

CSM ACADEMIC SENATE GOVERNING COUNCIL MINUTES

December 6, 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
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

Diana Bennett, Creative Arts/Social Science
Daniel Casillas, Student
Nick Jasso, Student
Dan Kaplan, AFT
Dave Mandelkern, Board of Trustees
Theresa Martin, Math/Science
Stephen McReynolds, ASCSM

Kristi Ridgeway, Language Arts
Kathy Ross, Dean, Business/Technology
Karen Schwarz, Board of Trustees
Amy Sobel, Language Arts
Jeremy Wallace, Language Arts

I. ORDER OF BUSINESS

David Laderman called the meeting to order at 2:32 pm

Welcome to the Board of Trustee members who are sitting in today.

1. Approval of the Agenda (December 6, 2016) and Draft Minutes (November 22, 2016)

Agenda

The agenda will be amended to add an action item to approve a search committee. More search committee requests are expected due to the announcement about hiring five faculty positions for next year.

Considering the timeline adjustment for program review, Senate asks that moving forward, decisions about committees should be made in a timely fashion, and come to the Senate for approval before the last meeting of Fall semester. This way, there is an opportunity for the Senate to vote to approve committees, rather than relying on sole approval by the Senate president.

Steven Lehigh moved to approve the agenda as amended, and Vincent Li seconded his motion. Everyone voted in favor, the amended agenda is approved.

Minutes:

Rosemary Nurre moved to approve the minutes, and Steve Gonzalez seconded her motion. Everyone voted in favor, the minutes from the November 22, 2016 meeting are approved. Mikel Schmidt abstained from voting.

2. Public Comment (2 minutes per)

The Fall 2016 Honors Project Showcase is scheduled for Thursday, December 8 & 9 from 2pm-5pm in Building 18-206. Honors project students will be presenting their research. Refreshments will be served. It is an opportunity to hear from students about the academic work they are doing. Faculty members are invited to attend. Students who are interested in the program should also attend.

Students Nick Jasso and Daniel Casillas are here to announce a supply drive to support protesters at Standing Rock. Indigenous communities and supporters are protesting and acting to prevent construction of the Dakota Access Pipeline. Although the construction of the pipeline has temporarily been halted, protests continue, and supplies are needed to sustain and support protesters. Faculty are asked to consider contributing donations of protective gear, medical supplies, or camping supplies. Nick and Daniel plan to make a trip during the break with other SMCCD students to deliver the supplies. Eight students will travel there for this trip. A second group will go in late December. Donation locations can be found across campus, in 18-112, 10-110, 10-112, and through the office of Professor John Stover, 10-186G.

II. INFORMATION ITEMS

1. President's Report

a. DPGC Update

A new California law (Education Code Section 76011) requires that community college campuses provide shower facilities for homeless students. Policies must be in place as soon as possible. The accompanying procedure is coming soon.

There was a campus safety review. Feedback is still being collected online.

Kimberlee Messina, Vice Chancellor of Educational Services and Planning, spoke about the workforce initiative.

Progress is being made on the plan for professional development across the district. The goal is to unify the three campuses in their approach to professional development. Part of professional development is outlined in Article 13 of the faculty contract. But other professional development efforts are also available across the three campuses.

b. Representative Senate Update

The plan for a vote at CSM on converting to a Representative Senate is as follows: On return to campus in January, the Senate will re-message CSM faculty about the change, then put out a ballot during January. Cañada College has voted to approve the conversion. Of note, they had a small voter turnout.

The issue of accidental quorum, which seems unavoidable, was discussed again. Concern with that particular issue is minimal, however. The primary issue at hand is the requirement to record how each individual senator votes in a Senate of the Whole.

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

Organizers of the student walkout protest put together a list of "12 demands" that were presented to CSM President Mike Claire. The demands are intended for the entire community college district. ASCSM requested a campus specific list from the organizers, which is expected next semester. The demands were discussed individually at the Campus student executive Board meeting, and Mike Claire was receptive to hearing them. Of note, some of the demands relate to already existing services.

The discussion of professor evaluations has continued. Eugene Whitlock, Vice Chancellor of Human Resources and General Counsel, attended the last ASCSM meeting. His argument regarding frequency of professor evaluations was that if students want

something to change, they must advocate for it. However, students don't necessarily want to be primary movers of the process, particularly during contract negotiations. Ultimately, ASCSM does not support Skyline's statement, and has decided not to sign it. Instead, they want to provide information to faculty and ask that we listen to student suggestions about this issue after the faculty contract negotiation progress.

Stephen McReynolds expressed that CSM professors deeply care about these issues, and about the work done as part of Academic Senate.

3. Standing Committee Reports

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

No report.

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

No report.

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

No report.

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

A reminder that Flex Days are coming up in January. The set schedule will be posted soon.

III. ACTION ITEMS

a. ESL Letter

A letter to CSM President Mike Claire (see Appendix) was drafted regarding a need for additional support for the ESL program, and for a larger campus discussion and plan, because of our growing international student program. The purpose of the draft is twofold: 1) To identify need of additional faculty for ESL, and 2) to identify specific student populations needing extra help and who have trouble accessing resources or courses because of growth in the international student population. Finally, because increasing international student enrollment is a district initiative, it would be appropriate for additional support to come from the district level.

Of note, the need for additional ESL faculty is there, despite plans to hire one ESL faculty member during Spring 2017.

Discussion of the content of the letter followed, and included a request to change the word "immigrant" to "resident" in the fifth paragraph. Additionally, there was discussion about whether to incorporate specific data points in the letter itself, or to

limit the demonstration of quantitative data to attachments at the end of the draft letter. Adding a data summary statement might help to clarify the reports that follow. However, because a larger conversation involving interpretation of the data is still forthcoming, providing the data as an attachment at this time seems more appropriate to emphasize the main points of the letter.

Of note, the international student population is increasing, and the resident student population is decreasing. Thus, we can't say that international students are directly displacing residential students. While some students do get turned away from specific courses, there isn't specific data identifying which students are losing their places. Additional factors play in to the decline in ESL resident student populations such as decreased enrollment in night classes, which are traditionally serving resident student populations.

Counseling faculty have noted that their case load of international students is high, and that some of these students are randomly selecting and taking courses rather than enrolling in recommended courses because spots aren't always available. Again, there is not specific data at hand about the number of students impacted. However, we may need more classes to accommodate these students. The students who need ESL classes are not being served. They are left to take a class they are unequipped to take, and in the end, they often don't succeed, which can lead to poor retention among this population.

Registration prioritization is another factor, but again, it is hard to nail down numbers about specific courses that are problematic. Changes to policies and procedures regarding registration prioritization may be helpful in alleviating the problem.

Ultimately, some students are falling between the cracks, and no matter which population they are coming from, these students need extra support, including additional faculty. Additionally, we need a college wide plan for accommodating these students. We love working with the international students, and need to be able to support them appropriately. Support for international students is often more intensive, because their needs are different than resident students. We need to prioritize the resources needed to support them. In addition to ESL, counseling is impacted, as are other departments.

We'd like to invite Mike Claire to come to a future Academic Senate meeting to begin a larger discussion and plan for CSM and the District. In addition to Academic Senate there is the International Education Committee, which will have important contributions to make. Discussions on this topic have begun there, as well. It would be helpful to have more faculty representation on this committee to help these issues get addressed across all the appropriate venues at CSM and the District. There is potential for partnerships to develop to better address these issues.

Approval of draft letter with changes

Propose: Change the word "immigrant" to "resident"

Rosemary Nurre motions to approve the draft letter with changes as noted, Steve Gonzalez seconds her motion. The letter was approved unanimously with the amended language, all senators present voted in favor.

Of note, this draft was created by Jon Kitamura with assistance from Amy Sobel and David Laderman. Thanks to them on behalf of the ESL department, and Academic Senate.

Now that the draft is approved, the letter will be emailed to Mike Claire, and carbon copied to the rest of cabinet.

- b. Approval of hiring committee
Proposed screening committee for Ethnic Studies tenure-track faculty position:

Frederick Gaines (Faculty – Ethnic Studies; discipline expert)
Rebecca Alex (Faculty – Art)
Judith Hunt (Faculty – History)
Kate Motoyama (Faculty – Communication Studies)
Laura Demsetz (Dean – Creative Arts and Social Science)

Rosemary Nurre motioned to approve the hiring committee, and Vincent Li seconded her motion. Everyone voted in favor, the committee was approved.

III. DISCUSSION ITEMS

- a. Textbook costs (continued), Theresa Martin

Challenges for Students

The problem of textbook costs for students is significant. On average, students spend \$1100 per year. Many students elect not to purchase textbooks as a result. Textbook costs are increased 3% per semester. There is a zero-cost movement emerging nationally and within California. Of note, linking the sale of books to online access codes is a threat for textbook rental programs because the books alone aren't good without the access codes, which makes rental challenging.

Options for Low/Zero Cost Materials

The US Department of Education has started the [#GoOpen campaign](#) that encourages use of openly licensed educational resources in order to promote equity. In California, Jerry Brown has provided funding for "z-degrees." An RFP for this initiative was recently communicated to and explored by CSM stakeholders, but cannot realistically be implemented on the timeline required for the RFP.

The Zero textbook cost initiative called for RFPs for grant funding for the creation of a full degree or certificate program that would have no textbook costs associated for students. At a minimum, the initiative requires a 12-unit course program, and at a maximum a full 30-unit program, resulting in an associate's degree. It is structured as a planning / implementation grant.

Although CSM is not moving forward on z-degrees at this time, nevertheless, there are other avenues for CSM to explore in order to alleviate the strain of textbook costs on our students. Examples of current programs that support this are EOPS, Project Change, and other programs on campus that partner with the bookstore to help students finance textbooks. OER (Open Educational Resources) are free text and educational content. Additionally, there are lower cost options.

Currently, very few faculty use open educational resources. The goal is to have more of our faculty find resources that are appropriate for their students that are free or low cost.

Ideas, Solutions, and Discussion

If you are looking for zero or low cost textbook alternatives, the following resources can help you get started:

- Librarians
- [OpenStax](#) (PDF textbooks that get printed on demand or used as ebooks)
- [Open Textbook Library](#) from University of Minnesota
- [Open Textbook Library](#) from Washington State Board for Community and Technical Colleges

If you are looking to take action, you can sign the [Student Public Interest Research Group's petition](#) to support providing free or low cost texts for your students.

Courses using OER, or low cost resources should be noted in the CSM Course Catalog so students can identify these classes, and so that we can more easily develop a pathway to a z-degree.

Traditional textbooks are available in many disciplines, at least in some way with zero or low cost options. However, support materials such as online tools or sites that accompany texts are more problematic because of the expense and intensive design required to create them and update them on a regular basis. Thus, publishers of textbooks are often the only sources of these materials.

Online tools are considered of high value to students. Making use of them optional in courses or labs in order to reduce costs associated with textbooks results in loss of this added value. Reduced cost options for online tools are typically unavailable. The online tools are so feature rich that it is challenging, and not always advisable to get away from them. Frequent updates are provided in the online content and currency of content in some disciplines is imperative. For profit publishers are the ones who invest in this. Of note, the digital divide is a factor for some students, and many have primary access to the internet via their smart phones. This can further impact their ability to maximize use of online tools.

Use of a single textbook and online access code for multiple classes that students take in a series is one method of addressing high costs for these materials. This practice is already in place in some disciplines because textbooks have been identified that cover the content taught in more than one course.

Course Readers may be another low-cost solution.

James Peacock, Bookstore Manager, is in full support of supporting OER. Printing of OER texts is low cost for students.

Some instructors have been known to individually purchase low cost texts and provide them for loan by students. Course reserve copies can also be placed in the Library or Learning Center.

Moving forward...

Many instructors do not know where to look for potential OER resources for their classes. A resource list and guide should be created for faculty to use as a starting point.

We should plan to get on agendas for division meetings in order to provide information about OER and to share best practices and OER sources/titles.

Collective negotiation with publishers should be considered.

Perhaps Lia Thomas (Library), and others who were initially considering the z-degree RFP can continue work on this effort.

There is a desire to learn what others across the state are doing to support zero or low-cost textbook initiatives, including those at the California State and UC systems.

For Spring:

- Create a web page featuring OER resources
- Attend Division meetings in order to get feedback from faculty, share information, and generate ideas; An OER talking points "cheat sheet" and FAQ should be created for use by those presenting at division meetings
- Bring ideas about collective negotiation to District Academic Senate and Academic Senate for California Community Colleges so we can discover what purchasing power we have with publishers

b. Strong Workforce initiative, Kathy Ross and Diana Bennett

Each District needs to submit a plan by January 27th for the Strong Workforce initiative.

The state has been wanting to put more money in Career and Technical Education. Over time, a lot of middle skill jobs have disappeared. Training in these areas had slowed or stopped. However, people in these jobs are now retiring and there is a need for training again.

For example, PGE reached out to us about training. We followed through with a program partnership, and now our graduates are getting jobs at PGE.

Sometimes, for example in the field of electronics technology, retraining is what is needed. Additionally, new partnerships can be developed. Kinesiology can fill a niche to train personal trainers. Digital media (DGME) is another area where training can and does occur. A recent digital advertising course is an example where

a partnership with Interactive Advertising Bureau (IAB) strengthened the program. Industry leaders help by setting up pipelines for interviews and hiring. Broadening the definition of CTE to other professions is an important part of this approach. Additional examples include coordinated pipelines for advanced manufacturing; accounting, where a job pipeline for students is coordinated with tax firms in the area; and audio technicians, where there is a strong demand but lack of training.

This is a great opportunity for funding CTE. Of note, regional programs have access to additional funding.

The money allocated for CSM has been coming down the pipeline for about a year. Legislation allocated \$220 million / year for three years to California Community Colleges for the Strong Workforce Program (Added to Division 7, Title 3 of the California Education Code). The time frame for spending it is 24 months.

December 12, 2016 is the deadline for submitting proposals. Unfortunately, information and details were late coming from the state. Anyone who is unable to meet upcoming deadlines should start planning for next year. Diana Bennett is our CTE liaison, and questions can be directed to her.

The process:

Once submitted, program proposals for the Strong Workforce initiative will move to cabinet, where it is decided if there is enough money to support the proposed program and whether it aligns with the college mission.

Eligibility requirements include:

- Demand over supply – jobs must exist or money can't be allocated
- Project based funding

Timeline:

- December 12, 2016 is the proposal due date
- Cabinet will then review proposals
- Cabinet approved proposals will be uploaded to the State website by January 31st at the latest

Of note, measurements must be tied to how the money is spent. More enrollment or other demonstrations of improvement such as completion rates are examples of possible measurements. There is potential for a high transfer rate. Measurements need to be carefully thought through, because students in CTE programs have specific needs and may have different indicators of success than students in other programs.

CTE students often already have a degree, but are coming in for retraining, or skill improvements. Students sometimes don't complete because they get what they need from part of the CTE program, then move directly on to employment. Success indicators often include employment rate, and increase in earnings.

Other discussion

Faculty need to be aware of how this money is being spent because curriculum is in faculty purview per the ten plus one categories outlined in the Academic Senate mission. Both pedagogy and curriculum are involved in this program.

While non-tenured faculty can be hired for this, there are potential complications, because once the money runs out, the job is gone. Nonetheless, there is money for part time faculty to develop these programs.

Hopefully there will be funding for a workforce director to help with this program. Currently, CSM is one of only three community colleges in the 28-college region without a Workforce Development Director. The coordinator position is a demanding job, and likely too big for one coordinator for all three campuses, particularly because programs at each college can't overlap.

Thanks, everyone! Happy Holidays.

Meeting adjourned at 4:33 pm

Date and time of next meeting: Tuesday, January 31, 2017.

Minutes prepared by Stephanie Roach, with assistance from David Laderman

Appendix: ESL Letter of Support

December 6, 2016

Dear CSM President Mike Claire,

Academic Senate Governing Council would like to formally share with you a pressing concern that has come before us—the need to directly address the effects of the international student program on the most impacted program at CSM: the ESL department.

The District's emphasis on the implementation and development of an international program has caused strain on our ESL department. Specifically, the department is not prepared to handle the influx of international students. That is, we do not have the "supply" of FT ESL faculty to meet the "demand" from international students.

We are delighted that the international program is growing, and we welcome these students into our academic community. We want them to succeed.

However, every semester, as the department adds classes for incoming international students, ESL faculty scramble to find adjuncts to teach those courses. Simply put, adjunct faculty are hard to come by. In Spring 2017, one class has yet to be staffed in spite of consistent efforts to staff it. This, then, creates a situation where international students are recruited by our district, but CSM is not able to fill their most important academic needs.

It only makes fair sense--for both faculty and students--that the District support this increased effort in recruitment/development of an international program with additional resources at our college to match the demand. There are a plethora of reasons why the best and most effective support should come in the form of FT faculty; but beyond these, let it be noted that aside from the increased international program workload, our ESL program is *already stretched to the breaking point*. Currently, the faculty cannot meet the needs of the growing numbers of international students *and* the very different needs of resident ESL students. Thus, if the District is truly committed to student success, this crisis should be directly and proactively addressed.

Moreover, we believe the ESL department should not have to compete for FT faculty resources with other departments, when much of the strain on ESL derives directly from a separate District endeavor.

We invite you to take a look at the attached data, and to confer further with ESL faculty and the Language Arts Dean on the specific quantitative impact at issue. Our understanding is that 95% of all incoming international students take at least one ESL course.

Lastly, while the ESL department is the most impacted department at the moment, we urge you to consider creating a concrete college-wide plan, in collaboration with the District, for increased staffing and resources that other departments will need, as these international students move beyond ESL and across the campus.

We want the international program to be a true and meaningful success, and we appreciate you giving serious thought to these concerns.

CSM's Governing Council

CSM Academic Senate

Sept. 23, 2016 ESL Needs Analysis Meeting

1. Student Demographic Shift

Fall 2011-Spring 2016:

38%+ of our ESL resident population
has been replaced with international students

	Not Enrolled in ISP		Enrolled in ISP		Total	
	Count	%	Count	%	Count	%
Fall 2016	262	44.0%	333	56.0%	595	100.00%
Spring 2016	280	55.1%	228	44.9%	508	100.00%
Fall 2015	300	58.5%	213	41.5%	513	100.00%
Spring 2015	323	66.5%	163	33.5%	486	100.00%
Fall 2014	388	72.7%	146	27.3%	534	100.00%
Spring 2014	378	77.0%	113	23.0%	491	100.00%
Fall 2013	398	79.9%	100	20.1%	498	100.00%
Spring 2013	426	87.5%	61	12.5%	487	100.00%
Fall 2012	448	88.5%	58	11.5%	506	100.00%
Spring 2012	454	91.0%	45	9.0%	499	100.00%
Fall 2011	471	92.7%	37	7.3%	508	100.00%

PRIE data, pulled 9/21/16

2. Enrollment Impacts

Lower-level, night, conversation and reading courses are being replaced with higher-level writing courses

Fall 2011-Spring 2016:

- 29 fall sections → 28 fall sections
- 27 spring sections → 25 spring sections
- courses cut: ESL 825, 855, 845 (level 1s); nighttime 826, nighttime 856, nighttime 846 (level 2s), nighttime 857, nighttime 847 (level 3s)
- sections added, Fall 2011-Fall 2016:
 - ESL 400: 2 → 3
 - ESL 828: 3 (-1) → 7 (+1)
 - ESL 827: 2 → 5 (+1)

3. Services Gap

In Fall 2016:

**32% of our ESL students not formally attached to services,
all of them resident ESL students**

	Not Enrolled in ISP		Enrolled in ISP		Total	
	Count	%	Count	%	Count	%
Fall 2016	262	44.0%	333	56.0%	595	100.00%

EOPS ESL enrollment: Fall 2011-14 between 9-12%

44% non-ISP students – 12% in EOPS = 32%

International Student Enrollment Increase:

Semester	New	Continuing	Total Students	% increase from previous semester
Spring 2012		105	105	
Fall 2012	50	88	138	31%
Spring 2013	31	113	144	4%
Fall 2013	93	98	191	33%
Spring 2014	57	166	223	17%
Fall 2014	115	177	292	31%
Spring 2015	94	240	334	14%
Fall 2015	171	247	418	25%
Spring 2016	150	360	510	22%
Fall 2016	277	370	647	27%
Estimates	Spring 2017	194	737	14%
	Fall 2017	361	921	25%
	Spring 2018	276	1049	14%
	Fall 2018	514	1311	25%

Estimated New International Student Placement

	Historical Placement Results for Incoming International Students	Spring 2017 Estimated 194 New Student Enrollment	Fall 2017 Estimated 361 New Student Enrollment	Spring 2018 Estimated 276 New Student Enrollment	Fall 2018 Estimated 514 New Student Enrollment
ESL 826	13%	25	47	36	67
ESL 827	39%	76	141	108	200
ESL 828	35%	68	126	97	180
ESL 400	9%	17	32	25	46