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College of the Marshall Islands
Friday April 24 2020, 11:10 AM – 12:00 PM

Faculty Senate – Minutes of Meeting

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Chair: Moarieta Ientaake, FS President
Deputy Chair: Dr. Michael Young, FS Vice-President
Minute taker: Ana Bulavakarua – FS Secretary and Treasurer
Quorum: 26

1. Meeting was called to order.
    a. The quorum for this meeting was met, based on the technicality that there are instructors who are still part of the Senate but are off-island because of the COVID-19 situation.

2. Special/Urgent Business

    a. SIS Survey: Faculty Senate need to respond to the survey!
        i. Discussion on challenges that are faced:
            - Access to student data – case of not having access to CPLT test when advising students on classes to register for
            - Inability to access students' other instructors if the need arises to discuss how best to assist a student
            - Inability to view students' future schedules – for advising purposes again
        ii. Therefore, when we fill the survey, **request for the Faculty to be able to access:**
            - test scores (such as CPLT test scores) in order to advise students correctly
            - students' schedule of current and future classes – student advising purposes
            - room assignment – for meeting planning, and to check available classrooms when your assigned room has AC and internet problems for instance
            - every faculty's schedule – convenient when trying to plan meetings with other instructors
            - see student photos
            - attendance of students
            - access to future class list
            - classes arranged logically (e.g. Monday before Wednesday)
            - show class prerequisites and course instructors
            - add/drop list procedure – to be time stamped

    b. Paper-based Plan and WASC's statement on the need to make every effort to serve the students during this COVID-19 period
        i. At this month's Dean's Meeting, a sub-group was formed, and the Dean mentioned that she will call for a meeting, but she has not called for a meeting yet.
        ii. Suggestion of the Faculty to meet next week during the College hour from 11-12 pm at RH208 on Monday, Tuesday and Wednesday. Dr. Andrea will send out an email to this, and also inform the Dean that the Faculty will go ahead with this plan.
        iii. The Chair informed the Senate that there are 200 laptops available at the Book Store, and the Book Store have started issuing this out to students. There are also MIFI available for purchase.
        iv. Some faculty are already experiencing poor internet access
        v. Comments on "learner readiness" was raised – do we have data on this?
            - This can be the rationale for what we are proposing on the document to be drafted on the Paper-based Plan.

3. Review of the Minutes: Informal Discussion Minutes of 17 April 2020 approved as the true and correct record of the meeting.

4. Reports/Actionable Items as follows:
    a. Executive Council & Executive Officers' Report:
        i. A memorandum was sent out by the Office of the President of the new positions in the College, and this information is also available on the CMI website

      ii.   Questions regarding pay scale and job offers were raised. Some 'high' positions pay offer to successful candidates are lower than what is currently earned, in a 'lower' position

      iii.   Dr. Andrea Hazzard has declined the offer of the Dean of Instruction and Innovation for Student Achievement (DIISA)

  b. Human Resources Committee – no further report.

  c. Curriculum Committee RSA
      i.   Archived classes are still on the catalogue. Request for this to be removed.

  d. Institutional Effectiveness Committee
      i.   A request to read the Integrated Planning Manual (September 2016) and forward your comments/suggestions to Rosina. Ana had requested Rosina to send her a copy, which Ana will forward to the Faculty Senate.
      ii.   IEC is also reviewing the ISLO – requesting the Faculty Senate, if you know of the best way to assess the ISLO, to send your suggestions to IEC.

  e. Enrolment Management Committee
      i.   Jennifer had sent out an email which has 3 attached documents, and requests the Senate to read and comment on.
- Doc 1 - Amendment on the CMI Math Placement to include the Math Transition Test results for direct placement into Credit.
- Doc 2- Retention Report on EMW Goal 1 (Fulltime)
- Doc 2 - Retention Report on EMW Goal 1 (Part-Time)
- The Retention documents include the findings and their analysis.
- Committee is open to suggestion on how best to improve student retention

  f. Library Committee – no meeting
  g. Plant & Facilities Committee – no meeting
  h. Information Technology Committee – no meeting

5. Unfinished Business
6. New Business
7. Discussion

8. Announcements:
  a. **SLO Assessment** – Today there is a space available in RH119 -9.00 – 5.00 pm with Dr. Andrea Hazzard. You can come and seek her assistance or simply use the space for your SLO work.
  b. **Faculty Senate Poster Presentation**:
      i.   This will be held today at 5 – 6 pm. The posters are also available for viewing at RH119 if you cannot make it to the 5pm session.
      ii.   The posters will be in the Library for your students from next week. You can bring your class to come and view the posters.
  c. **Evening Showcase of Moodle Pages**: 5.00 – 6.30 pm - Monday, Wednesday and Friday of next week– dinner will be prepared. DO come to:
      i.   Tell your Moodle story – be a presenter
      ii.   Support your colleagues
  d. **Graduation** is happening on 28 May 2020 at 3pm and the Basketball Court, with limited guests. Attendance of faculty is optional

9. The meeting was adjourned.

Faculty Senate Statement of Concern for Student Learning in light of COVID-19
proposed to Faculty Senate on: Friday May 8, 2020

Background

The mission of CMI is that we "provide access to quality, student-centered, post-secondary educational services to the Marshallese people." The mission must drive our plans in both ordinary and extraordinary times. The current disaster contingency plan for COVID-19 is to go all online. But do all students have online access and readiness for remote learning? If we cannot confirm that all students have access and are prepared for remote learning, then we must address these needs.

CMI's accrediting body, the ACCJC, has stated its support for member institutions responding to COVID-19 by "waiving review and technology requirements for distance learning and correspondence education at institutions affected by the COVID-19 outbreak" . Moreover, ACCJC cites US the Federal Department of Education COVID-19 Guideline that "provides broad approval to institutions to use distance learning modalities ... " which "[do] not require the use of sophisticated learning management systems or online platforms." ACCJC shows clear support for alternatives to online education in the event of suspension of face-to-face classes due to COVID-19.

In addition to access to technology, students require extensive preparation and support for independent at-home learning, which includes engaging with online education.

This preparation is critical to ensure that CMI's mission of access to quality, student-centered, post-secondary educational services is realized. What follows is Faculty Senate's statement of concern for (1) students' readiness for remote learning and (2) students' access to technology. The statement of concern concludes with a list of recommended institutional actions which the faculty hope can be incorporated into CMI's disaster contingency plan to promote student learning and success during a time of crisis.

Concerns and Recommendations for Student Readiness for Remote Learning

The majority of CMI students qualify as first-generation college students and thus need additional support for success in college. This obstacle will be compounded if traditional in-person classes are transformed to an online or distance education model. Creating a successful contingency plan for classes is not merely an issue of access but also student readiness and mental health.

Time- and space-management and intrinsic motivation to engage in learning . Similar to many collective societies where extended families are the norm, many CMI students are living in households with up to 20 people. Students often are unable to access quiet learning spaces or have free time from their family duties and chores. Students' cultural experience of independent learning varies; however, many might not be ready for the high degree of independent learning the college expects during a time of crisis. Making oneself active and successful in distance learning is a challenge that requires intrinsic motivation, independent learning experience, and family support, with members participating in and valuing similar educational activities. This distance learning challenge is doubled in a society where students' experience in technology is limited to social media. Online education, when it is a new experience, requires extensive learner support.

Family buy-in, dynamics, and support for student learning. Encouraging family support of students' learning journey will be important. Current social mores indicate that students who are trying to learn at home will be inundated with chores and other family responsibilities. Currently there is neither an explicit plan for how families will be asked to support their students nor how students will handle the increased home requirements while also maintaining academic standards. This issue will be exacerbated by the closing of primary and secondary schools.

Emotional and mental health in light of pandemic situation. The college's contingency plan should create a collaborative learning approach between students, faculty, and Student Services to promote students' emotional and mental health during a time of crisis. Most students will likely experience unprecedented levels of stress as they negotiate home/family life and academic coursework. Therefore, learning approaches will need to evolve to match the challenges facing the college, the community, and the individual student. Elements of responsive learning will include clear expectations, ongoing communication, adaptive curriculum with flexible due dates, and a clear plan for accessing student support services.

Specific recommendations for student readiness and mental health. The following is a list of categorized recommendations for institutional action.

1. Time management and motivation:

a. Mandatory workshops on motivation and time management implemented as soon as possible. Follow up videos and pamphlets on time management can review information covered during the workshops.

i. Students can indicate a desire to use electronic or paper based planner. CMI provides students with their desired resource.

2. Family buy-in and support for student distance-learning:

. Cultural leaders will be key in creating a social norm of students having time at home for academic purposes. Towards this end, the Administration should request a board member to approach the Council of Irooj to emphasize the need for family support. Families and communities need to be prepared soon for the likelihood that we will be moving to online/distance learning.

a. Community outreach through as many channels as possible should greatly aid in creating the social norm of students doing academic work at home, and this outreach should go beyond our online presence through church membership, radio, community and family members. Announcements and engagement in these forums before and during the lockdown can be avenues to ensure that families support students' work, and for students to do their work. One possibility is a timetable outlining the number of hours students have to allocate for their academic work each day (number of hours to be recommended by instructors per course or established by credit-hour). This can ensure that students are consistent with doing their school work. We, the college, should start preparation of family buy-in now. This can even be sold as an opportunity for the advancement of the country, and a time for educational achievement through family and community support.

3. Emotional and mental health:

. Survey on student needs and concerns to identify the highest risk students in terms of homelife and personal challenges to establish initial counseling contact.

a. Use the survey to find the most prevalent stressors and roadblocks, in students' perceptions, to academic success under a new system.

b. Create as many avenues as possible for students to contact for support (phone, email, chat) in addition to the Moodle.

Concerns and Recommendations for Students' Access to Technology

There are many options to continue access to quality student-centered education, but in order to do this, it is also important that faculty have data about what kind of access our students have. As the faculty are 'at the coal face' of instruction at CMI, we have a greater understanding of our students' needs as well as their readiness for this shift. As such the faculty of the College of the Marshall Islands strongly suggest the College gather disaggregated institutional data on student technology access to supplement this working knowledge. And on behalf of students who have limited or no access, the College should form a working group immediately to explore the need for a complete paper-based solution for our students (should even one student in a class lack access). For example this may include a system of drop-offs and pick-ups utilizing the college's vehicles and the best medical precautions. This may include flash drive options for those with computers but without consistent/reliable access to the internet. These students may also benefit from mobile WiFi-hotspots touring Majuro atoll on a regular schedule. And finally these students may also benefit from an email or direct-message-based system, if they only have cellphones and internet, but no laptops.

Means of Communication. As the College of the Marshall Islands is the dedicated post-secondary educational institution for the country, we have an ethical obligation to ensure that students have access to quality learning and fully understand their role as learners in light of a pandemic. Information about this must be communicated clearly and widely to students and the community, and we recommend using the following means.

- Use radio/newspaper and (social media) messenger services to make sure that the message is spread as far and as freely as possible to all parts of the country.
- Provide up-to-date information regarding national and college movement in pandemic alert levels and corresponding actions via CMI's website.

Faculty and student adaptation to online learning. The higher education publications *Inside Higher Ed* and *The Chronicle of Higher Education* both emphasize the need to not put face-to-face materials online unaltered with the same due dates (Lederman, Supiano). Learning how to use new software and platforms, and to be a self-starter who

can work alone already add to the student's workload and this should be understood when deciding curriculum. In other words, the college's contingency plan needs to take into account the extra work students have to do just to access the internet, engage with materials, and independently negotiate coursework as they manage home/family life and their emotional well-being.

Conclusion

Faculty Senate endorses a collaborative approach to responding to the COVID-19 pandemic. Faculty are in a unique position to understand students' needs as they relate to student learning and achievement. The Faculty Senate strongly feels that ACCJC supports taking a variety of approaches to ensure that student learning is optimized during this pandemic. Faculty Senate calls for the consideration of alternative means to complement the current online approach outlined in the college's disaster contingency plan; namely the inclusion of a student-centered, accessible approach to quality learning, which is in full support of the college's mission.

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Institutional SLOs

- The CMI graduate will have life-goals and will know how to use available resources to achieve those goals.
- The CMI graduate will be knowledgeable and respectful of his or her own culture and respect the cultures of others.
- The CMI graduate will use skills and knowledge to the economic, political, intellectual, social, and ethical benefit of local communities, the RMI, and the global community.
- The CMI graduate will make innovative, informed, and responsible decisions based on evidence.
- The CMI graduate will understand the importance of mental and physical well-being and be able to make personal decisions leading to a healthy lifestyle.

Approved by BOR 2011

1.0. Curriculum Committee (CC) Role, Scope, and Authority

For the Academic Year
2018-2019

Role:

The Curriculum Committee oversees creation of new courses and academic outcomes, review of, and changing or archiving existing courses. The Curriculum Committee oversees and updates existing courses within a program which are consistent with the educational goals of the College. The Curriculum Committee approves proposed courses, maintains records of existing and archived courses and changes, submits signed course outlines to the Office of the Dean of Academic Affairs, and keeps the Faculty Senate apprised of all actions of the Committee.

Scope:

This is a standing committee of the college. It reports to the Executive Council through the President of the Faculty Senate. It is made up of all of the Academic Department chairs, General Education Chair, two faculty members chosen by the Committee for their interest or knowledge, the degree auditor from Student Services, Registrar, Director of Library Services, and Dean of Academic Affairs. Also included in the membership, all as ex-officio, non-voting members, are the Dean of Adult and Continuing Education, the Vice-President of Academic and Student Affairs, a representative from Institutional Research, the Director of Financial Aid, and a Student Body Representative. The Student Body Association will choose the Student Body Representative and an alternate who must maintain a GPA of at least 2.5. The Curriculum Committee normally meets Fall and Spring Semester, but it does not meet during academic vacations or holidays; however, special meetings may be called during Summer Semester and at other times as necessary.

Regular Meetings: Regular meetings shall be held on the first and third Monday of every month at the appointed college hour
Special Meetings: Special Meetings may be called by the Chair or the Acting Chair of the Curriculum Committee as he/she may deem necessary.

The Committee will be reconstituted at the beginning of each academic year:
- A Chair will be selected from the voting Committee membership. Only teaching faculty are eligible to be Chair.
- The Recording Secretary shall be selected from the voting Committee membership.
- A CC Course Outline Editor shall be selected from the Committee membership.
- The Dean of Academic Affairs schedules meetings and presides as Chair Pro-Tempore until the CC Chair has been chosen.
- In the absence of the CC Chair, the CC Recording Secretary shall preside at meetings.
- A quorum shall consist of a simple majority of the voting Committee membership.
- Motions will be passed by more than 50% of those present and voting, or a majority of the voting membership if voting electronically.
- The Committee shall report to the Executive Council through the President of the Faculty Senate.
- The Committee provides for inspection all approved Course Outlines, Minutes, Reports, and Procedures to the College Community.
  The Committee shall make all curricular documents available to the faculty for comment prior to approval in order to allow for collective ownership over the design and improvement of the learning experience per ACCJC Standard II.A.2. The Committee shall publish the minutes and actions via the internet in a timely manner following approval. At the beginning of each academic year, the CC shall share its assessment and recommended remedial action.

Authority: Section 620.01 of the College General Administrative Policies provides that:
The Curriculum Committee be a standing committee.

Approved by CC February 05, 2020