



Division of Science and Mathematics

Meeting Date: Nov. 3rd, 2016

Meeting Time: 12pm – 1pm

Location: room 1803

Present:

Topic	Information/Action
<p>ICE BREAKER</p> <ul style="list-style-type: none"> • What do you do to maintain a work-life balance (see article on back)? <p>NEW ITEMS</p> <ul style="list-style-type: none"> • Co-curricular Account (\$762.75) – All • Collaborative Scheduling Process: Ideas? - All <ul style="list-style-type: none"> a. Sub-Committee to develop course clusters (ex. CS20 + PHYS 4C + Math 8)? • Discipline Coordinator Allocations - Char • Tutor/LA recommendations Due Nov. 10th - Christine • Canvas Conversion – Laurie and Char • SU/FA 2017 Schedules: 1st draft due Dec. 1st – All <ul style="list-style-type: none"> a. Argos reports for SU16 and Fa 16 – Helpful? • Curriculum Committee Presentations - Erin <p>Brief Committee Updates – Information only. If you have questions, please contact the Division Rep after the meeting</p> <ul style="list-style-type: none"> • Academic Senate • Basic Skills • Classified Senate • Curriculum • COOL • Enrollment Management • Facilities • SLOAC • Other? <p>Reminders</p> <ul style="list-style-type: none"> • Discipline Coordinators – Inform the Division Office so we can create your PAF • Evaluations – Please submit completed evaluations to Division office • Census Rosters – Please submit ASAP. Thank you to those who have submitted. 	
<p>Other? – Future items: NEXT Meeting: Dec. 1st, 2016 @ 12pm in room 1803</p>	

Mission Statement

Chabot College is a public comprehensive community college that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the community. Our students contribute to the intellectual, cultural, physical, and economic vitality of the region. The college responds to the educational and workforce development needs of our regional population and economy. As a leader in higher education, we promote excellence and equity in our academic and student support services. We are dedicated to student learning inside and outside the classroom to support students' achievement of their educational goals.

Is Balance a Myth?

I received lots of e-mail about last week's *Monday Motivator: Stop Talking, Start Walking!* Most people expressed some version of the same sentiment: *I'm overwhelmed. I don't have time to write because of other commitments. I'm falling behind. I can't keep up. I feel guilty, frustrated, angry and/or resentful because I'm working all the time but I'm not moving forward on my writing.* I hear you, and I sympathize with you. I've been there myself, and it was miserable. I also want to encourage you to consider the fact that you make many choices each day, and it's the choices you make about how to spend your time that will mitigate some of these negative feelings. So this week, I want to go a step further by sharing a few thoughts on the idea of "balance."

It seems to me that there is a core challenge that faculty members face: certain aspects of our work have built-in, daily accountability while other aspects of our work have no short-term accountability. For example, teaching has high built-in, daily accountability. You have to go to a classroom where people are waiting for you to teach them something. There are office hours to attend, exams and papers to grade, etc. If you don't show up, teach, grade, and advise there are immediate consequences. The same could be said of clinical duties, administrative responsibilities, and almost all service activities. They have specific times, locations, deadlines, others waiting for us to get the work done, and consequences if we don't. However, our writing and our personal health have no built-in, daily accountability. We promise ourselves that we will finish the article draft, revise that R&R, or go for a run, but then we don't do those things. And when we don't, nothing happens because nobody is waiting for us to do them. So we keep pushing them off while we tend to all of the seemingly urgent tasks du jour.

This core challenge is what leads many pre-tenure and post-tenure faculty members to feel like they lack balance. In other words, the work of the university gets done (because of the built-in accountability mechanisms), but the work of YOU keeps getting pushed back to the weekends, scheduled breaks, and summers. This pattern of binge-writing on breaks and minimizing your needs can quickly lead to the feeling that you're working all the time but squeezing the truly important things (like your writing, your relationships, and your health) into peripheral moments.

What would happen if we shifted our thinking by acknowledging that: a) there will always be more work to do than time to do it, b) the amount of work increases as you move up the academic ladder, and c) prioritizing the seemingly urgent tasks at the expense of the activities that lead to long-term health and success will NOT lead to balance. I believe that facing that reality head-on is deeply empowering! Why? Because it allows you to release yourself from the false belief that if you just work longer and harder, you will eventually get everything done. Instead, it enables you to shift your energy towards identifying your personal and professional priorities, aligning your time and your priorities, and working as efficiently and productively as possible within a 40-hour work week.

The good news is that balance is possible! It just requires you to recognize the core challenge and create accountability structures for your writing and your personal health. Doing so will fundamentally change the structure of your week because when you prioritize your writing and well-being, interesting things start to happen. Specifically, you will start seeing clearly the areas of work where you may currently be *over-functioning*, and you will get extraordinarily creative about how to compress the time you are spending in low priority areas. In short, you'll start mastering the skills that allow people to truly thrive in the Academy.

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