

COM-FSM Chuuk Campus
FACULTY/STAFF SENATE (FSS) MEETING MINUTES

Date: Friday, 03/01/13	Time: 12:08 – 1:01 pm	Location: Counseling Conference Room
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Members Present: __ faculty and __ staff
Absent: Rick Chiwi, John Dungawin, Tandy Marar, Merly Nelson, Miutry Nokar, Yvonne Pangelinan, Abraham Rayphand, Lucille Sain

Agenda / Major Topics of Discussion	Issues and Concerns
I. Call to Order (with opening prayer) II. Minutes of Previous Meeting (12/06/12) III. Announcements* IV. Old Business** V. New Business*** VI. Adjournment <i>[NOTE: If time runs out at this meeting, we will continue next week.]</i>	* Easter Holiday Schedule Founding Day and Cultural Day Schedule/Plans ** Student Information Data (C. Oliveros & L. Sipenuk) 1:1 Teacher-Student Time Management Plan “Don’t Care” Students: What Do We Do? *** FSS By-Laws Participatory Governance Policy

Discussion on Agenda / Major Topics of Discussion

I. **Call to Order:** SSC Maika Tuala opened the meeting, and CRE Mike Abbe offered a prayer.

II. **Minutes** of the previous meeting 11/08/12 were approved, as distributed and circulated.

III. **Announcements:**

A. **Easter Holiday Schedule:** Alton Higashi explained that, through Dean Kind Kanto’s request, our President Daisy approved a minor change – school day on March 27 and no classes on April 3.

B. **Founding Day and Cultural Day Schedule/Plans:** On behalf of the SBA, Alton Higashi outlined the schedule for both days (April 1-2), as generally approved by our Management Council last week. All faculty and staff are encouraged to assist pro-actively in ensuring success on both days. The plan is to conduct fund-raising activities on behalf of our Endowment Fund and to sponsor fun activities, including additional activities to be recommended by our Fund-Raising Committee.

IV. **Old Business:**

A. **Student Information Data:** Cecile Oliveros’ student information data for Spring 2013 revealed a number of factors, both positive and negative, that may account for why students struggle in their classwork and/or do not care enough (i.e., unmotivated) in achieving successful learning.

- The first round of discussion was a futile attempt to understand which comes first: the chicken or the egg – setting up (or defining) the criteria of “don’t care” students vs. collecting data to show us how many students don’t care (or not). Alton explained that, this year, we are just beginning to collect baseline data so that we may, in time, set up these criteria. In effect, baseline data collection will lead us to refine our data-collection system, and by the end of this year we will be able to define “don’t care” students more accurately and re-collect more accurate data.
- Tentatively, we find in Cecile’s data **four** major problems, as identified by students themselves, why they seem to struggle or not care – transportation, poor English, lack of concentration, and hunger.

In addition, we quickly reviewed findings from Staff Development Day discussions on likely problems and potential solutions, as summarized and reported by Lynn Sipenuk. Two convergent findings were revealed – transportation and hunger – to account for likely reasons why students do not care to succeed in learning. Faculty and staff identified other potential reasons, but none was quantifiably confirmed. All the same, these findings may guide us toward finding real-time solutions in order to help students succeed in learning.

- No, we cannot yet confirm reliable data to justify any appropriate remedies. First, we still need to define criteria that define “don’t care” behavior among students. Second, we still need to discuss with stakeholders (internal and external) on how we may improve negative behavior.

- B. 1:1 Teacher-Student Time Management Plan: Maika and Counselor Wilson Bisalen outlined a specific plan to address the needs of struggling students through a time-management scheme.
1. Through the early-warning system, a number of students were identified as “struggling”. The SS office assigned such students, on a one-to-one basis, with faculty/staff so that each student may receive this semester advice and guidance on how to help students to management their time in getting assignments done and in setting up academic goals for successful learning.
 2. Again, this scheme is an attempt that may, or may not, succeed; however, it is desirable to engage in teacher-student interaction to determine whether or not struggling students can benefit. Dean Kind encouraged all to participate pro-actively inasmuch as these one-to-one activities will not consume much professional time during the semester.
 3. Individual packets were distributed to personnel – one packet on an individual student, to be assigned to one faculty/staff member – and the 1:1 teacher-student interaction would be implemented minimally three hours in the remaining semester.

V. New Business: tabled due to lack of time.

Next Meeting: Friday, March 8, 2013, 12 noon to 1:00 pm in Counseling Conference Room.

[NOTE: Since this is a continuation of today’s agenda, all faculty/staff members are reminded to attend the March 8 meeting, to retain the agenda and documents from today’s meeting, and to bring their individual packets for further elaboration/training by Maika and Wilson.]

Hand-Outs / Documents Referenced:

- FSS meeting minutes 12/06/12
- Easter holiday schedule and Founding Day/Cultural Day schedule/plans, as posted on the agenda
- Student information data sheets (by Cecile Oliveros and Lynn Sipenuk)
- Individual student packets on time-management

Prepared by: Alton Higashi

Date distributed: Monday, March 4, 2013

Summary Decisions / Recommendations / Action Steps / Motions with Timeline/Responsibilities

- Further discussion on individual student packets on time-management
- Discussion on FSS by-laws
- Discussion on participatory governance policy