TLTR faculty co-chair Janet Willett called the meeting to order at 2:12 p.m.

The minutes of February 2, 2004, were read and approved with additions as follows: Alana’s surname was added, and Carlota del Portillo’s additions, also.

New Business:
1. Dean Joanne Low of Chinatown Campus presented the plans for the new and remodeled site building. Besides a full-color aerial rendering of the proposed building, more than ten architectural plan prints were displayed. Dean Low explained each floor plan in detail in the technological aspects. Construction is planned for 2005-2007, and the facility should serve 7000 or more students.
   a. Discussion of technical aspects first addressed the auditorium installation: there would be a public address system with a control box, and there would be an LCD projector and “smart” podium. Perhaps wireless headphones for multi-lingual interpretation events would be useful. American Sign Language interpretation and captioning of video projection were also discussed.
   b. Storage for “scooters” for persons with disabilities was a recognized necessity.
   c. Although some rooms are designed as language labs and computer labs, all of these would be computer labs with Internet access via the CCSF Intranet.
   d. On the seventh floor, there will be two “wet labs” and two “dry labs” for science courses. Computers may be mounted on moveable carts in order to allow flexibility of lab configuration.
   e. Students will most likely run the cafeteria, coffee bar, and catering kitchen.
   f. One room would be designated as a video-conferencing space.
   g. It was noted that a building committee with design consideration responsibilities is composed of representatives from all stakeholders, including six members from the legal suit participants.
2. Doug Re gave a presentation regarding the updating of the “standards” for all labs and “smart classrooms.”
   a. Every “smart classroom” would have a “stub” for wireless intranet service, but currently graphic heavy applications function very slowly in a wireless lab.
   b. New seismic standards will probably cause LCD projectors to be mounted on walls, rather than hung from the ceiling. Screens will be mounted in accordance with new seismic standards, also.
   c. Every such classroom would have a telephone.
   d. Every podium would be “smart” and have a port for attaching a laptop computer for presentations. Overhead and ELMO projection would be built in.
   e. There would be a central control for monitoring lamp life and projector switch-off.
   f. Ergonomic and Feng Shui evaluation of designs was recommended.
   g. Audio-visual technology would be compatible across the entire district. As new products are added to replace old products, the district standards and designated equipment choices would be updated.
   h. It was noted that LCD projection is redundant in a room equipped with computer stations for every user. In the future, where projection is installed, it was noted
that the standard may be moving towards plasma screens and away from LCD projectors.

i. A visit to Stanford University provided some information about collaborative capabilities. Essential features included (1) flexible seating patterns, (2) electronic white boards that downloaded to computers for sharing with non-present participants, (3) sound-proofing, and computer networking.

j. “Smart classrooms” that will be used to originate broadcast or video conferencing will be built with acoustic dampening of environmental “noise.”

3. Old Business:

a. Action 7.1 on the Master Plan, which concerns the institutionalization of distance learning courses, was discussed.

i. The original plan called for the units carried in the online allotment to be transferred to the concerned department after four semesters. Discussion pointed out that small departments experience a major impact when this occurs, and a major or face-to-face course program cannot always adapt to the adsorption of distance learning units.

ii. It was recommended that the TMI continue to carry the units for small departments.

iii. When competing small department needs must be addressed, rotation by semester of distance learning courses may be a solution.

iv. It is also necessary to ascertain the degree of “course effectiveness” as part of this “institutionalization” per the Master Plan. Course effectiveness is based on (1) student and faculty satisfaction with the course, and (2) enrollment history in the course.

v. All of these issues regarding institutionalization are also framed within the funding picture. However, a functioning process will consider needs both in times of restraint and cutbacks and in times of expansion.

b. Small department and online course development was discussed.

i. Small departments need to have guarantees that their distance learning courses will continue to be carried by the TMI.

ii. Departments will ascertain the “track record” or the record of accomplishment of their online courses. There is a need to know how other institutions define and ascertain “course effectiveness” in an environment of competing interests.

iii. Whether or not an online course is part of an online major or a standard major should be part of the “course effectiveness” rubric.

c. It was noted that there are currently 45 online courses being offered. Since the beginning of the TMI, it is noted that 65% of the courses have been institutionalized.

The meeting was adjourned at 4:10 p.m.

Minutes can be found at http://www.ccsf.edu/tltr