



Governing Council Meeting

Sept. 23, 2008 minutes

Members Present

Diana Bennett	President	Rosemary Nurre	Treasurer
Eileen O'Brien	Vice President	Linda Phipps	Math/Science
Lloyd Davis	Secretary	Jim Robertson	Creative Arts/Social Science
Bernard Gershenson	Language Arts	Huy Tran	Math/Science
Teresa Morris	Library	Ruth Turner	Student Services
Madeleine Murphy	Language Arts	Lilya Vorobey	Technology

Others Attending

James Carranza	Language Arts	Dan Kaplan	AFT
Laura Demsetz	Math/Science	Stacey Grasso	Business/Technology

CALL TO ORDER The meeting was called to order at 2:18 pm. The agenda, and the minutes of Sept. 9, 2008 were approved.

PRESIDENT'S REPORT Diana reported she, VPI Susan Estes, VPSS Jennifer Hughes and Jeremy Ball presented the accreditation follow-up report to the Board of Trustees two weeks ago. The Board had no specific questions for either CSM or Canada. Skyline President Victoria Morrow said SLOs would definitely not be mandated by the state. The Board will approve the follow-up report at its Sept. 24 meeting.

Diana also attended a Distance Education Advisory Committee (DEAC) meeting. DEAC, a district-level committee, discussed its goals, including having a distance education advisory committee at each college. Madeleine said we hope a CSM distance education committee will make college goals concrete in a way that is faculty driven and aligned with student needs, and will assure faculty and courses are subject as soon as possible to evaluation and quality control, with union agreement. Are online courses funded at the expense of on-campus sections? Deans need to know to be able to prioritize.

Dan learned at a recent Bay 10 meeting that no Bay Area community college is doing evaluation of online courses well. Everybody knows we need progress, but districts are floundering. In some districts, faculty who have never taught online courses evaluate such courses, using evaluation forms created for regular classes. Points in discussion; Make obvious changes to existing questionnaires, e.g. change "gets to class on time" to "responds to messages in a timely manner." According to the accreditation self-study, the drop rates from online courses is currently around 50%, which is lower than the drop rate from regular courses. Jim suggested we look at final enrollment numbers. New faculty members starting to teach online courses are not prepared adequately. In this summer's training program 23 people started but only 11 finished. Participants were expected to have a course up and running to teach this fall after 25 hours of training, but they don't yet know the content management system, which CTL itself is learning. People are trying to learn two systems. Though online, the training course is not self-paced. We need to do things by a certain date with a group, which is more demanding. We do not have the resources for students to call into campus to get help. DSPS is not trained for the system. We need a person who

knows the systems and can help faculty put content together if we're to go online. 25 hours to learn the system and teach it is not enough.

Dan said two or three years ago Jim Petromilli, who follows online education in the district, said it was his impression 80% of students attempting these classes quit, and he wasn't sure adding more classes was a sound decision. AFT just negotiated contract provisions for online education. The language went out Friday. The district said they had no money, but they found some, \$1500 per class, which is not a lot. If the instructor takes it, the district asserts ownership of the materials the instructor has developed for the class. That is not a lot of money to lose all claim to a course. Copyright issues will come up again in discussion of rules and regulations. Several intellectual property issues are coming up in a big way. Dan is surprised at district assertions of ownership considering the small amount of money. This will go forward if the contract is ratified.

Madeleine wants to see the senate pay attention to online education as an academic instrument, a different model for interacting with students. How many sections, and how much money and resources do they need? Bernard said it seems every time we have such a problem, we have to reinvent the wheel. Can we find out which colleges have been successful with this, measured by lower attrition rates, and learn from them? Dan said the State Chancellor's Office used to require colleges to provide numbers of classes, completion rates, and the like. Eileen and Diana will follow up on whether that data is still collected, and if so made available in a document. Diana asked members to talk about online education issues with faculty who are teaching online courses.

Google email service my.smccd launches Oct. 20. Students can forward their my.smccd email to their regular email accounts. Eric Raznick is looking into possibly using both sets of email addresses for the rest of this semester. ITS has a campaign to notify everybody. Points in discussion: instructors could put a big red flag about the change on their web pages. It is being done mid-semester because doing it during a semester break would disrupt registration. Communications from course management tools like eCollege or Moodle will go via my.smccd. Instructors can also copy and paste all current email addresses and use a bcc so students will get be sure to get emails at their old addresses as well as the new one.

Dan reported Siemens is working on the problem of our telephones not lighting up when we have messages waiting.

Eileen reported on the Sept. 17 **President's Council** meeting. Members of President's Council include the college president and vice presidents, Dean of Business Services, and leaders of Academic Senate, CSEA, and KCSM. President's Council recommended reorganizing the committees reporting to College Council, so each committee would have only five or six members. Larger committees get less work done. With fewer members, everyone works. Working committees will be formed, each with 2 faculty members, 1 classified, 1 student, and 1 administrator. Members will be identified, and initial meetings will be held in October as a good faith measure. Proposed committees: **Institutional Planning**, whose members will be the chairs of the other six committees. It will be responsible for Strategic Planning and Enrollment Management Planning. **Budget Planning** overviews college funding. **Enrollment Management** finds ways to increase and maintain enrollment, following the Strategic Marketing Plan. **Distance Education** will develop CSM's distance education plan, and be aligned with DEAC. **Human Resources** will work with the Diversity in Action group to review staffing. **Diversity in Action** is a very large committee so it will be brought into this structure in the future. **Technology** will oversee and plan for future technological needs, and will probably include Webmaster Valerie Tyler.

The Senate will suggest two faculty members for each committee except Institutional Planning, preferably by Oct. 1. Some faculty members have been working on the present versions of these committees for quite a while.

These committees will have goals and objectives mirroring our strategic plan. They will report to the Institutional Planning Committee and work with John Sewart's office. Eileen called this the future, doing things we haven't done. Three committees with Academic Senate primacy, the Committee on Instruction, the SLO/Assessment Committee, and the Library Committee, will report directly to College Council, as will the Accreditation Oversight Committee. Members advocated representing the Academic Senate Committees on the Institutional Planning Committee. There should be a direct connection from the Senate to the Instructional Planning Committee and the big picture work of College Council. Points in discussion: the marketing department should be the group going after increasing enrollment, and the Enrollment Management Committee should work more closely with marketing. The Enrollment Management Committee was too big to be effective, but the priority now should be meeting the deadlines.

Diana said we will pare down the existing committees, and asked for recommendations. Eileen said the new committee structure is based on college goals. Rosemary and Madeleine volunteered to serve on the college Distance Education Committee. Madeleine said these changes will be onerous in the short term.

ACCJC will conduct an all day site visit on Monday Nov. 3. The chair of the previous team is one of the two persons on the visiting team.

Eileen explained the charge of the Diversity in Action Group (DIAG) is to look at college goals, such as having hiring mirror community and student populations, and make recommendations. DIAG lacks authority in hiring, but can encourage good practices. Diana cited working with the community in recruitment and outreach, such as Latino outreach in Half Moon Bay, and possibly working with employment agencies which specialize in diversity.

Eileen learned at President's Council 45 Japanese CSM students held in internment camps during World War II have been located. 28 are still living, and inviting them and their families to CSM for a day of remembrance has been suggested. Other community colleges have had similar events. Points in discussion: Other groups may react to our singling out only one group. Mike Claire will check with other schools about other groups with issues. We don't know whether these students might have finished their education elsewhere, but their education here was interrupted. They didn't finish here. Would they want to come back for a reunion? What would we do for them? Kate Motoyama has done a lot of work with this population, and could come up with a dynamite program. Over the last few months, such events have taken place all over the country. The University of Oregon honored internees in April, an event covered by CBS news.

Dan said the institution needs to acknowledge that horrible violations of civil liberties of our students took place. Do this for moral reasons. Bernard noted CSM was downtown at that time, not far from Tanforan Race Track where 4000 Japanese were incarcerated during WWII. MSU to endorse the idea.

FACULTY APPOINTMENTS Tenure Review Committees are in place for Contract I-IV faculty. District Human Resources Manager Deborah Carrington has announced Fall '08 and Spring '09 Museum of Tolerance participants. CSM faculty for Fall '08 are Carlene Tonini, Lisa Melnick, and Charles Rope. CSM faculty for Spring '09 are Erin Scholnick and Tania Beliz.

NEW BUSINESS – PROGRAM REVIEW ROTATION CYCLE Comprehensive three-year program reviews have been partitioned roughly equally in a three year cycle, with a third due March 25 in each of '09, '10, and '11, and every three years thereafter. Programs not in the first group will complete an annual update plan by 3/25/09. The deans, Diana, and Jeremy looked at podding (clustering) programs, for example the media group, and philosophy/humanities/political science. Podding of like programs

causes people to communicate and look at programs and faculty and equipment requests together. Jim noted people in the Social Science pods are mostly part-timers.

Annual update program reviews are due Oct. 22, but only programs asking for new faculty or with equipment or other resources requests need do them this fall. On the new program review form, the fall update will require only #6 – summary of resources needed to reach the program action steps (faculty, classified positions, equipment, supplies, software, any other resources.) The number of new hires for next year is not yet known.

Each March 25, programs not doing a three-year review must do an annual review. October reviews are for '08-'09 needs. March '09 reviews are for '09-'10. The date was moved up so we will know needs before summer. Jim remarked it is all moot if there is no budget by October.

NEW BUSINESS – PROGRAM IMPROVEMENT AND VIABILITY (PIV) Final reports are due in December for the four areas under PIV. Diana introduced their committee chairs, who provided updates.

Laura Demsetz reported on **Welding/Manufacturing & Industrial Technology**. Welding needs facilities. The issue in drafting is how to configure the program so we can tap into demand. The necessary information will be ready by December. Kathy Ross, Dean of Business/Technology, has done a lot of legwork, and much work has been done by other team members in gathering information.

Lilya Vorobey reported on the **Media Group**. The Media Group includes Multimedia, Graphics, Journalism, and Broadcasting. Its committee – Tania Beliz, Lilya, Marilyn Lawrence, and two deans: Kevin Henson of Creative Arts/Social Science, and Kathy Ross – has been meeting regularly. The committee went out to industry, CSUs, small business, and advertising companies, and found what kind of students they were really interested in having. The committee's work is on track.

Jim Robertson reported on **German**. The committee's four original members included German professor Diane Musgrave, who retired last spring, and a part-timer who was usually not available. Rich Castillo has joined the committee in Diane's place. By early October, with the help of John Sewart, the committee should have five years of enrollment data on all the different sections. German was PIVed because of an odd way of calculating load. Three courses met at the same time in one room, with one instructor, but they were calculated as three small courses. A possibility is to reconfigure the program to keep only first year college German, and/or combine numbered courses which meet together. CSM is the only place between CCSF and Foothill with a complete German program. No high school in the county has one. Community demand is small, but offering German is part of the academic integrity of the college. Cobbling enough courses together to save the program and continue to offer first year German is reasonable from the teaching point of view. Working with data, the committee sees it as a feasible possibility and recommends it be tried for a year, then be assessed. If it doesn't work out, drop it.

Teresa Morris reported on the **Library**. Last spring students were surveyed about their competencies in information research, and faculty were surveyed on how they perceived the need for information competency for student success. The results have been compiled for faculty, but not yet for students. Students see themselves as technologically savvy, but in the area of academic research there are, for example, serious problems with their ideas of plagiarism. The committee is using survey data to see the actual state of affairs and what it should be. Accreditation standards mandate assessing information competency. There is talk of an information competency requirement, perhaps satisfied by a one unit course or by a test. The library may change its class offerings and is looking at two possible plans.

Diana thanked the committees for their work, and promised to help them get data from John Sewart.

NEW BUSINESS – BASIC SKILLS INITIATIVE James Carranza announced a catered kickoff on Thursday Oct. 9, to let people know over lunch about the BSI planning matrix and the opportunities it offers. This is a two-year pilot project to help faculty. The centerpiece will be requests for proposals (RFPs) in which faculty, counselors, and administrators work together on projects for basic skills students. Basic Skills courses are nontransferable courses like English 828, ESL 827 and 828, Reading below 400, and Math 811. Developmental education courses such as English 838 and 848 or ESL 400 applied toward an AS degree or toward transfer are not basic skills courses. Disciplines in Language Arts and Math are most likely to submit proposals, but any program with students who test at the basic skills level can apply. For example, the Fire Academy is not a basic skills area but 20% of its students are at the basic skills level and another 60% are at the developmental level. 75-80% of CSM students enter below college level. Eileen said such students are often discouraged, and that is a problem for counselors.

Ideas for proposals include working with faculty and mentoring part-time faculty. The English department does this for faculty members who have basic skills and developmental level students. The matrix creates professional mentoring and addresses the issue of not getting new full-time hires. The committee is trying to get information from John Sewart about where there are concentrations of basic skills and developmental students in other disciplines. The BSI Committee could go to instructors in those disciplines and ask how it can help them. We can work with them on in-house training or on workshops led by outside professionals. We can directly partner counselors with courses. Jim asked what he can do about Western Civ students who passed English 100, 110, or 165 but still can't write. Why do students get out of English 110 when they aren't at the 800 level? James said we can work with non-basic skills classes, but we have to know where the basic skills students are. We are trying to mentor new faculty not familiar with our courses. How can faculty with underprepared students in their classes help each other? Proposals can be short-term, like putting together a workshop, or ongoing, lasting up to two years but funded one semester at a time based on needs as they develop. The average funding is expected to be about \$5000. Call James if you have questions.

From working on the planning matrix we know students come to CSM unprepared. What can we do? Taking an 800 level course won't make students good writers. The BSI committee suggested separating pedagogy from curriculum. What do we do to help students attain standards? How do we integrate with student services? Sometimes students drop courses for financial and other non-academic reasons. Some people in English have special training in, e.g., teaching developmental reading and writing. The English department committed in 2000 to working at the developmental level. Daniel Keller, Jon Kitamura, Teeka James, Anne Stafford, Juanita Alunan, and James Carranza have certificates in teaching post-secondary composition. Daniel, Jon, James, Juanita and Joyce Heyman have certificates in teaching post-secondary reading.

James said an instructor can simply hand students an article to read, or can talk about it or its issues first to better prepare the students. Dan said that takes more time so it affects students. It changes what you can accomplish. Pedagogy and standards are connected. James said there are ways to bring in student-centered teaching methodology and pedagogy, e.g. have students discuss in groups what is in an article rather than you telling them what is in it. Bernard said minimally competent students can go through a course and get Cs but not really meet the standards. But if you go through some things thoroughly, you find out how each student learns best. They'll know some things well, but you might not cover your whole syllabus. It is incumbent on the college to understand this. WAC tried this, but WAC reaches a small number of people. Students are taught to compartmentalize, and they resist carrying information over from one discipline to another, e.g. using statistical analysis in an English paper. We have to change that culture.

James asked what we can do to help students and the community. Some instructors have discontinued giving reading and writing assignments. Pedagogy impacts the quality of the course. The idea is to use

pedagogical methods to raise standards, not dumb down the class. Jim expressed concern about students who could not perform at expected levels but who had passed appropriate CSM courses with grades of C or better. Dan asked how we can get through the curriculum if we spend more time on pedagogy. Linda pointed out curriculum is topics. Standards have to do with depth and level. Students who learn a certain amount well and in depth are prepared to move on. Diana said we can come back to this topic, and thanked James. James distributed copies of the BSI Planning Matrix.

NEW BUSINESS – DISTRICT RULES AND REGULATIONS, CHAPTER 6. Diana distributed proposed revisions of Chapter 6, Educational Program, of District Rules and Regulations. Some sections were moved from Chapter 7. About half of the revisions were approved by the district last spring. Some of the language is from the Community College League of California. In §6.32 on educational materials, paragraph 8 states “materials shall be sold to students without royalty or profit to the teacher and at a price to be determined by the Bookstore.” “Materials” as defined in paragraph 1 includes “textbooks, manuals, and other assorted printed materials” as well as multimedia materials not used for broadcast on KCSM, and computer software.

Dan said royalties are a negotiated item. The district put a policy in place in July 1993 stating faculty could not get royalties, but that policy was never implemented. Past practice is in contradiction to that policy. AFT has been reviewing this with its attorney, and will demand negotiation on it. It would create a bizarre situation if implemented. Faculty could be paid from sales in other districts but not in our own district. Diana said DAS was aware of this. The policy revision is dated 9/08 but has not been approved. Dan said he got no communication about this from the district or from DAS. He did get an email from Kathy Blackwood saying faculty won’t continue to get royalties.

Diana asked members to review the proposed regulations and get comments to her or Dan, for a vote next time. We can endorse individual regulations within the draft. Diana has the URL for the document.

NEW BUSINESS – EVALUATING DELINEATION OF FUNCTIONS DSGC has proposed a process to review delineation of functions between college, district, and the Board of Trustees every three years, to implement a recommendation from ACCJC. A Delineation of Functions Review Committee (DFRC) will be set up, with a representative appointed by each College Council and by the Vice Chancellor of Educational Services and Planning in February 2010. In Spring 2010 the DFRC will convene to communicate and reconcile the findings of the three colleges and the district. Results will be communicated in Fall 2010. The process will be repeated every three years.

NEW BUSINESS – DISTRICT SHARED GOVERNANCE PROCESS DSGC has asked us to endorse at our next meeting proposed revisions to §2.09 of District Rules and Regulations, about the District Shared Governance Process. DSGC is advisory to district administration on a variety of policies and procedures. Paragraphs 4 and 5 were swapped. In the new paragraph four, budget development and ethical standards were taken out of the list of areas on which DSGC advises the Board of Trustees. Paragraph 5, on the consensus model, has been reduced from five response levels to three: support completely, support with reservations, and cannot support. A simple majority must be at one of the three levels before a DSGC opinion can be forwarded to the Chancellor.

Lilya asked instructor equivalency issues for faculty service areas (FSAs) be made a future agenda item.

ADJOURNMENT The meeting adjourned at 4:12 p.m. The next meeting will be Oct. 14, 2008.