

Academic Council Meeting Minutes

Approved

Friday, February 10, 2017

10:00 A.M. – 12:00 P.M., WD 402

Attendance: **Faculty Fellow:** Judy Anderson; **Co-Chairs:** Jeff Bates, Cathy Bill, Lisa Briggs, Christine Creagh, Sandy Drakatos, Holly Finnegan, Charla Fraley, Tracy Koski, Mary Lewis, Melissa Logue, Marc Lord, Jennifer Nardone, Ann Palazzo, Nancy Pine, Jack Popovich, Ben Pugno, Rita Rice, Rachael Romain, Adele Wright; **CSEA Representative:** Adam Keller

1) Minutes 11/18/16 meeting:

With the addition to the attendance roster of Jeff Bates, Co-Chair for Academic Pathways, a motion to approve the minutes from the 11/18/2016 meeting by Mary Lewis, seconded by Ann Palazzo. The motion passed unanimously, with no abstentions.

2) Welcome to New Co-Chairs (Jennifer Nardone, Cathy Bill, Rachael Romain, Daniel Hare)

New Co-chairs were welcomed: Jennifer Nardone (Humanities) of Academic Rules and Policies; Rachael Romain (Biological and Physical Sciences) of Dual Enrollment; Cathy Bill (Biological and Physical Sciences) of Academic Pathways (filling in for Crystal Clark who is on sabbatical); and Dan Hare (Justice/Safety/Legal Studies) of Tenure and Promotion (not in attendance).

3) Sharepoint Use for Academic Council (*Judy*)

Council discussed and agreed to keep AC documents and OAA committees' materials on Sharepoint rather than Blackboard. Judy explained that Cathy Hatfield has retired and the college is not currently reviewing the Shared Governance workflow. Judy has requested the creation of Sharepoint groups for the OAA committees. Judy also stated that we rarely have enough time at AC meetings to get through all the OAA committee reports, so we will use Sharepoint to post the committee updates as well, for the rest of the AC to be able to review.

#3 Action: **Judy** will work on transitioning from Blackboard and email sharing of information to the Sharepoint site this semester with the goal of having it completed by the end of Spring 2017. She will contact co-Chairs to get further ideas about how to organize information as well as what information should be shared with what groups within Academic Council and college-wide.

4) Membership Updates (*Judy*)

Judy asked if any OAA committees could use additional membership from the HHS Division, as there is someone from ASL who wants to join up. Several committee co-chairs chimed in (Promotion and Tenure, Curriculum, Service Learning, and Student Support), so there are plenty of places for her to settle in.

#4 Action: Judy will let the faculty member know which committees have openings so interested faculty member can make her choice.

5) Pathways Update (Jeff Bates, Cathy Bills, Judy)

Judy described the AACC Pathways Institute #4 she attended which was held February 2-4, 2017. The group in attendance from CSCC were President Harrison, Kim Hall, Jennifer Anderson, Marty Maliwesky, Desiree Polk-Bland, and Rebecca Butler. Groups from other colleges who are participating in the Pathways Initiative met in Tempe, Arizona, to discuss practices and ideologies and to allow individual work groups from each college to brainstorm about their institution's progress and share their findings with AACC facilitators.

As a result of information made available at the Institute, CSCC has decided to be part of a 50-college research study/pilot program to incorporate 30-minute seminars on fixed vs. growth mindset, potentially to include it in our COLS 1100 course. Judy elaborated on the details of fixed vs. growth mindsets. For example, a fixed mindset would be where a student says "I will never be any good at math" whereas a student with a growth mindset would say "I'm terrible at math but I will keep trying to learn and improve with it." Mary Lewis provided her expertise and elaborated: a student with a fixed mindset typically would be taking courses because of external factors (please their parents, sense of obligation, etc.) but a student with a growth mindset sees their intellectual capabilities as being elastic and works to improve upon them. Mary Lewis described how stereotypes can play into a fixed mindset. She also stated there are several Psychology faculty members engaged in related work and can provide their expertise when the College plans for the use of the pilot program.

In addition, Judy learned from a presentation at the Institute that a lot of colleges are reducing the number of Gen Ed offerings as part of their Pathways initiatives, although CSCC (so far) has not. A member asked if CSCC will be reducing Gen Ed offerings, and when. The subsequent discussion among the AC seemed to arrive at the conclusion that CSCC has always been progressive in monitoring course offerings, and the switch to semesters already resulted in reduction of offerings, so CSCC is not necessarily one of the college where reducing offerings is a brand-new concept. Jeff and Cathy confirmed that their impression was that the College will not be reducing Gen Ed in response to Pathways.

6) Diversity In the Classroom/Faculty Professional Development (Judy)

The diversity workshop held 1/27/17 was attended by 172 faculty, approximately 70 of which were adjunct faculty. Judy asked if anyone who attended wanted to share comments/thoughts. Judy mentioned there is still quite a big demand and need in faculty training regarding difficult students and student behavioral issues, and there is a gap in faculty training where classroom management is concerned. More workshops and professional development could be used to address the gap. The college is transitioning faculty professional development from HR to Academic Affairs.

Judy also explained the newly-approved internal grant from the college, which was just passed at the previous Board Meeting. All projects that would potentially use these monies must go through the college's project management system/process. The grant projects are still a bit vague, but potentially

will provide more professional development funding and opportunities for faculty. Judy will keep Academic Council informed as more details emerge.

7) In-Service Spring 2017 (Judy)

Kim Hall contacted Judy about planning for In-Service to get faculty input as to “what does the faculty want for In-Service.” Judy has not yet met with Kim, and wanted to speak with the AC first. Members suggested various types of “workshops” and discussed both faculty and staff that are knowledgeable in various areas to share expertise during In-Service Day. For example, Terrence Brooks in Student Conduct, who deals with student issues, could possibly organize a presentation with Psychology faculty. An informational session on tutoring could be another one. Safe Zone discussions, the difference between academic freedom in the classroom and honoring the rights of students in the classroom were other suggestions. What emerged from the discussion was the theme of how faculty can partner with other College departments and initiatives to ultimately improve the work that faculty do inside the classroom. The group converged on a theme and are calling it “College Connections” instead of “Campus Connections” because we have more than one campus. Overall, the information and skills described during In-Service day should ultimately aim to help faculty do their job in the classroom and as subject-matter experts. Judy tabulated all the ideas and asked faculty to email her with additional ideas so she can share our thoughts about In-Service with Kim Hall at their next meeting, and report back to the AC.

#7 Action: Judy will email faculty for more ideas, gather the results, and convene a sub-committee (Ann Palazzo and Mary Lewis volunteered to join) to begin working on the faculty portion of In-Service.

8) Automatic Granting of Degrees; Policy 5-08 (C) and (D) (Judy) – Attachment

Marty Maliwesky sent the language of the proposed changes to Judy, and Judy shared them with the group. Essentially the college will review transcripts and automatically award a degree. After discussion, the AC agreed on the following action:

#8 Action:

- 1) Judy** will go back to Marty Maliwesky and find out if students will be able to “opt out” as several AC members brought up reasons and justification for why it may be advantageous for students in particular situations (CCP and some transfer students) to not receive a degree even if they complete the requirements for one.
- 2) The Academic Rules and Policies Committee** will discuss the language provided in the handout (previously emailed to committee) in committee and report back to Academic Council at our 3/24/17 meeting.

9) Administrative Withdrawal; Policy 5-09 (D) (Judy) – Attachment

Judy presented materials she received from Marty Maliweski (P&P 5-09(D)) with the proposed changes. Specifically, the proposed changes would have the Dean (or above) handle administrative withdrawals, instead of the Registrar’s office, as well as changing the language to reflect the “Office of the Registrar (instead of “Office of Records and Registration”).

#9 Motion: Melissa L. motioned to accept the changes, and was seconded by Holly F. *The motion passed unanimously, with no abstentions.*

10) Late Registration Update (Judy) – Power Point on overhead

A very lively discussion ensued surrounding the College's proposal to eliminate late registration all together and instead have "late start" offerings of courses as the remedy for students who do not register before the end of the first meeting day of the term. Marty Maliwesky, Associate VP for Academic Affairs, is currently sharing this proposal with all College chairpersons, so Judy is sharing today with AC so that we are aware of it.

The late registration ban proposal showed a variety of data pieces surrounding late registration: for example, 3-5% of our student population register late (based on 2015-2016 academic years), but make up a disproportionate amount of the percentage of students who withdraw or end up not succeeding in the course. The exact reasoning behind a ban on late registration is not clear, at least to the AC, and the resulting discussion was quite lively and brought up a myriad of questions and inquiries. **First, AC questioned the make-up of the Task Force; why were faculty not included? (Judy added.)** What if a student is waiting to add a class that is full, and someone drops on the first day of class: how can we get that student into the course? What if a student attends from day one, but isn't able to register until day two? Faculty currently have the ability to add a student after day one, so under the proposed late registration ban, will they lose the ability to sign students into the course? Late start classes may be offered at a day/time which conflicts with the section a student initially wanted to enroll, so how will late start seamlessly replace the ability to register after day one of the course? There were at least a dozen other reasons brought up by the AC members not captured here.

#10 Action(s):

- 1) Judy** is going to take these questions back to Marty and ask for clarification.
- 2) AC members** will email concerns to Judy in case anything was missed or not immediately brought up at the meeting.

Meeting adjourned at 12:14 P.M.

Submitted by,

Adam Keller
CSEA Representative to Academic Council