

FACULTY SENATES COORDINATING COUNCIL
of the Contra Costa Community College District

FSCC President: LMC Academic Senate President: Michael Norris (925) 439-2181x3144

mnorris@losmedanos.edu

CCC Academic Senate President: Richard Akers (510) 235-7800x4215

rakers@contracosta.edu

DVC Faculty Senate President: Laurie Lema (925) 685-1230 x2207

llema@dvc.edu

Contra Costa Community College District ■ 500 Court Street, Martinez, CA 94553

FACULTY SENATES COORDINATING COUNCIL

October 29, 2009

MINUTES

APPROVED

TIME: 12:30-2:00

LOCATION: CCCConfer

PRESENT: Michael Norris, Laurie Lema, Virginia Richards, Keith Mikolavich, Richard Akers, Ann Patton

ABSENT: April Tisby

GUESTS: Nancy Ybarra

Item #	Topic/Activity		Responsible Person(s)	Time Line
1.	APPROVAL OF AGENDA AND MINUTES	<p>It was MSC to approve the agenda of October 29, 2009 as amended. All in favor. Approved.</p> <p>It was MSC to approve the minutes of September 24, 2009 with corrections. All in favor. Approved.</p>		
2.	PUBLIC COMMENT	None.		
3.	ANNOUNCEMENTS	<p>A. Lema announced the Accreditation Team will be on the DVC campuses on November 3 and 4 as a follow up to the show cause report.</p> <p>B. Akers announced a resolution on SLOs, developed in collaboration with Jeffrey Michels, was sent out the previous day to faculty to gather feedback.</p>		
	Sabbatical Report	<p>Norris introduced Nancy Ybarra and said she is attending this meeting to share what she is working on for her sabbatical project.</p> <p>Ybarra informed Council said she has been involved in Professional Development for a long time including serving as Staff Development Coordinator and Nexus Coordinator. She said part of her sabbatical proposal is to inform the Senates what she is working on. She explained she would like to develop a “teaching and learning academy” where small groups of faculty come together to discuss and share best practices as part of a cohesive faculty run organization within our district for ongoing professional development in the profession of teaching. She informed Council that many instructors have advanced degrees in their disciplines but have not had training actual teaching techniques such as classroom</p>		

environment, how to write lesson plans, test design, and grade system design. She said she has also been involved in the Basic Skills Initiative at the state level and has heard this idea spreading.

Ybarra told Council in the LA Community College District, they have developed teaching and learning academies that rotate among their nine colleges and faculty must apply to participate. She said they begin with an intensive Flex workshop and then meet every three weeks or so and design a curriculum for what the group wants to focus on. When they have completed the program they get credit for coursework which could help them move them forward on the salary schedule.

Ybarra shared another example at Mount San Antonio College where they have a 9-unit certificate program in basic skills. It is 1 ½ year program with a formal curriculum and they receive a certificate upon completion. She said their adjunct faculty like it because when applying for a full-time position in basic skills, they have the district certificate to show they have the skills.

Ybarra said some colleges are partnering with their nearby CSUs to provide upper graduate units in teaching and learning. She said one college has a program that is wrapped around their learning communities through which they get certified and upper division core graduate credits. She is currently attending the District Staff development Committee meetings to keep them informed on her project. She developed a survey and the District Wide group recommended it be folded into the broader Staff Development survey that is going out.

Ybarra told Council she met with Jeffrey Michels to discuss upper division credits for faculty participation in this project. She said Michels responded that as a district we could pursue upper division inter-district credit without CSU but the credits would not be recognized outside of the district, however they would help with advancement within the district

Norris said his understanding is that community college instructors are not credentialed to teach upper division courses. Ybarra responded that with CSU representatives and they said they could review the credentials of the person that wants to teach the course to see if they could be certified. She added that there is a value in having our own faculty doing the teaching. She said we could also team teach with a CSU instructor. She said there are some questions whether or not we could do offer these credits internally without CSU approval, especially if they were to be included on a transferable transcript. Ybarra cautioned that there would be a cost for CSU credit.

Lema asked using Nexus to implement this idea with new faculty.

Akers said Nexus does not focus on teaching and learning for continuing faculty in an ongoing way.

		<p>Ybarra added that there is nothing consistent available and Flex time alone is not sufficient.</p> <p>Mikolavich shared that DVC used to have a very strong Nexus program that included and classroom assessment group. He said DVC now has a group that Jennifer Tejada facilitates to discuss teaching issues.</p> <p>Norris said it sound similar to the format the district is using for the upcoming Staff Development Leadership training.</p> <p>Mikolavich said he thinks awarding units would be a great motivator.</p> <p>Lema thanked Ybarra for keeping the Senate in the loop and bridging the senates and Staff Development.</p>		
	<p>Flu Absences and Related Instructional Issues</p>	<p>Norris informed Council he was asked to contact Tim Leong to discuss educational continuity regarding how would instructors continue contacting and teaching students in the event of campus closure due to flu or other crises situations such as an earthquake. Norris said another related issue is in regards to an email that informed instructors what they are supposed to do to handle absences due to the flu. Norris said he and other instructors are concerned that accommodation for student absences is an academic and professional matter yet the information in the email did not have faculty input and had came from a manager.</p> <p>Akers said he heard there is no budget for substitutes for faculty. He said he used to keep files he could give to substitutes if needed. He said the memo implied we have a buddy system for substitutions.</p> <p>Mikolavich said at DVC if student misses 2 weeks or more of class, they have not received enough instruction to pass the class. He said he would like clarification as to what to do if a student has already missed a few classes and then gets the flu.</p> <p>Lema said she has not heard anything about the substitute budget but if it is true there is no substitute budget, she is very concerned, pandemic or not. She also said she has not heard anything about a buddy system. She explained at DVC unless it's a night class, the class is cancelled the first time an instructor is absent and get a substitute if they are absent more than one subsequent classes.</p> <p>Council questioned where the buddy system idea came from.</p> <p>Akers said whether to cancel class or not can be discipline specific such as a ceramics class. He explained there has to be someone there to allow lab access for the students or their projects could be jeopardized because they cannot get into the lab to fire or whatever</p> <p>Council agreed they need to know if there is a substitute budget or not.</p> <p>Norris asked Council if they want to support the educational continuity component for major college shutdowns.</p> <p>Akers said he asks his faculty to have lists of other faculty they feel are competent in their expertise and they are responsible to call those subs themselves.</p> <p>Lema said in her department unless a long term substitute is</p>		

		<p>needed, the department chairs will step in, but otherwise faculty find their own substitutes.</p> <p>Norris asked Council how we should handle when students are out for two weeks or more?</p> <p>Lema said she trusts her colleagues to handle these situations in the classroom. She reminded Council the flu comes around every year, and we have students absent all the time.</p> <p>Akers said we need to depend on expertise to make these decisions. He said a drawing student could be out for two months and stay up with the class but a ceramic student would not be able to keep up.</p> <p>Council members said they have not received any feedback on the email regarding student absences. However, Akers said when he made other faculty members aware of it then they had comments and concerns.</p> <p>Council agreed to just let it be unless something else comes out.</p>		
	<p>Resolutions for the ASCCC Fall 2009 Plenary Session</p>	<p>Norris said he has concerns with 3 resolutions in category #6 regarding changes to the 50% law. He explained one resolution abolishes the law altogether, the second resolution does not include non-instructional faculty, and the third resolution raises it to 54% and brings non-instructional faculty into the fold.</p> <p>Lema said she has a problem with the resolution that separates non-instructional and instructional faculty because it does not benefit faculty as a whole.</p> <p>Norris said he favors the resolution that includes non-instructional faculty and raises the ratio to 54%. Council agreed.</p> <p>Norris pointed out resolution #15 pertaining to math and recommended Council forward it to their math faculty.</p> <p>Norris said he has questions and would like clarification about the resolution regarding early assessment programs. Akers said his understanding is if students score high enough on the early assessment test, they won't need an additional assessment test at the college. He said he supports giving students options for assessment tests.</p> <p>Norris if Akers is correct, he would support it. Mikolavich cautioned that it would depend on how they are testing.</p> <p>Council agreed. that is what it is, that could be ok</p>		
	<p>Study Abroad Program</p>	<p>Lema shared with Council that Ken Alexander, Study Abroad Committee Chair came to the DVC Faculty Senate along with other members and faculty participants. She said the issues that have come out are that it is an academic program but has a non-academic manager. She said as a result there are a number of decisions that have been made outside of the committee that are disconnected from the instructional components. She said no one is sure who specifically is making these decisions. She explained the committee had developed a proposal for processes and submitted it to Aleks Ilich, Director of the International Program but it never went any further. She said faculty feel the International Student program gets more support from the Study Abroad office than</p>		

		<p>the Study Abroad Program.</p> <p>Lema said there would be continuity in the program processes if faculty had reassigned time to run the program. She said it is also a concern that it is supposed to be a district-wide program but the faculty load comes out of DVC. Council agreed this issue should be on the Consultation agenda. Norris said he would request it be put on the agenda and will contact Ilich to let him know.</p>		
	<p>Distance Education</p>	<p>Norris said he was informed by Mojdeh Mehdizadeh that Datatel and Moodle are working together because the agreements with Blackboard and WebCT are falling apart and the district might be moved to Moodle. He said it is an academic and professional matter and faculty need to be involved.</p> <p>Akers introduced Rick Ramos, who works with online course coordination at CCC. Ramos told Council he has seen most of the online course software available. He said regarding the implementation of Moodle, he feels the budgets for software, and servers, should be paid by the District under one site license. He explained many companies exploit colleges when they pay separately. He said there is a program to convert WebCT and Blackboard to Moodle but it needs to be done in an organized fashion, not in a crises mode.</p> <p>Ramos told Council he is a member of the statewide Administration of Justice Educators, and has been involved in online teaching for 15 yrs. He said he has secured grants to do a lot of the work he has been doing in this area. He said last year CCC created a Distance Education Coordinator position but they added a lot of other duties not technically related to the job so decided not to apply.</p> <p>Ramos said Intellectual property rights has been an issue. He said what CCC online faculty do is make a statement at beginning of their podcasts about intellectual property rights but the bigger concern is when course materials show up at another college or district without asking.</p> <p>Ramos said he is in the middle of doing their first online evaluation with a form that was developed by District HR. He said there are some glitches but it is better than it used to be.</p> <p>Ramos said there are concerns about online course meeting Title 5. He said some instructors are not aware how to back up the course shells in some online programs, so he recommends faculty keep all email correspondence with their students.</p> <p>Ramos said regarding services to online students, there is concern about course orientations. He said sometime students can't make the face-to-face orientation but then the instructor does not know who to drop, and does not know if the students have the abilities to use the software. He said CCC have teaching aids assigned with grant money to help with retention in online classes and they have increased online retention with the addition of podcasts and online study guides.</p> <p>Ramos addressed the costs of offering online courses and said we are not marketing ourselves well. He explained many</p>		

		<p>private colleges are offering online courses for exorbitant fees yet students have no better chance of getting a job from the private schools than if they took online courses at a community college. Ramos recommends the district offer an online orientation to allow students to be able to take online classes at any of the district colleges.</p> <p>Ramos said another budgetary concern is the costs to transcribe podcasts and other online materials to comply with ADA regulations. Instructors are paid a high rate to do the transcriptions when we could hire people to do it at a much lower rate.</p> <p>Norris asked Council if they think online courses are worth the colleges offering them. Ramos said he read a Department of Education report that said online students are meeting SLOs at a higher rate than face-to-face students; and that by 2015 60% of courses will be online. Ramos said faculty have to be creative and have interaction with the students by using tools such as chat rooms, and CCCConfer. Akers emphasized faculty need to take the lead.</p> <p>Norris shared that this issue will be discussed next week at Educational Planning, and also at Consultation.</p> <p>Ramos said there are concerns on competencies for teaching online and CCC is going to try to develop some training for online faculty.</p> <p>Norris said there are also issues around online pedagogy.</p> <p>Akers said these are front end and back end competencies that both need to be dealt with simultaneously.</p> <p>Ramos said another issue is that the timeline of online courses don't necessarily need to be the same as live classes.</p> <p>Ramos said what needs to be especially emphasized and addressed with District is the budgetary support for Distance education.</p>		
9.	ADJOURNMENT	<p>Meeting Adjourned 2:00</p> <p>Next meeting November 19, 2009</p>		