

Academic Council Meeting

Minutes - *APPROVED*

Friday, September 23, 2016

10:00 A.M. – 12:00 P.M.

WD 354

ATTENDANCE: Patty Allen, Judy Anderson, Jeff Bates, Lisa Briggs, Crystal Clark, Christine Creagh, Julie Cronk, Sandy Drakatos, Dan Hare (for Holly Finnegan), Adam Keller, Tracy Koski, Scott Laslo, Mary Lewis, Melissa Logue, Jack McCoy, Amy Ng, Ann Palazzo, Nancy Pine, Jack Popovich, Ben Pugno, Rita Rice, Adele Wright, Brett Welsh (guest).

Minutes recorded by Adele Wright and Adam Keller.

1) Approval of Minutes from July 29, 2016 meeting – *handout*

Julie Cronk was added to the list of attendees at the previous AC meeting.

Jack Popovich motioned to approve the minutes. The motion was seconded by Amy Ng and the motion passed unanimously with no abstentions.

2) Syllabus Statement Update (Judy and Academic Rules and Policies)

Procedures 5-10(A) and 5-10(B) were approved by the Board on 9/22/16. The policy quick link (on CSCC website) for syllabus statements and College policies will be available by Spring 2017. Laurie Johns will develop language for course syllabuses to guide students to the link and the Academic Policies and Procedures Committee will present this to Academic Council for review. Procedures 5-10(A) and 5-10(B) were approved by the board on 9/22.

3) Blended Course Task Force Recommendations – (Judy Anderson) – Appendix A

The recommendations from the Blended Courses Task Force has been informally approved by Tom Erney and Jack Cooley (See Appendix A, “Blended Course Proposal – Phase I (draft 2)” – from Blended Learning Advisory Committee.) Blended courses are not to be a “blended takeover” with blended courses supplanting traditional and web courses on the scheduled, but rather the Task Force’s suggestion was to include to offer more blended sections at the most popular times/days. Blended courses are often added last, after traditional courses, although these choices vary by department. Jack P. suggested that this is

a macro-solution to a department-level issue, and that perhaps the correct solution for this issue should lie at the department level.

Judy A. gave the group a heads up that with the upcoming formal Program Review process, “success” will begin to be measured in the classroom (by format, by section, by course, etc). The contemplated and proposed solutions to improve the blended course format will then ultimately translate to increased student success.

Judy A. will soon be meeting with Jack Cooley and Tom Erney again to discuss the questions raised by the Academic Council (who decides on offerings at the department level, holding/pending traditional and web courses offered at the same time/days as blended courses). Judy asked the group if she has their approval to take this draft to a meeting with Jack Cooley and Tom Erney (et.al.)

Ann Palazzo motioned to approve the recommendations by the Blended Learning Advisory Committee, as stated in Appendix A of these minutes, and to move this forward to Jack’s office for consideration and/or implementation. Julie Cronk seconded the motion, and the motion passed with no abstentions.

4) Transgender Students and Class Rosters (Christine Creagh and Brett Welsh) (Appendix B)

Brett Welsh, Department Director of the Global Diversity and Inclusion Center was in attendance as expert/guest on this topic and representative from the Gender Identity Task Force. Background from Brett: there was a dear colleague letter, May 2016, related to transgender students. CSCC was already discussing how to handle the presence of transgender on campus in an appropriate and correct way. This letter prompted the process. Concerns are using the wrong gender-specific pronouns to refer to an individual, and others, which result in “outing” the gender identity of a particular individual. For example, calling someone “he” when they identify as being a “she” would result in outing this individual in the classroom or other public setting on campus.

The proposed solution, for now, is that Colleague will include the preferred gender identity/ preferred name for each student on course rosters. The intent is for this to begin implementation (in Colleague) in Spring 2017, but it is unclear if this information will be accessible/available via course rosters until later in the Spring term, or Summer, or later. The recommendations from the Gender Identity Task Force for CSCC faculty (and others) to follow to sensitively handle the issue of gender identity in the classroom is attached to these minutes as Appendix B.

Christine C. suggested that the recommendations for faculty may require some elaboration in order to educate faculty as to why these procedures are necessary. Brett Welsh agreed to share that with the Gender Identity Task force, and add a short informational piece to the recommendations to explain why these recommendations are necessary.

Jack P. did ask for clarification, so that everyone at the meeting understands if asked by colleagues at a later time, if these are recommendations or requirements. Brett W. indicated these are technically recommendations, and not (at this time) a required protocol.

Christine C. motioned to accept Gender Identity Taskforce recommendation letter (Appendix B), with the inclusion of clarification describing why these recommendations are necessary. Rita Rice seconded the motion, and the motion passed unanimously with no abstentions.

5) Retreat Work-Group Updates (Judy Anderson and Work Groups)

Membership (yellow) Work Group – Appendix C: This group discussed and outlined (prior to this AC meeting) recommendations regarding OAA committees and AC membership (See the recommendation document from the Yellow work group). Their recommendations include OAA committee membership (voting members vs. at-large vs. ex-officio), representation from each division, term limits, co-chair elections, terms, and the like. The recommendations were discussed and slightly modified by AC with respect to the re-election process for OAA committee co-chairs. The master document, with edits, was kept by Judy Anderson. **Update** 9-30-16: The master document is included with these minutes as Appendix C.

Melissa Logue motioned to adopt the recommendations from the Membership (yellow) work group, including the edits added by the AC during this meeting. Mary Lewis seconded the motion, and the motion passed unanimously with no abstentions.

Elections (blue) Workgroup – Appendix D: There will be an annual call for Academic Council committee membership. Following the call, the AC faculty fellow will make assignments to the committees based on vacancies and divisional representation. If interest exceeds the available slots on the committees, then elections will be held within the individual committee. This process would then instead be followed rather than appointing new members. If current AC “committee” members would like to change committees, this process applies.

The Academic Council Faculty Fellow may convene a taskforce to revise these guidelines as necessary. A taskforce should be convened to spread the word about AC committee membership (new faculty orientation, promotion and tenure trainings, The Word by CSEA, etc).

The master document, with edits, was kept by Judy Anderson. **Update** 9-30-16: The master document is included with these minutes as Appendix D.

_____ motioned to adopt the Elections Workgroup recommendations, including the minor revisions made during this AC meeting. The motion was seconded by _____ and the motion passed unanimously with no abstentions.

Meetings (pink) Work Group: Their recommendations include the details regarding AC meeting and AC committee meetings: agendas, time limits on discussing a given agenda item, methodology for

prioritizing agenda items, minimum number of meetings per semester, meeting attendance requirements (for both co-chair attendance at AC meetings and member attendance at committee meetings). It was decided that further discussion was required for the findings of the Meetings (Pink) Work Group, so this discussion was tabled until the October 28, 2016, Academic Council meeting.

6) Committee Updates (All)

The Instructional Success Committee: Update was submitted in writing by Tracy Koski: “We are continuing our work on a new Classroom Observation Report and just finished a Pre-Observation Report that instructors being observed will be asked to submit.

Delaware Committee: The dean asked the faculty to work with them about what classes students can take there for their degree and what faculty are on hand to teach particular courses, in order to devise a list of what is needed at Delaware for students to complete their degree on the Delaware campus. Ben reported that the enrollment at Delaware increased by 14.5% in the past year for a total enrollment of nearly 1800 (not including web courses).

Student Support Committee: they have been discussing inconsistencies in advisors and embedded advisors and their physical location with respect to the department they operate within. They are also investigating “Proctor U” as a tool for online testing.

Service Learning Committee: They will soon be putting out a call for proposals for S-designated classes.

FETPD Committee: They have discussed with Jack Cooley a professional development plan. There is a budget remaining to pay adjuncts to attend professional development workshops/activities. They were working out the numbers and available funds with Rich James in Human Resources as well as ideas for opportunities. There was an issue recently where a faculty member was approved to attend a conference but the college lost the paperwork. There is no clear way to track these documents if they are lost, so they are looking into a process that will support faculty and create a paper trail so faculty have some kind of backup in these situations.

Academic Pathways Committee: They have been working with the Guided Pathways and meeting with individual departments to show what they are aiming for in terms of bringing together the like-oriented disciplines under the categories that have been defined. The terms “meta-majors” and “clustering of majors” was mentioned, and it appears the state is deriving some of these definitions and ultimately mandate. So their work with grouping disciplines has to be sensitive to decisions that may be made by the state. They have a kick-off plan on 9/29/16 to reveal the revised strategy at CSCC to align with the state and the American Association of Community Colleges. Much of the Pathways work we are planning now will be based on students who are transferring to OSU and what degrees they are obtaining. This will at least in part determine the pathways we focus upon at CSCC (as required by the State).

Rules and Policies Committee: They discussed getting the Syllabus policies link passed by the Board.

Assessment Committee: Assessment plans and reports were due last Friday for all courses.

Dual Enrollment Committee: They are meeting to discuss, with CSEA, the recommendations put forth by the Dual Enrollment taskforce and potential conflicts with the faculty employment contract (specifically in regards to compensation-related issues that have been charged to the Dual Enrollment committee).

Promotion and Tenure Committee: Nothing to report.

Meeting was adjourned at 12:10 PM.

APPENDIX A

Blended Course Proposal – Phase I: Scheduling and Course Assignment Blended Learning Advisory Committee

Background

This proposal is built upon a recommendation made from the Blended Learning Task Force, which was approved by the OAA Instructional Success Committee in 2013. The recommendation was that the Task Force help put into place a blended learning program that aligns with our institution's mission and goals and that recognizes the importance of quality course design and instruction in promoting student success.

After the approval of this recommendation, and to continue the work of the Task Force, the Blended Learning Advisory Committee was formed, and now serves as the advising body for blended learning. This committee has the same goals as the Task Force, and additionally, acknowledges that blended learning is recognized as a core component of Columbus State's Digital Pathways initiative.

Currently, statistics reveal that the blended learning course modality results in the greatest student success, above traditional classroom and web courses. In an effort to expand the offerings of effectively-delivered blended courses at the college, promote student success, and endorse the blended learning program, the Blended Learning Advisory Committee has identified several key strategies for promoting and scheduling blended courses. This proposal is a means to increase enrollment in our blended course offerings.

Proposal

1. *Expand communication to students about blended courses at key times during the registration process.*
 - a. Assure the published definition for blended learning is understood across campus.
 - b. Display a pop-up message regarding the blended courses when students register for them.
 - c. Produce departmental flyers and distribute them to students via advisors.
 - d. Identify additional communication protocols to educate students about the blended course format and its benefits for students. These opportunities might include emails to students, information at orientation sessions, COLS 1100 content, website announcements, advising education, etc.
2. *Designate classrooms for blended course usage.*

The various models used in blended learning (flipped, cohort exchange, online in the classroom, and instructional split) lend themselves to a more collaborative classroom. Setting aside specific smart classrooms and computer labs configured to effectively enhance and encourage student collaboration would be beneficial in promoting an even higher rate of student success in blended courses.

3. *Improve the schedule for blended courses.*

- a. Increase the percent of blended course offerings. Starting Autumn 2017, offer at least double the current number of sections, initially focusing on 10 blended courses with the highest enrollment.
- b. Offer blended course sections during most popular times/days.

Students will be more likely to sign up for blended course sections if they are offered during the most popular times/days. In addition, full-time faculty will be more likely to teach blended course sections offered at these times. When blended course sections are offered mainly in evenings, weekends or late afternoon, adjunct faculty are generally assigned to teach these sections. While our adjunct faculty may be effective instructors, we see value in having more full-time faculty teaching blended course sections as we work on improving such courses and curriculum.

When blended course sections are offered at other times to accommodate student needs (weekends, evenings, regional learning centers), careful consideration should be made to who will be available to teach such course sections and that those instructors assigned to teach the sections are appropriately qualified and trained.

- c. Offer blended course sections in pairs of companion courses (e.g., 9:00 A.M. Tuesday for one course and 9:00 A.M. Thursday for a different course).

One benefit of offering blended course sections is that two courses may be offered in place of one traditional course with the same physical space requirements. This is especially helpful when classes are scheduled in computer labs. (Although not required, blended courses benefit from computer labs due to the online classroom environment.) In addition to maximizing the use of physical space, offering companion courses allows faculty to fit courses into their schedule in an effective way, making them available to teach other important courses for the department.

- d. Hold/pend some of the traditional and web sections offered at same/similar times as the blended course sections.

Blended course sections often compete with multiple traditional course sections offered at the same or similar times. Making this change will allow blended course sections a better chance to fill earlier, as they often compete with multiple traditional course sections offered at the same or similar times.

- e. Allow all programs/disciplines to offer a course in a blended format only.

Not all departments allow courses to be presented only in a blended format. To address this issue, we propose that all departments allow this option with the goal of increasing student success.

- f. Offer courses with a limited number of sections and/or low-enrollment in a blended format.

Offering courses with a limited number of sections and/or low-enrollment in a blended format may increase enrollment and student success.

4. *Require use of approved department blended course content.*

Blended courses require quality curricular design and sound pedagogy based on best practices for a unique mode of instruction that integrates face-to-face and online environments. Accordingly, each blended course will undergo an Academic Quality Review (AQR) to determine if the course meets the expected standards. The use of approved department blended course content by adjunct faculty and those instructors teaching the course the first time would ensure consistent delivery of the course.

Course alteration by faculty other than the original course developer would require approval by departmental faculty.

5. *Define duties of the Blended Learning Advisory Committee:*

- a. The Blended Learning Advisory Committee will act as an oversight committee to review and evaluate the number and scheduling of blended course offerings.

The Distance Learning Lead faculty member in each department will work with a departmental committee and the Department Chair in order to determine the number of blended courses to offer each semester in their department, the best times to offer the courses, and the experience and qualifications necessary to teach the course. The committee should propose blended course offerings during peak enrollment times in order to offer students the best options for their learning style and schedules.

The departmental committees are to report back to the Blended Learning Advisory Committee concerning their satisfaction regarding the number and days/times of their blended course offerings and the experience/qualifications of faculty assigned to teach the blended course offerings.

Rejection of number of courses and days/times by the Department Chair should be reported to the committee along with an explanation for the rejection.

- b. The committee will follow up this proposal with a Phase II.

Phase II will include an expansion of piloted courses, and provide blended learning training, course review, and quality review.

Outcome/Goals

Our primary goal is to increase student success and retention. We believe that more students will choose to enroll in these courses and benefit from the blended environment if the college:

- Improves communication regarding blended courses campus wide
- Increases the number of sections offered as well as the variety of times while decreasing the traditional/web courses offered
- Assigns experienced distance learning instructors to teach blended courses
- Allows programs/departments to develop blended courses for all types of courses

With the adoption of these proposed processes, the Blended Learning Advisory Committee hopes to be better able to gather and study enrollment and student success data on blended course sections.

Submitted by the Blended Learning Advisory Committee Members

APPENDIX B

Dear CSCC Faculty,

The U.S Department of Education and the U.S. Department of Justice issued a “Dear Colleague” letter on May 13, 2016 regarding civil rights protections for transgender students. We have attached this letter and recommend that you read it prior to considering the recommendations listed below. The letter outlines several issues that educational institutions need to consider in order to comply with Title IX of the Education Amendments of 1972, one of which is the use of “pronouns and names consistent with a transgender student’s gender identity” (p.3). In response to this letter, the college has formed a Gender Identity Task Force. Of particular concern to this Task Force at present is the transgender student population’s right to “privacy related to their transgender status, including their birth name or sex assigned at birth” (p.4). Non-consensual disclosure of this information can be “harmful to or invade the privacy of transgender students and may also violate the Family Educational Rights and Privacy Act (FERPA)” (p. 4).

Non-consensual disclosure of a transgender student’s birth name and sex assigned at birth may occur when first names are read directly from course rosters. Rosters currently include only a student’s legal name, and not all transgender students have gone through the legal name change process. We are in the process of remedying this issue with the roster at the administrative and systems level, but in the meantime we encourage faculty to consider how their classrooms might be made more welcoming and inclusive for students of all gender identities. Specifically, we strongly recommend that faculty not read first names directly from the roster. Several alternatives have been generated over the course of our discussion. We offer those to you below:

1. Ask students to introduce themselves to you using the name they use. If you are concerned about verifying the identity of a student, have this conversation with them privately.
2. Read last names from the roster and ask students to tell you the first name they use. Remember to avoid using Mr., Mrs. or Ms. during this process; simply use last names.
3. Provide students with large index cards that can be folded in half lengthwise. Ask them to write the name they use on the outside of the card and their full legal name as it appears on the roster on the inside of the card. These cards can be collected at the end of class for attendance purposes and can assist faculty in learning the names of students. (Thanks to Mary Lewis for this idea).

Additionally, given that gender identity and pronoun usage cannot be assumed, we can only use “pronouns...consistent with a transgender student’s gender identity” (p. 3) if we ask for that information directly. While this may be a new and potentially uncomfortable experience for some, it is common practice within transgender-led spaces. In order to avoid singling out transgender students, this practice must be applied to all people present in the room. Towards that end, we recommend the following:

1. During introductions, ask that students share their gender pronouns as part of the process. You can model this for students by introducing yourself with something such as, “My name is _____ and I use the pronouns she, her and hers.” If students ask about this practice, you might use it

as an opportunity to discuss the importance of honoring and supporting one another as peers and members of the CSCC community. For more information about gender and pronouns, please see the attached document: “.....”

2. If you use nametags or large index cards for names, ask students to write their pronouns on their nametags/index cards.

Note: Not all people identify with binary gender categories (male or female). Students may indicate that they use a pronouns other than he/him/his or she/her/hers. For example, students may use the pronouns they/them/theirs or ze/hir/hirs or xe/xem/xyr. Please keep in mind that this list is not exhaustive; these are intended only as examples.

If you are interested in other simple ways to support transgender students and create a more welcoming classroom environment, consider the following recommendations:

1. Include your pronouns on your Blackboard site, your syllabus and/or your email signature. This makes the process of sharing pronouns more commonplace and encourages others to do the same. Below is an example of an email signature from a fellow faculty member:

Amy DeLorenzo
Pronouns: she, her, hers
Assistant Professor
Columbus State Community College, Interpreter Education Program
adelore1@csc.edu

2. Avoid binary references to gender on your syllabus.
3. Avoid using phrases such as “ladies and gentlemen” in your interactions with students.

If you would like more information about the content of this recommendation or the procedures being suggested, you may contact _____ at _____.

Thank you!

Gender Identity Task Force

APPENDIX C

Work Group Yellow

Discussion Topic: Membership

Sign-in:

Members

Amy DeLorenzo
Lisa Briggs
Dann Marketos
Patty Allen
Lisa Cerrato
Karen Muir
Jack McCoy
Tracy Koski
Gilberto Serrano

Committees Represented

Honors
Service-Learning
Digital Learning
Rules and Policies
Digital Learning
Delaware
Curriculum
Instructional Success
Dual Enrollment

Questions for discussion:

1. What is the optimum make-up of committees?

a. Number of members? Number of co-chairs?

Members: Minimum of 9 total members; 3 or 4 from A&S, 2 from H&HS and 2 from BET with 1-3 at-large (ex. DL leads chair, faculty fellow, adjuncts, ACFs, etc.) with consideration of keeping representation as close to equal as possible

Rationale: Allows for broad, diverse representation of the current college structure. Recognizes the contributions of both adjunct faculty and ACFs.

Co-chairs: Two co-chairs; one will be from A&S and the other will be from either BET or H&HS; staggered terms

2. What about term limits for members? Should they be voluntary or follow rules established for all committees?

There are no term limits for members.

3. Should membership eligibility be extended to ACF's or adjuncts, even as ex-officio?

ACFs may serve in the at-large positions with full voting rights in the committee. Adjunct faculty may serve in an ex-officio role with no voting rights.

4. How should co-chairs be selected within committees? What term limits should be established?

Committee elects co-chairs to staggered two-year terms. While there are no limits to the number of terms that can be served, at the end of each chair's term, elections must be held for the co-chair position. Current co-chairs are encouraged to abstain from running again for a consecutive term if there are other members interested in serving. Non-at-large members are encouraged to serve as co-chair at some point during their tenure on the committee. At-large members are not able to serve as co-chair.

5. Can members serve on more than one committee?

Co-chairs can serve on only one committee; others may serve on up to two committees if one is serving in an at-large capacity

6. Other considerations?

Co-chairs are permitted to retain a project management role on specific projects in order to see them through to completion.

APPENDIX D

Work Group Blue

Discussion Topic: Elections

Sign-in:

Members

Christine Creagh

Nikki Pearce

Marc Lord

Scott Laslo

Eric Neubauer

Melissa Luebben

Jeff Bates

Lauren Jones

Ben Pugno

Committees Represented

Student Support

Delaware

Curriculum

Dual Enrollment

FETPD

Academic Pathways

Assessment

Suggested Election Guidelines:

- The Academic Council Committees will have an annual call for membership during spring semester.
 - Each candidate will list their top 3 committee preferences.
- Following this call for membership, the Academic Council Faculty Fellow will make assignments to committees based on vacancies and divisional representation. If interest exceeds the number of vacancies, considering divisional representation, an election will take place within the individual committee for new members, with a list of nominees provided by the Academic Council Faculty Fellow.
- If additional committee members are needed during summer or autumn semester, an individual committee may make a call for membership, routed through the Academic Council Faculty Fellow. If interest exceeds the number of vacancies, considering divisional representation, an election will take place within the individual committee. This process should be followed rather than appointing new members.
- If current Academic Council committee members would like to change committees, this process applies.

Other considerations:

- The Academic Council Faculty Fellow may convene a taskforce to revise these guidelines as necessary.
- A taskforce should be convened to get the word out about Academic Council membership (i.e. during Faculty Orientation, during Promotion and Tenure trainings, in the CSEA The Word) to increase membership.