

**Minutes of the Study Session of the Board of Trustees
San Mateo County Community College District
April 19, 2017, San Mateo, CA**

The meeting was called to order at 5:00 p.m.

Board Members Present: President Thomas Mohr, Vice President Richard Holober, Trustee Maurice Goodman, Trustee Dave Mandelkern, Trustee Karen Schwarz

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

President Mohr said that during Closed Session, the Board will (1) hold a conference with legal counsel regarding two cases of existing litigation as listed on the printed agenda, (2) hold a conference with legal counsel regarding two cases of potential litigation as listed on the printed agenda and (3) hold a conference with agency labor negotiator Kathy Blackwood; the employee organization is AFT.

STATEMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS ONLY

None

RECESS TO CLOSED SESSION

The Board recessed to Closed Session at 5:01 p.m.

RECONVENE TO OPEN SESSION

The Board reconvened to Open Session at 6:15 p.m.

Board Members Present: President Thomas Mohr, Vice President Richard Holober, Trustee Maurice Goodman, Trustee Dave Mandelkern, Trustee Karen Schwarz, Student Trustee Dennis Zheng

Others Present: Executive Vice Chancellor Kathy Blackwood, Skyline College President Regina Stanback Stroud, College of San Mateo President Michael Claire, Cañada College President Jamillah Moore, District Academic Senate President Leigh Anne Shaw

Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA

None

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

President Mohr said the Board took no reportable action during closed session.

MINUTES

It was moved by Trustee Schwarz and seconded by Vice President Holober to approve the minutes of the meeting of March 22, 2017. The motion carried, all members voting Aye.

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

None

NEW BUSINESS

APPROVAL OF PERSONNEL ITEMS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (17-4-1A)

It was moved by Vice President Holober and seconded by Trustee Schwarz to approve the actions in the report. The motion carried, all members present voting Aye.

RATIFICATION OF RENEWED COLLECTIVE BARGAINING AGREEMENT BETWEEN THE DISTRICT AND THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA), CHAPTER 33

It was moved by Trustee Schwarz and seconded by Vice President Holober to ratify the agreement as outlined in the report. Trustee Mandelkern asked if the proposed agreement had been reviewed by outside legal counsel. Executive Vice

Chancellor Blackwood said it was reviewed by inside counsel but not by outside counsel. Trustee Mandelkern said that during the last bargaining cycle, there was some disagreement between the bargaining unit and the District about what was agreed to in terms of “Me Too” rights. He asked if the Me Too clause is included in the agreement being presented for ratification. Vice President Holober said it contains a “Most Favored Nation” clause that would grant CSEA any increase that any other bargaining unit receives during the life of the contract. Annette Perot, CSEA Chapter 33 President, quoted the following from the proposed agreement:

Comparability: The District agrees to provide at least the same total compensation formula to CSEA as is provided in other collective bargaining agreements that may be reached following this date for contract years 16-17, 17-18 and 18-19.

Trustee Mandelkern said he would like to have the agreement reviewed by outside legal counsel in order to avoid the confusion that occurred previously. It was moved by Trustee Goodman and seconded by Trustee Mandelkern to table the ratification of the agreement until the Board meeting of April 26. The motion carried, all members voting Aye.

Other Recommendation

APPROVAL OF CONTRACT AWARD FOR SKYLINE BUILDING 1N, NEW SOCIAL SCIENCE AND CREATIVE ARTS DESIGN BUILD PROJECT (17-4-100B)

It was moved by Trustee Mandelkern and seconded by Vice President Holober to approve the contract award as outlined in the report. Maxine Turner, a member of the public, said she wants to go on record in opposition to the funding of this project with Measure H bond money. She said the project does not fit the Measure H ballot language. She asked what the justification is for a 520 seat theater, how many students and faculty are in the creative arts programs, if these students have an education plan, and what social science programs will be located in the building. Ms. Turner said that a year ago, she requested a bond measure report that would place line item projects under categories that relate to the bond measure language and the job needs identified in the business needs assessment. She said she did not receive a response and asked the Board to direct staff to prepare the report. Ms. Turner asked if a budget estimate of ongoing costs for maintenance and operations of large new buildings is prepared before approving projects. She said the building modernization costs are far less than new construction. She questioned embarking on a major campus expansion during a decline in enrollment. Ms. Turner said she believes there is a culture of withholding information from the public and sometimes from the Board.

President Mohr said the educated person in the modern world is expected to be aware of social issues, world events, the formation of democracy, and the history of governance around the world. He said the educated person is also expected to have developed a sensibility, insight and appreciation for the arts, which are directly related to people’s quality of life. President Mohr said he believes the position of the educators who worked with the administration and Facilities Department in designing the building would be that state-of-the art stations for these kinds of educational endeavors are needed.

Trustee Mandelkern said that each of the three campuses has, and he believes should have, a theater that can accommodate hundreds of students. He said that in addition to theatrical productions, the theaters are gathering places for lectures, assemblies, meetings of students and meetings of faculty and staff. He said he also believes that the approximately forty percent of students who transfer to a four-year institution should have the basics of a liberal arts education in order to make their transfer experience successful; these are classes in the social sciences, creative arts, humanities, etc. that will be held in the new building. Trustee Mandelkern said that for these reasons, he believes the new building is a bona fide educational need and he supports approval of the contract.

President Stanback Stroud said that if there is one building that is used to prepare students for transfer, it is the Social Science/Creative Arts complex. She said the complex houses programs that form the basis of the transfer curriculum as well as the curriculum that supports the development of associate degrees. She said the Social Science/Creative Arts Division of one of the largest divisions at the College, housing the greatest number of full-time equivalent students. President Stanback Stroud said that while Skyline College does not have a theater arts department for the purpose of drama, it does have a career technical education program in scene preparation, a dance program with a large number of full-time equivalent students participating, and a music program that is part of the transfer curriculum. She said all of these programs use the theater. She said the theater is also used for programs throughout the campus for lectures and seminars that meet course objectives and are part of student learning outcomes.

President Mohr thanked Ms. Turner for her comments. Trustee Mandelkern asked that staff respond to Ms. Turner's request mentioned in her comments. After this discussion, the motion carried, all members voting Aye.

STUDY SESSION

DYNAMICS AND SUPPORT OF EXCELLENT TEACHING

President Mohr said discussion of this topic was made a formal goal of the Board some months ago. He said there was agreement that teaching goes to the heart of the mission of the District. There was also agreement that great teaching is transformative as students come into the classroom, connect with the teacher and begin to see themselves as learners. President Mohr said teaching has three components: I (teacher), Thou (student) and It (curriculum). He said that when the three components come together and are mastered by teachers, great teaching occurs.

President Mohr said he and Professor Leigh Anne Shaw, President of the District Academic Senate, agreed to hold a discourse at this meeting regarding the needs of teachers and how teaching has changed over time in order to provide more understanding by the Board on how they can support great teaching. President Mohr said he asked Professor Shaw to co-facilitate the discussion. Professor Shaw said she is honored that the Board wishes to collaborate with faculty. She said the large turnout of faculty at the meeting indicates that teachers are very interested in this collaboration as well. She said the discussion will address the three questions listed in the board report:

1. How has classroom instruction changed over the years, and do faculty feel they have been able to adjust their pedagogy to meet the needs of their students?
2. What are the issues faculty face in addressing the needs of students who are regularly in their classrooms, and do faculty feel equipped to meet those needs in terms of contemporary technology and professional development opportunities?
3. To that end, do faculty feel that there are adequate resources to enable them to be the best teachers in their classrooms? If not, what physical resources (technology, learning materials, etc.) and professional resources, such as training, are needed to assist them in conducting first-rate teaching and learning?

Along with Board members and Professor Shaw, the following faculty members participated in the conversation: Rosemary Nurre, Business Professor, College of San Mateo; Kathleen Feinblum, English Professor, Skyline College; Tania Beliz, Health Science Professor, College of San Mateo; Paul Rueckhaus, Economics Professor, Skyline College; Danielle Powell, Communication Studies Professor, Skyline College; Kate Williams Browne, Early Childhood Education Professor, Skyline College; Anne Stafford, English Professor, College of San Mateo; Cynthia Erickson, Business and Management Adjunct Faculty Member, College of San Mateo; Jesse Raskin, Paralegal Studies Associate Professor, Skyline College; Michael Hoffman, Math Instructor, Cañada College; Theresa Martin, Biology Professor, College of San Mateo; and Teeka James, English Professor, College of San Mateo.

The following thoughts and ideas were expressed during the discussion:

- Changes have been mainly in the delivery of education while the goals have not changed. Changes include use of WebAccess and the use of email, text messaging and telephone calls to communicate with students. Students expect instructional materials, reminders about work that is due, etc. to be online even for on-campus classes. Some students expect immediate replies and 24 hour access. Teachers continue to maintain office hours, but more communication is being conducted by email.
- The material is harder and more challenging. At the same time, students are coming to the colleges less prepared both academically and emotionally. This stirs debate about how to maintain retention and success.
- Today's students have been raised using technology. This affects their attention span and teaching has had to change in response, including teaching in shorter spurts. Students use technology to take notes and teachers have to overcome the problem of students using devices for other purposes during class time.
- Because of the changes in society, some students do not know how to talk to each other and the subtle nature of conversation has been lost.
- Recruitment plays a role, particularly in relation to international students. Teachers are being overwhelmed by students who cannot function well because of language and cultural lack of understanding.
- Students can no longer be considered empty vessels to be filled with knowledge. Students come with hopes, dreams and challenges and teachers need to know students in a different way. Teaching is now more dynamic and requires more collaboration and preparation. While the teacher must provide instruction, he/she should also establish a framework for teamwork, in which everyone has a role and contributes to learning.

- There is a great body of knowledge about effective teaching methods but there is not a good method of sharing that knowledge collectively. Teachers need to have time to visit classrooms and observe colleagues' instruction. Community college teachers are experts in their disciplines, but need opportunities to study pedagogy. Teachers also need time for reflective practice.
- Some professional development opportunities are offered through the California Success Network which is funded by the State Chancellor's Office Basic Skills Initiative. The Biology Department at College of San Mateo participates in professional development through a partnership with San Francisco State University which is funded by the National Science Foundation.
- Teachers want to build educational achievement for all students and this includes connecting with students of different backgrounds and expectations. Many experts believe the connection between teacher and student is the most powerful factor in relation to learning. How to make these connections and pique students' interest takes years of practice. It is challenging but important to make connections to students' cultures and what will get them engaged.
- Students expect that teachers will not be interested in them. Teachers must show students that this is not true. If teachers learn students' names and make it a point to know something about each student, the students will learn. This is difficult when teachers are responsible for multiple classes with large enrollments. Allowing time for reflective practice and visiting colleagues' classrooms would require additional funding because more teachers would be needed.
- Connecting with students includes being aware of the array of student support services and resources and directing students to these services.
- Part-time faculty are excellent practitioners and should be considered when looking at support and resources.
- College, department and division culture can create a competitive atmosphere. Workload issues and the expectation to participate by serving on committees deemphasizes the instructional core.

Trustee Mandelkern said a lack of resources was an issue during the time budget cuts were being made in 2009-10 and is still an issue to a certain extent. He said an important question is how to deploy available resources to help the most students for the best possible results. Professor James said the District might consider providing pedagogy training through a contract with a university in the area which would provide a semester-long course. She said the course could be offered to new faculty or to all teachers. Professor Powell said consideration could be given to using different methods of delivering instruction, such as compressed education and cohort models, to address the different needs of students. Professor Shaw said the list of teachers' obligations outside the classroom, such as serving on committees and working on state initiatives, is impacting the quality of time as teachers. She suggested looking at the number and structure of committees to identify which of them help the colleges function positively. Professor Rueckhaus said faculty governance is important in informing decisions and faculty want to be active members, but agreed that the meaningfulness of the work makes a difference.

Trustee Goodman said that despite challenges, teachers are performing magic in the classroom. He said the District should work to help find solutions that will assist teachers. He said this must be strategic and will require looking at solutions both immediate and long-term. He said one aspect to consider is whether the District/Colleges have good relationships with the K-12 districts to make sure students are better prepared when they enter college.

Trustee Mandelkern said this discussion has been informative and educational for the Board. He suggested two initial steps that could produce concrete outcomes:

1. Look at whether there is consensus around committees, initiatives, etc. that are not productive and do not add value.
2. Bring a proposal to the Board to offer a semester-long class on pedagogy through a school of education.

Trustee Schwarz thanked faculty for participating in this discussion. She said it is clear that they are dedicated and want to become and have become better teachers. She said she is pleased that faculty want to work with the Board and said she appreciates President Mohr and Professor Shaw bringing the topic forward. Trustee Schwarz said faculty expressed an interest in visiting colleagues' classrooms and she would like to have this addressed in more depth. Trustee Schwarz thanked Mr. Hoffman for distributing a list of comments from Cañada College faculty members who were unable to attend the meeting.

Vice President Holoher said the discussion has been valuable and he wants to continue the conversation. He said he believes Trustee Mandelkern's ideas are concrete and achievable. He said Trustee Schwarz's comments about visiting classrooms and observing excellence are also worth exploring.

President Mohr thanked Professor Shaw. He said she has been an excellent Academic Senate president who wants to put teaching upfront where it belongs. He thanked faculty who shared their knowledge and experience. He said great teachers get better and better over time and the Board must find ways to help them do this. President Mohr said he believes Trustee Mandelkern's ideas are worthwhile. He asked faculty to communicate their ideas to the Board as well.

Professor Shaw said she is humbled by her colleagues' comments and by the Board inviting faculty to share their ideas. She said the presence of this item on a meeting agenda speaks to how deeply the Board cares and she thanked the Board for making the dialogue possible.

STATEMENTS FROM BOARD MEMBERS

Trustee Goodman congratulated Student Trustee-elect Alfredo Olguin Jr. on his election.

Trustee Mandelkern added his congratulations to Mr. Olguin Jr. Trustee Mandelkern asked that staff form proposals for the Board to consider on the two proposals he suggested, as noted above.

Trustee Schwarz said she attended a meeting of the District Academic Senate. She said she observed faculty working together and was impressed with the care for students that was evident.

President Mohr said he attended a Project Change meeting. Project Care embraces students who have been incarcerated and President Mohr said people from all over northern California have expressed interest in learning about the program. President Mohr said he was invited to participate in a Human Library event at Skyline College. He said he was interviewed by faculty and learned much about them during the course of the interview.

President Mohr said the Board would recess to a continuation of closed session.

RECESS TO CONTINUATION OF CLOSED SESSION

The Board recessed to closed session at 8:34 p.m.

RECONVENE TO OPEN SESSION

The Board reconvened to open session at 9:30 p.m. President Mohr announced that no action was taken during closed session.

ADJOURNMENT

The meeting was adjourned by consensus at 9:31 p.m.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the May 10, 2017 meeting.

Richard Holober
Vice President-Clerk