

CSM ACADEMIC SENATE GOVERNING COUNCIL MINUTES

September 27, 2016

2:30 – 4:30 PM

MEMBERS PRESENT

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 (Absent)
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
Student Services	Jacqueline Gamelin

OTHERS ATTENDING

James Carranza, Dean, Language Arts
Dan Kaplan, AFT
Tim Maxwell, English
Stephen McReynolds, Associated Students
Teresa Morris, Library
Madeleine Murphy, English
Leigh Anne Shaw, District Academic Senate President

I. ORDER OF BUSINESS

David Laderman called the meeting to order at 2:34 pm

1. Approval of the Agenda (September 27, 2016) and Draft Minutes (September 13, 2016)

Agenda

The agenda was updated to correct a typo for the scheduled time of discussion item A, and to remove action item B regarding Board Policy and Procedure 6.13, which would be taken up at a future meeting.

Jacqueline Gamelin moved to approve the agenda as amended, and the motion was seconded by Vincent Li. All voted in favor, and the agenda was approved as amended.

Minutes:

The minutes were revised to reflect that Beth LaRochelle and Kathleen Sammut were not present at the meeting.

Rosemary Nurre moved to approve the minutes as amended, and Jacqueline Gamelin seconded the motion. All voted in favor, and the agenda was approved as amended. Vincent Li and Kathleen Sammut abstained.

2. Public Comment (2 minutes per)

Faculty members who have not yet signed the workload equity petition are encouraged to do so. The petition is to be brought to the Board the following day, and support is needed in order to convince the administration's negotiating team that this issue is important to members of the Faculty.

The Family Science and Astronomy Festival + Makerspace is scheduled for Saturday, October 8th, from 2pm-11pm. Activities will be held across campus.

II. INFORMATION ITEMS

1. President's Report

Welcome to Leigh Anne Shaw, our new District Academic Senate President who is sitting in with us at the meeting in order to get to know us better. She plans to attend as many Senate meetings as possible across the district during her tenure as President. The Academic Senate for California Community Colleges Fall Plenary Session is to be held November 3 - 5th in Costa Mesa, CA. David Laderman and Leigh Anne Shaw both plan to attend. If others are interested please get in touch with David. If you are interested in a leadership position, it could be a good opportunity for professional development.

Two requests for Faculty appointments to committees were approved. The Diversity in Action Group appointed Robert Shoffner, from Business, and Matthew Litrus, from

Math. A formal vote is not needed, because DIAG is not an Academic Senate committee. If there are questions, please contact David.

An update and clarification regarding the location of the three major construction projects was provided:

- Building 17 (expansion of Student Life)
- Theater
- Buildings 19 and 12 (renovation for emerging technologies)

Erica Reynolds in DE has asked to have a discussion about the DE checklist for regular effective contact hours.

a. Institutional Planning Committee (IPC) update

The last meeting focused on finalizing the IPC mission statement, preparation for program review, and a presentation on the California Promise by Mike Claire. California Promise includes tuition waivers for students beyond the Board of Governors waivers that many students already receive. Another important issue is the high cost of textbooks for students. We must ask what can we do for students to help with this in a way that doesn't compromise the academic integrity of the course content.

Program review resource request forms are used as part of President Mike Claire's decision on how many faculty members to hire. The Budget committee is discussing how to have better communication to outline the budget process to campuses, and across the district. Hiring appears to be load based, and allocation of funds and hiring is tied directly to this. The "50% rule" is slipping (where hiring faculty accounts for 50% of available funds)—often counselors are not being counted in this percentage. More knowledge is needed on these issues by Faculty and other stakeholders. A budget presentation is expected here at ASGC soon after our next meeting. The results of AFT negotiations also will impact hiring and fund allocations. Basic aid and other funding that increases in a given year typically is directed to administrative and other student support services and personnel.

This topic can be brought up as a Discussion item at a future meeting.

b. District Participatory Governance Council (DPGC) update

The first meeting of the year primarily dealt with board policies that will be brought forward at our next meeting. They will be sent out in advance, and most are likely to be non-controversial changes. One of the policies will be the district wide

curriculum development policy that was originally scheduled for discussion today. Agreement on language across the district is needed.

There was also discussion of a student fee increase that is being proposed and is likely to be implemented.

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

Further details regarding the Student Activities Fee was provided. The Student Activities Fee funds clubs, as well as other activities. The fee has been static for quite some time, and an increase should be considered, and would be helpful in providing adequate funding for clubs. The fee is optional for students (they may opt out). However, students who do opt out miss some of the benefits that come with the fee. The fee is estimated to be around \$12-15. Precise details can be shared at a future meeting. Currently there are fifty clubs, which is a significant increase from when the current fee was put in place. These clubs have been running out of money before the end of the year. They need to find a way to increase funding so club goals can be met.

The Student Senate wants to support Faculty regarding class caps.

The Club Fair was a success. For future, Associated Students would like to coordinate better with Connection Section or other events happening on the same day to maximize efficiency and potential reach of the events.

Connection Section was organized by Counseling, and they welcome coordinated planning.

3. Standing Committee Reports

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

No report.

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

Former Library Advisory Committee Chair Stephanie Roach briefly introduced incoming Chair Tim Maxwell from English. The transition comes at an important time because the Library is experiencing changes to its organizational structure and leadership. New leadership for the LAC brings fresh energy and removes the perceived conflict of interest with a Library faculty member Chairing the committee.

Tim Maxwell is excited to be Chair of the LAC. He believes it is a critical time for the Library. Shaping the future direction of the Library, defining what the Library is for us,

and emphasizing the relevance of the Library as a place where students can learn to think critically is essential. It seems that many students avoid going to the Library or using Library resources unless they are required by faculty to go. Faculty need to communicate to the Library what we want it to be. Additionally, faculty should be prepared to have an answer to what we envision for it when the administration presents their vision.

We'd like to invite Jennifer Taylor-Mendoza to the LAC & ASGC to discuss her vision and give an update about what is happening on the administrative side. This will be a future Discussion item in November.

Other updates:

- The last survey of faculty and students put out by the Library Advisory Committee and the Library was in 2013, so the results are dated.
- Faculty may arrange with Library classified staff to put books on reserve for their classes so that students may access them.
- Library cards are issued through a partnership with the Peninsula Library System, and are free. Students can sign up at the CSM Library or their local branch. Unfortunately, this means that students do not automatically have Library card account privileges via their G numbers.
- Hiring for the Faculty Librarian position is in process. If the search is successful we hope to have someone fill the position Spring semester.

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

No report, will be meeting next Tuesday.

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

No report.

III. ACTION ITEMS

a. Academic Senate 2016-17 goals

Revisions to the 2016-17 ASGC goals were presented for approval. Four goals and three themes remain on this list as Distance Education was moved to the theme section since there isn't a specific action associated with the item.

Goals:

1. Establish better communication and interaction with the District office, especially the Board of Trustees, Auxiliary Services, and CCCE
2. Revise and improve AS student scholarship review criteria and process
3. Discuss solutions to textbook and ancillary media costs, and encourage use of open source textbooks and media, to promote equitable access for our students
4. Research, discuss and make recommendations regarding enrollment caps and minimum class size

Suggested wordsmithing was made for goals one and four. For goal four, the suggestion was made to include language about instruction across all modes of delivery. Additionally, for goal four, it was recommended that we bring information to the table about the system currently in place at Cañada College and compare the pros and cons.

It was emphasized that goals 2-4 have a direct impact on students, and that ASGC is encouraged to reach out to Associated students for support and to keep the communication lines open about these goals.

Additional discussion focused on goal three, for which ASGC will need to come up with a plan for implementing.

It was pointed out that faculty members will need to be better informed about open educational resources, and that there is a variety of terminology to consider. Because general awareness regarding this topic is not uniform, one action related to our goal should be to inform people about open education resources and other related issues such as intellectual property. Even when resources are “open” copyright still applies in most cases, though “work-arounds” are present.

Definitions to consider:

- **Open source:** Resources, particularly technology, for which the source code is made freely available, can be modified, and distributed
- **Open education resources:** Freely accessible, openly licensed documents and media resources for educational purposes
- **Open access:** Freely accessible research, particularly from academic journals, though books and other content also apply. Additional use guidelines according to Creative Commons or other licensing may or may not apply

Intellectual property issues to consider:

- Copyright and other intellectual property considerations such as Fair Use provisions to the Law
- Creative Commons Licensing (and other licensing agreements that grant specific permissions for use and distribution of copyrighted materials)
- Public Domain (some old documents and government documents are always available for reuse, and are not copyrighted)

During selection of open textbooks, it would be important to compare the options to core texts from other publishers.

There is a problem of online periphery material available from traditional publishers that isn't typically offered as part of open educational resources. Examples include online tools, graphing, quizzes, homework, etc.

Rosemary Nurre moves to approve the goals with changes as noted. Steve Lehigh seconds the motion. All voted in favor, and the motion is approved.

IV. DISCUSSION ITEMS

a. Faculty Diversity Internship Program (James Carranza)

Internship programs to develop new faculty exist in many Districts across the State. The Ed code specifies that we can sponsor faculty interns just out of or finishing graduate school to observe or teach courses in order to increase diversity among our Faculty. We want our faculty to be more representative of our students. Most faculty are over age 50 and white, while most students are Latino or Asian.

The District EEO Committee put together an ad-hoc task force to create a model program.

The committee first met in March 2016, and the primary objective was to create a generic enough model that will work for all three colleges across the district and still provide consistent guidelines to use as a serviceable umbrella program. This means that specific details will be left to each College, so that programs can be appropriately tailored.

Details are provided on the grid handout regarding eligibility, length of term, etc. The plan will be shopped around the local Senates. Additionally, the plan is to work with both the Union and EEO.

At this point, the task force does not anticipate problems with finding interns to fill these roles. However, the group of interns might be small. But by working with partners, relationships can be developed over time that can better funnel candidates to our campuses. Graduate intern fairs and direct relationships with graduate schools, programs, and departments can be useful as part of building relationships.

Benefits of the program to interns who are observing or teaching include gaining experience, creating a portfolio of teaching materials, and getting to know the evaluation process that they will experience as new faculty once they find a position. There is not a commitment from administration to hire interns, though if good candidates are identified through this process they could potentially be hired when positions are available. This is thought to be a valuable resource for the district, even if interns don't end up being hired in the district. In some disciplines, teacher training isn't provided as part of graduate programs.

This isn't a new concept, and has been in place as early as the 1990s. Peralta, Los Rios, and other California Community Colleges have intern programs. Outreach and recruiting will be an important part of the process. Cultural background, race, or ethnicity is only one part of what might be considered to develop a more diverse faculty. People with disabilities, the LGBTQ community, women, and additional criteria for diversity should be considered. Ideally there would be three ½ time equivalent coordination positions on each campus, as well as district level coordinator.

Retirements in higher education are expected—particularly in community colleges. This means that our timing for developing a program like this is good.

There are two types of interns, “interns” and “faculty interns.” Compensation would be available for faculty interns who have completed the intern program first. Faculty interns teach, while interns observe. The model would be designed to be one academic year. During the first semester the participant would work as an intern, and during the second semester, as a faculty intern.

The pay scale for faculty interns would be at entry level on the current schedule. Additionally, there would be a payment for the faculty mentor, who would receive the difference between their own pay scale and that of the faculty intern, which is like to a bonus.

A system would be in place to match faculty and departments who want interns with applicants.

For more information please contact James Carranza, Leigh Anne Shaw, or David Laderman.

b. The state of SLOs (Madeleine Murphy)

Last semester’s report focused on providing an overview of SLOs and assessment at CSM.

Of note, there is a new requirement that colleges disaggregate learning outcome data. Currently, many programs are not collecting data in such a way that meets this new requirement. This means that changes will be necessary. SLO collection should be based on data, as recently there has been an emphasis from the Department of Education and others on using quantitative data. Learning outcomes often appear in quizzes, or a specific assignment, and can be pulled out for each student and tracked as data.

If we are able to make data collection pain free (quick and easy), and add assessment day as part of Flex Day, we will be able to point to these activities and trends during accreditation. Additionally, specific issues of student learning can be addressed in response to the disaggregated data. Qualitative sessions with students can be included, and can add depth to the process.

Puente and other Learning Communities are prime examples of programs that developed after seeing a need for improvements. This type of program development shows responsiveness to trends and gaps identified through the assessment process, and further can be used to provide evidence to ACCJC.

Putting clear policies in place is an important part of the process so that consistent data can be collected. Generic, recommended approaches can be helpful for most programs and departments, though tailored approaches can be created as well for unique cases.

TracDat is still being used for collection of SLO data, although most feel it is clumsy and awkward. It does provide a way to disaggregate data. Additionally, data can be uploaded into TracDat from files.

Tracking SLOs at the time of grading using a dropdown menu is an idea that has been presented before in relationship to Canvas. For now we need to come up with a way to assess SLOs that meets accreditation requirements.

Tracking data every semester, as opposed to once every three years seems like a big change requiring staff and training. Committing to this without administration support, particularly when it comes to capturing disaggregated data would be a challenge.

The idea is to get out in front of these requirements because the trend is to require accountability for meeting outcomes which is demonstrated through the collection of this kind of data, and then assessing, and acting on it.

It will be important to streamline the process. Questions about this included:

- Can it be mandatory for faculty?
- Can there be a technical solution to mandate completion of the process. The sending of automatic reminders if the process is left incomplete, for example.

More advance work by faculty will be required in order to implement collection and assessment of disaggregated data for each SLO. Is this the type of work that faculty should be doing?

Suggestions for approaching this work included:

- Flag specific assignments or quizzes that map to an SLO;
- Develop a final quiz with questions for each outcome (flag questions for specific outcomes).

Data must be collected individually for each SLO. A general blanket statement regarding whether a student has passed all SLOs is not sufficient.

Canvas does have the ability to map assignments to SLOs and mastery.

There are problems with data collection and comparison every semester. The process and requirements keeps changing over time, which is challenging.

We'll come back to this issue at a future meeting.

Meeting adjourned at 4:34 pm

Date and time of next meeting: Tuesday, October 11, 2016.

Minutes prepared by Stephanie Roach, with assistance from David Laderman