers are already part of a tight unit, and this will help.

The reporting structure would have Library faculty and staff as well as the Learning Center manager reporting to the DLC.

Timeline for hiring: We hope to have the position advertised during December and interview during the first part of Spring semester. Hiring committee members have been proposed, but the process is on hold until the position description is written.

It was noted that the position has a lot of responsibility. It will be important to set them up to succeed.

#### **Minimum qualifications discussion**

Full time faculty librarians have been a part of discussions about the Director of Learning Commons. Minimum qualifications have been a sticking point. For learning resources, the minimum qualification is a master's in an appropriate field or education while the minimum qualifications for the library and information science discipline is a master's degree in library science and/or information science from an American Library Association accredited program.

Jennifer Taylor-Mendoza doesn't want to limit the potential applicant pool to the minimum qualifications for either library and information science or learning resources. She wants to cast as wide a net as possible when hiring for the DLC position. Library faculty have expressed concerns that if this approach is followed, as a result, it is possible that the candidate would not have adequate library and information qualifications or background.

Skyline also has a Director of Learning Commons. Their position description requires the Library and Information Science minimum qualifications. It might be possible that across the district, when positions have the same title, that the descriptions and minimum qualifications are required to be the same. Jennifer will look into that possibility. Jennifer mentioned that Pearl Ly, the Director of Learning Commons stated that the DLC position can be successful with either set of minimum qualifications.

However, many faculty members attending the meeting specified that library and information science would be the more important area for minimum qualifications. There is a set of ethics and practice that accompany knowledge of the library and information science discipline. It will be important for candidates to have knowledge and experience based on this.



Library faculty should be highly prioritized. Faculty in the library should be set up to get the support that they need from the DLC. If this new position is spread too thin across all the responsibilities for both the Library and the Learning Center, then our Library faculty might not get the support they need. This seems to be less of a concern for the Learning Center because there is already a manager, who would report to the DLC.

Currently, Teresa Morris is the only tenured person in the ASLT Division. As a result there are many demands on one person. With the new relationship with the ASLT Division, there are so many opportunities for collaboration. However, Librarian workload remains an issue, particularly as requests for librarian instruction during orientations and workshops has dramatically increased. Having someone with a background in library and information science to lead these collaborations will be important. An example of this is Year One, which is rapidly gearing up on campus. There are teaching and partnership opportunities associated with the initiative, but currently there is no bandwidth to accommodate additional planning.

Based on this discussion, faculty expressed that the library science background is a higher priority for this position.

Meeting adjourned at 4:30 pm

Date and time of next meeting: Tuesday, December 6, 2016.

Minutes prepared by Stephanie Roach, with assistance from David Laderman