



**Friday, January 3, 2014 meeting**

9:00 a.m. to 12:00 noon

12:00 to 12:30 p.m. Lunch

12:30 p.m. to 5:00 p.m. meeting continued

*The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by contacting Tonya Davis at (916) 445-4753 or by sending a written request to Ms. Davis at the Executive Committee's address 555 Capitol Mall, Suite 525, Sacramento, CA 95816 or [tonya@asccc.org](mailto:tonya@asccc.org) no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.*

*Public testimony will be invited in conjunction with the Executive Committee discussion on each item. A written request to address the Executive Committee shall be made on the form provided at the meeting.*

*Persons wishing to make a presentation to the Executive Committee on a subject not on the agenda shall address the Executive Committee during the time listed for public comment.*

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**I. ORDER OF BUSINESS**

**A. Roll Call**

**B. Public Comment**

This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.

**C. Calendar**

**D. Action Tracking List**

**E. Dinner Arrangements**

**II. OLD BUSINESS (Possible Action)**

**A. Accreditation Institute – 20 mins., P. Smith**

The Executive Committee will adopt the final program for the Spring 2014 Accreditation Institute.

**B. Academic Academy – 20 mins., Morse**

The Executive Committee will approve the final program for the Academic Academy.

**C. Area Representative Handbook – 20 mins., Grimes-Hillman**

The Executive Committee will approve the Area Representative Handbook.

**III. NEW BUSINESS (Possible Action)**

**A. Bagley Keene Act – 45 mins., B. Smith**

The Executive Committee will discuss the implications of the Bagley Keene Act on Senate functions and direct appropriate individuals or groups to investigate how best to comply with the Act.

**B. Executive Committee Meeting Minutes – 20 mins., Bruno**

The Executive Committee will consider for approval the minutes from the November and December Executive Committee meetings.

**C. Curriculum Institute – 20 mins., Stankas**

The Executive Committee will discuss the 2014 Curriculum Institute including the scope of the institute, audience size, composition, and thematic strands given the capacity of the chosen location and provide advice.

**D. Resolutions Committee Operational Recommendations – 20 mins., Freitas**

The Executive Committee will review, discuss, and act upon the operational recommendations from the Resolutions Committee.

**E. Resolution Assignments – 30 mins., Freitas**

The Executive Committee will consider for approval the assignments for the Fall 2013 Plenary Session resolutions.

**F. Spring Session Planning – 30 mins., B. Smith**

The Executive Committee will consider for approval the theme for the Spring Plenary Session and discuss keynote presenters and breakout topics.

**G. Survey of Automatic Awarding of Degrees – 20 mins., Morse**

The Executive Committee will discuss and consider for approval sending out the survey on automatic awarding of degrees.

**H. Public Relations – 20 mins., Kawaguchi**

The Executive Committee will provide direction to IPC about whether or not the Senate should have a policy on how, when, or who receives gifts from the Senate Executive Committee.

**I. Spring Curriculum Regional Meetings – 20 mins., Stankas**

The Executive Committee will discuss and consider for approval the spring curriculum regional meetings.

**J. Vocational Leadership Professional Development – 30 mins., North**

The Executive Committee will be updated on activities related to the Senate's Perkins grant for professional development for vocational education faculty and consider for approval regional meetings.

**K. Vocational Education Institute – 10 mins., Stankas**

The Executive Committee will discuss and consider for approval planning for future events to serve CTE faculty or explicit professional development goals.

**L. Vacancy in Area A Representative – 20 mins., B. Smith,**

The Executive Committee will consider for approval whether to fill the Area A vacancy or assign members to complete the duties of the Area A Representative for spring.

**M. Posting Research on ASCCC Website – 20 mins., B. Smith,**

The Executive Committee will consider for approval a webpage on the ASCCC site for pertinent research for the field.

**N. Expense Reimbursement Policy – 20 mins., Stankas**

The Executive Committee will discuss the current travel policy and suggest that the Budget and Finance Committee consider review and possible modifications.

**O. Financial Report – 20 min., North**

The Executive Committee will receive a report on the Senate's finance and consider for approval modifications to the adopted budget.

**P. Board of Governors Faculty Nomination – 10 mins., B. Smith**

The Executive Committee will approve the candidates to interview for the faculty positions on the Board of Governors during the January/February Executive Committee meeting.

**IV. INFORMATION AND REPORTS (*Time certain: 4:00 pm – 5:00 pm*)**

**A. Chancellor's Office Liaison Report – 15 mins.,**

A liaison from the Chancellor's Office will provide the Executive Committee members with an update of system-wide issues and projects.

**B. Liaison Oral Reports (*please keep report to 5 mins., each*)**

Liaison's from the following organizations are invited to provide the Executive Committee with update related to their organization: AAUP, CCA, CCCI, CFT, FACCC, Part-time Faculty, and Student Senate

**RECESS**

**Saturday, January 4, 2014**

8:30 a.m. to 12:00 p.m. Executive Committee Meeting Resumes

**V. FIRST READING (No Action)**

**A. Part-time Paper Revision – 20 mins., Morse**

The Executive Committee will discuss and consider for approval a proposal and outline for the revision of the part-time paper.

**B. Multiple Measures Paper – 20 mins., Grimes-Hillman**

The Executive Committee will discuss and consider for approval the Multiple Measures Paper.

**C. Discipline List Handbook – 20 mins., Grimes-Hillman**

The Executive Committee will consider for approval the proposed Discipline List Handbook and provide feedback.

**D. Leadership Pilot Module – 20 mins., Grimes-Hillman**

The Executive Committee will consider for approval developing a pilot project for providing a yearlong leadership program to faculty on California community colleges.

**E. IPC Recommendations – 30 mins., Bruno**

The Executive Committee will be informed about the progress of the Internal Policy Committee in revising Executive Committee and ASCCC policies and provide feedback from the members on proposed revisions to existing and new policies.

**F. Budget Committee Membership Composition – 20 mins., P. Smith**

The Executive Committee will discuss whether to change the composition of the ASCCC Budget Committee to include two faculty members from the field, to add non-officer Executive Committee members, or to consider other changes.

**VI. INFORMATION AND REPORTS (No Action)**

**A. Board of Governors/Consultation Council – 20 mins., B. Smith/Morse**

The Executive Committee will be updated about the Board of Governors and Consultation Council Meetings.

**B. Senate Grants – 15 mins., B. Smith**

The Executive Committee will discuss ways to 1) improve communication between grant projects and the Executive Committee, 2) establish criteria (if necessary) to determine when the Senate should pursue a grant, and 3) how to ensure that the policies of the Senate are used in completing the work of grants.

**C. Fall Curriculum Regionals Survey Results – 10 mins., Stankas**

The Executive Committee will discuss the Fall Curriculum Regionals Survey Results.

**D. Veterans Summit Report and Follow Up – 10 mins., Davison**

The Executive Committee will discuss the report about the Veterans' Summit and the ACE evaluations processes.

**E. Update Executive Committee Members About the December 6 CCSF Workshop – 10 mins., P. Smith**

The Executive Committee will be updated about the December 6th CCSF Workshop.

**F. Credit by Exam Paper – 30 mins., L. Kawaguchi**

The Executive Committee will discuss the draft credit by exam paper and provide direction prior to the first reading at the next meeting.

**G. Written Reports – B. Smith**

Written reports from the Executive Director, Foundation President, committees, task forces, liaisons, and grants are provided for informational purposes. The public can pull any item from this section for discussion.

## **H. Approved Minutes - Bruno**

The October 4-5, 2013 approved minutes are presented.

### **Public Comment**

This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.


### **New Business**

### **Adjournment**




# January 2014

## Executive Committee Calendar

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# March 2014

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# April 2014

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# May 2014

## Executive Committee Calendar

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# June 2014

## Executive Committee Calendar

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# July 2014

## Executive Committee Calendar

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ACADEMIC SENATE  
for CALIFORNIA COMMUNITY COLLEGES

please ensure that for each entry all cells are completed to facilitate searches

Executive Committee  
Record of agenda items -- 2013 - 2014

date of meeting	agenda item	responsibility	due	completed	agenda item	source	minute reference	further action/status
Mar-13	Part-time faculty issues	Davison		Completed	IV. D.	Exec Discus	page 4	Completed -- Published in the November <i>Rostrum</i>
Aug-13	Information about the total FTE	Adam S	Oct Exec Meeting				IV. A	Completed -- Included in ED October report
Aug-13	Rostrum article addressing concerns on Accreditation	P. Smith	October Rostrum				IV. F	Completed- November <i>Rostrum</i>
Oct-13	Legislative Activities	Morse	Completed				III. A.	Rostrum article educating local senates about the legal options for the ASCCC and local senate legislative activities completed by Morse and North and published in November <i>Rostrum</i>
Oct-13	Accreditation Timeline	P. Smith		Completed			IV. A	Completed -- October timeline on the Accreditation Committee, Accreditation Institute, and the Resources pages and was posted on the "What's New Page" for a short period



## Executive Committee Record of agenda items -- 2013 - 2014

date of meeting	agenda item	responsibility	due	completed	agenda item	source	minute reference	further action/status
1-Jun-12	ASCCC Vendor Policy	Adams			IV. G.	Turnaround survey	page 6	Assigned to IPC - August 2013
Sep-12	Area Representative Roles and Responsibility	Grimes-Hillman			V. A.	Exec Discussion	page 7	1st draft submitted - January 2014 Exec meeting
17-Apr-13	FACCC Partnership on events	Adams			V. H.		page 4	
Aug-13	Revised Budget	Adams					IV. A.	Adams will bring back a revised budget once the SB70 budget and work plan are finalized
Aug-13	Budget and Expenditure Quarterly Update	Adams	Ongoing				IV. A.	Adams will report the budget and expenditure information quarterly and include the dashboard and income statement
Aug-13	Developing a minimum reserve	Officers					IV. A.	Officers will discuss developing a minimum reserve amount for Senate budgeting purposes
Aug-13	CFO's informational presentation to Exec on Budget	Adams	Exec Orientation				IV. A.	CFO to make informational presentation to the Executive Committee on the budget and financial processes each year preferably at the Orientation meeting
Aug-13	Social Media Policy and Presence	IPC					IV. B.	The Internal Processes Committee (IPC) will review current policies to ensure that social media and online communications are appropriately addressed and recommend any modifications.
Aug-13	Paper Development Process	IPC					IV. C.	On January 3 - 4, 2014 agenda
Aug-13	Vendors/Sponsors	Adams					IV. D.	On January 3 - 4, 2014 agenda
Aug-13	Local Senates Survey	Adams					IV. I.	Survey sent to local Senates this fall
								The Executive Committee will consider using the information gathered from this survey in its strategic planning process.
Oct-13	Legislative Activities	Bruno					III. A.	IPC will explore developing a document addressing good practice for Senate involvement in lobbying and advocacy
Oct-13	Legislative Activities	Freitas					III. A.	Resolutions Chair will review the Resolutions policies and procedures for updates needed regarding what legislative actions the Senate can or cannot take
Oct-13	Legislative Activities	Morse					III. A.	Hold a future breakout addressing local senate and Senate lobby/advocacy topics
Oct-13	Legislative Activities	Crump					III. A.	Crump will research the Chancellor's Office legal opinions to see if there is any information available about lobbying and advocacy
Oct-13	Legislative Activities	Morse					III. A.	Members will consider the Senate's legislative activities when discussing strategic planning
Oct-13	Budget Committee Membership Composition	B. Smith	Jan 2014 Exec Meeting				IV. B.	The officers to discuss the implications of the proposal and make a recommendation to the Executive Committee by January 2014
Oct-13	Multiple Measures Paper	Grimes-Hillman					IV. C.	1st draft submitted - January 2014 Exec meeting
Oct-13	Distance Education Paper	Freitas					IV. E.	Executive committee approved the concept of a paper focused on faculty and student preparation for DE courses. Surveys are to be sent out to the field with responses due by 1/1/24. The surveys will close on 12/1/13. A literature search is being conducted for research on faculty and student prep for DE. The DE Task Force will meet 1/24 to analyze the surveys, review the literature and build a more detailed paper outline.

Oct-13	Survey Regarding Preparation for Teaching/Taking Online Classes	Freitas					IV.G.	Surveys were sent to the field on 11/12, and the deadline was extended to 12/13. The DE task force will start reviewing the results ahead of their 1/24 meeting.
Oct-13	Area Representative Handbook	Grimes-Hillman				IV.H	1st draft submitted - January 2014 Exec meeting	
Oct-13	Discipline List Handbook	Grimes-Hillman				IV.I	1st draft submitted - January 2014 Exec meeting	
Oct-13	Fall Regional Curriculum Meetings	Stanskas				IV.J	Stanskas will provide Adams with information for advertising these events and posting on the website	
Oct-13	Accreditation Institute	P. Smith	Final version due Jan 2014 Exec Meeting			IV.K	<ul style="list-style-type: none"> <li>P. Smith will provide Adams with an outline of the program for communicating with the field and posting on the website.</li> <li>P. Smith will bring a final program to the next Executive Committee for approval</li> </ul>	
Nov-13	Legislation	Morse	Jan 2014 Exec Meeting			III.A	<ul style="list-style-type: none"> <li>Morse will send the list of agreed and not agreed upon legislation to the board</li> <li>A Rostrum article will be written by a board member for the next issue</li> </ul>	
Nov-13	Academic Academy	Harrell	Final version due Jan 2014 Exec Meeting			IV.B	<ul style="list-style-type: none"> <li>Harrell will update the program to include any suggestions or changes from the board</li> <li>The program will include the panel discussion at the end for CSU/UC and this will be reflected on the program</li> </ul>	
Nov-13	Joint Advocacy Communication	Morse	Jan 2014 Exec Meeting			IV.C.	<ul style="list-style-type: none"> <li>Revisit the MOU between ASCCC and FACCC and bring this to the next board meeting</li> <li>Morse will continue to have conversations with Lightman on the joint communication with FACCC and ASCCC</li> </ul>	
Nov-13	Reinstatement of Local Senate Visits	Morse				IV.D.	<ul style="list-style-type: none"> <li>Kawaguchi will send out the general practices document to the board</li> <li>B. Smith will look at strategic plan for reinstatement of local senate visits</li> <li>A master document will be considered and possibly developed for local senate visits</li> </ul>	
Nov-13	C-ID/TMC Update	Bruno	Jan 2014 Exec Meeting			VI.C.	<ul style="list-style-type: none"> <li>Agendize for next meeting C-ID and relationship with Senate</li> </ul>	
Nov-13	2013 Institute for Equity, Effectiveness, and Excellence at Hispanic Serving Institutions	Chiabotti				VI.E.	<ul style="list-style-type: none"> <li>Chiabotti will forward quotes from Baca to B. Smith</li> </ul>	

### Assigned Tasks -- 2013 - 2014

Date of meeting	Assignment	Responsibility	due	status	complete	source	minute reference	further action/status
Jun-13	Accreditation Effective Practices	P. Smith	Spring 2014					First draft on January agenda
Jun-13	CBE 2nd Paper	Kawaguchi	Spring 2014	Outline 8/2013				DE Taskforce to collect survey data and research scholarly research on the subjects of student and faculty prep for DE and the effects on retention and success. Paper to focus on faculty and student prep for DE. The surveys will close on 12/13. A literature search is being conducted for research on faculty and student prep for DE. The DE Task Force will meet 1/24 to analyze the surveys, review the literature and build a more detailed paper outline.
Jun-13	DE Paper	Freitas	Spring 2014	Outline 8/2013				
Jun-13	Multiple Measures Paper	Grimes-Hillman	Spring 2014	Outline 8/2013				1st draft - January meeting

Task Forces	responsibility	due	status	complete	source	invite reference	further action/status
Jun-13 Part-time Paper	Morse				19.07 S13		Outline on January 2014 Exec agenda
Jun-13 Professional Development Paper	Morse				19.01, F12, 19.02 F12		
Jun-13 Assignment	responsibility	due	status	complete	source	invite reference	further action/status
Jun-13 Conjoint Programs/Regional Scheduling	Freitas				9.01 S13, 9.02 S13, 13.04 F11		On hold
Jun-13 Distance Education	Freitas				9.06 S98; 9.03 S13, 9.04 S13, 13.03 S13; 19.06 S13		9.03 and 19.03 being addressed by surveys on student preparation and faculty preparation finalized and subsequent paper. 9.04 being partially addressed by MOOC breakout at fall 2013 session. B Smith and J. Freitas to contact CIOs group about data for 13.03 DE Task Force members plan to submit Rostrum articles on their MOOC experiences as students and teachers in those environments. Other Rostrum articles are planned, including one reporting the results of the surveys.
Jun-13 GE Task Force	Harrell				17.03 F12		
Jun-13 Grants and Local Budgets	P. Smith				19.05 F11, 1.07 S10; 19.03 S13		
Jun-13 Hiring and Evaluation	Chiabotti				Resolutions		IPC is revising the following policies: Publication Guidelines, Elections Process, Internia and External Communication and Listserv policy. IPC is creating new policies for Vendors at Senate events, Social Media, and Evaluation Process for the Executive Director.
Jun-13 Internal Process	Bruno						
Jun-13 Low Certificates	Rico				21.01 F12		
Jun-13 Noncredit/Adult Education	Harrell				S12 14.01 and 19.01		
Jun-13 Operational Oversight	Bruno				1.02 S13; 1.04 S13		OOCC is developing a process to evaluate the ASCCC. OOC members will be presenting their progress at a breakout during the fall plenary session.
Jun-13 Professional Development College	Grimes-Hillman				19.01 F12		proposal for pilot going to Exec in January. 14
Jun-13 Student Cheating	Davison		Breakout Completed FS13		13.05 S13		Breakout held at F13 plenary. committee is composing Rostrum article.
Jun-13 Student Equity	Chiabotti				13.05 S11, 13.06 S12, 13.07 S10		

### Assigned Tasks -- 2013 - 2014

date of meeting	Assignment	responsibility	due	status	complete	source	minute reference	further action
	<b>Research</b>							
Jun-13	Need for Behavioral Intervention Teams	Kawaguchi				13.01 S11		Return to Exec for Policy discussion
Jun-13	Tutoring Centers and Supplemental Learning/Instruction	Davison				13.02 S11		Return to Exec for Policy discussion
Jun-13	General Education and American Institutions Certification on Student Transcripts	Freitas				13.03 S12		This may have already been addressed by D. Morse. The resolution that was actually assigned to me was 13.05 S12, which the officers deemed unfeasible at this time
Jun-13	Admissions Priorities and Practices regarding out of state and international students	P. Smith				20.01 S12		Return to Exec for Policy discussion
Jun-13	CTE Program Review	P. Smith				21.02 S12		Return to Exec for Policy discussion





## Executive Committee Agenda Item

SUBJECT: Accreditation Institute Program for Spring 2014		Month: January 2014	
		Item No: II. A	
		Attachment: No	
CATEGORY:	Old Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Phil Smith, Executive Committee Member	Consent/Routine	
STAFF REVIEW <sup>1</sup> :	Julie Adams	First Reading	
		Action	X
		Information	

*Please note: Staff will complete the grey areas.*

**DESIRED OUTCOME:**

The Executive Committee will adopt the final program for the Spring 2014 Accreditation Institute.

**BACKGROUND:**

*(Please include the following components: issue, implication, analysis, relevant ASCCC positions/resolutions/policies, or any other useful data or information.)*

The Executive Committee has twice approved the program outline for the 2014 Accreditation Institute. This agenda item includes more detail including a tentative presenter list and draft breakout descriptions. Please note that this year’s Accreditation Institute is being conducted in partnership with the Community College League of California (CCLC) and the Accrediting Commission for Community and Junior Colleges (ACCJC). CCLC will have its own strand of breakouts, and trustees/CEOs will be attending the Institute. I will be having a conference call with CCLC and ACCJC on December 19<sup>th</sup> (the day after this agenda item is due). Thus, the breakout descriptions and presenter list will like change as I work with our CCLC and ACCJC partners.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.

**2014 Accreditation Institute**  
**February 7-8, 2014**  
**Marriott Spa, La Jolla , California**

**Conference Theme:** *Effective and Sustainable Accreditation Practices*

FRIDAY

9:00 a.m. **Continental Breakfast**

10:00 a.m. to 11:10 a.m. **General Session**

***Remembering the Importance of Quality, Accountability, and Student Success: Why Accreditation Matters***

Phil Smith, Accreditation and Assessment Committee Chair  
Kevin Bontenbal, Cuesta College  
Roberta Eisel, Citrus College  
Adrienne Foster, West Los Angeles College  
Fred Hochstaedter, Monterey Peninsula College  
Norberto Quiroz, Santa Rosa Junior College

From restaurant ratings to personnel evaluations, we rely upon and experience accountability to standards in a myriad of ways. This general session examines the continuum of methods that we employ at our colleges to maintain and assure the quality of our educational programs, including the institutional accreditation process. Understanding how accountability systems may be structured and implemented to promote quality and student success is the foundation for developing effective and sustainable accreditation practices.

11:10 a.m. to 11:20 a.m. **Break**

11:20 a.m. to 12:35 p.m. **Breakouts**

***A. 1. Accreditation 101A: An Introduction \****

Roberta Eisel, Citrus College, Facilitator  
Catherine Webb, Monterey Peninsula College  
Jack Pond, ACCJC

Is it time to write the self-evaluation and you are not sure what to do? How should your accreditation team organize the job? How do you run a committee organized around researching a particular standard? What are these and how do they relate to the standards? This breakout will provide an overview of accreditation basics including the standards, rubrics,, and suggestions for ways to make the accreditation process work for your college and be helpful and beneficial for the entire institution.



## ***B. 2. Substantive Change Reports***

Norberto Quiroz, Santa Rosa Junior College, Facilitator  
Eric Ichon, Dean, Distance Ed, West Los Angeles.  
Dan Wanner, Los Angeles City College  
Dolores Davison, Foothill College (ASCCC)  
Susan Clifford, ACCJC

What is a substantive change to an institution's mission? When is a substantive change proposal to the ACCJC needed? What are the principles of substantive change? What is the distance education "threshold" that requires a substantive change when crossed? If the state legislature allows them, would your college develop a baccalaureate degree, and, if so, would that be considered a substantive change? Join us for this breakout to learn the answers to these questions and many more.

## **C. Integrated Planning**

Kevin Bontenbal, Cuesta College  
Deborah Wulff, Cuesta College  
Katie Townsend-Merino, Palomar College  
Marybeth Buechner, Sacramento City College

We know that all resource planning (educational, human, technology, physical, and financial) is to be integrated into institutional planning. But how do we assure this happens, and how do we demonstrate our "ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation?"

Further, how do colleges maintain and demonstrate institutional effectiveness during lean times as well as growth times? Come join our discussion.

## **D. Performance Standards**

Adrienne Foster, Facilitator  
Bill McGinnis, Trustee Butte-Glenn Community College District

[CCLC will be providing the breakout description.]

12:35 p.m. to 1:15 p.m. **Lunch**

***ASCCC President Beth Smith's Welcome***

***CCLC President Scott Lay's Welcome***

***ACCJC President or Vice President's Welcome***

1:15 p.m. to 2:30 p.m. **General Session**

***Preparing for the Revised Standards***

Jack Pond, Vice President, ACCJC  
Norv Wellsfry, Associate Vice President, ACCJC

At its January meeting, the ACCJC Commission reviewed the first draft of the 2014 standards. This general session describes the philosophy and design goals behind the 2014 revision, provides an overview of proposed changes, and gives a timeline for feedback and implementation. Please attend this important session to learn more about the accreditation standards that will be used to evaluate your college in the near future.

2:30 p.m. to 2:45 p.m. **Break**

2:45 p.m. to 4:15 p.m. **Breakouts**

**A. II.B or not II.B? (Let Alone II.C ...) That is the Student and Learning Support Services Question**

Norberto Quiroz, Facilitator  
Cynthia Rico, San Diego Mesa College  
Stephanie Dumont, Golden West College  
Katy French, Palomar College

Interested in advancing the role that student and library/learning support services play in an overall institutional effectiveness model? Help us gain a clearer understanding of the crucial role these services play in student learning outcomes assessment, program review, and planning.

**B. Governance, Boards, and Standard IV — *How to Breathe Life into Standard IV Recommendations* \***

Robert Eisel, Citrus College, Facilitator  
Wanden Treanor, Trustee, Marin CCD

What is the role of faculty, staff, administration, and the board in regard to governance at the college? What do the Accreditation Standards, specifically Standard IV, require in terms of the board's role and the faculty's involvement? Does your college meet Standard IV? This session will facilitate the development of a more complete understanding of the requirements of the standard.

**C. Developing a Culture of Evidence**

Kevin Bontenbal, Facilitator  
Deborah Wulff, Cuesta College  
Marybeth Buechner, Sacramento City College  
Bill McGinnis, Trustee Butte-Glenn CCD

During the self-evaluation process, colleges gather evidence to support what they say they are doing, but what kinds of data are necessary? Learn how colleges can use data on

courses, programs, and institutional outcomes, and how data might be used to further guide planning and improve student learning.

#### **D. Accreditation 101B: Focus on the Individual Standards**

Adrienne Foster, Facilitator  
Fred Hochstaedter, Monterey Peninsula College  
Dolores Davison, Foothill College (ASCCC)  
Katie Townsend-Merino, Palomar College

You've had some experience with the accreditation process, and now you are ready for more. Join us to explore accreditation issues in more depth.

4:15 p.m. to 4:25 p.m. **Break**

4:25 p.m. to 5:30 p.m. **General Session**

#### ***Emerging Topics in Accreditation***

Phil Smith, Accreditation and Assessment Committee Chair, Facilitator

A joint panel of ASCCC, CCLC, and ACCJC representatives, including Beth Smith, Scott Lay, and (need ACCJC Representatives), will facilitate this session on emerging topics in accreditation for California community colleges.

5:30 p.m. **No Host Reception**

SATURDAY

8:00 a.m. **Breakfast**

9:00 a.m. to 10:15 a.m. **Breakout Sessions**

#### **A. 10+1 Meets the Standards: Faculty Roles and Responsibilities in Accreditation**

Adrienne Foster, West Los Angeles, Facilitator  
Fred H. Monterey Peninsula College  
Kevin Bontenbal, Cuesta College

Accreditation is more than just compliance with federal standards. Faculty appreciate that the Accreditation Standards, California Education Code, and Title 5 Regulations recognize their leadership role in ensuring student success. This breakout will look at Accreditation Standards and the "10+1 academic and professional matters" to help faculty play their crucial role in leading colleges and supporting student success.

#### **B. Accreditation in a Multi-College District**

Adrienne Foster, Facilitator

Phil Smith, Los Rios Community College District (ASCCC),  
Don Gauthier, Los Angeles Community College District

While districts are not accredited, the role of the district in the accreditation process in a multi-college district is significant. How are the district's mission and vision statements aligned to support colleges and what evidence illustrates such an alignment? How does the district affect student learning programs and services? Does the district provide adequate resources (human, technology, facilities, and financial) to the colleges and what policies and practices are established and evaluated by colleges and district? How do governing boards evaluate the effectiveness of district administrations and their own effectiveness? Come to this breakout session to learn the answers to these questions, as well as ask other questions regarding multi-college districts.

### **C. What's This? Setting Institutional Standards for Student Achievement**

Roberta Eisel, Facilitator  
Lan Hao, Citrus College  
Susan Clifford, ACCJC

Come join us to learn more about setting institutional standards for student achievement.

### **D. Distance Education Accreditation Issues**

Norberto Quiroz, Santa Rosa Junior College, Facilitator  
Dolores Davison, Foothill College (ASCCC)  
John Freitas, Los Angeles City College (ASCCC)

How does distance education figure into the accreditation process? The ACCJC is required by federal regulations to review the quality of distance education as well as correspondence education. Join us for a discussion about what constitutes quality distance education, and how to ensure that your courses and programs meet the standards.

10:30 a.m. to 12:00 p.m. **General Session**

#### ***Surviving Sanction and Living to Tell about it***

Helen Benjamin, League Board President and Chancellor, Contra Costa CCD, Facilitator  
Kevin Bontenbal, Academic Senate President, Cuesta College  
Patrick Mullen, President, San Luis County Community College District  
Gilbert H. Stork, President, Cuesta College  
Deborah Wulff, Vice President of Academic Affairs, Cuesta College

A panel of administrative, trustee, and faculty leaders from Cuesta College discuss their experiences with accreditation sanction and how they rallied to address problems and issues.

12 noon **Institute Ends**



## Executive Committee Agenda Item

SUBJECT: Academic Academy Program		Month: January 2014	
		Item No: II: B	
CATEGORY: Old Business		Attachment: YES	
REQUESTED BY: David Morse	TYPE OF BOARD CONSIDERATION:		
STAFF REVIEW <sup>1</sup> : Julie Adams	Consent/Routine		
	First Reading		
	Action		X
		Information	

*Please note: Staff will complete the grey areas.*

**DESIRED OUTCOME:**

The Executive Committee will approve the final Academic Academy program.

**BACKGROUND:**

*(Please include the following components: issue, implication, analysis, relevant ASCCC positions/resolutions/policies, or any other useful data or information.)*

The General Education Task Force has completed the overall planning for the Academic Academy. With Kim Harrell’s resignation as Area A Representative, President Beth Smith will determine who is to take the lead in coordinating the Academy. In the meantime, the program is finished and is submitted to the Executive Committee for final approval.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.



**Academic Academy Program**  
 2014 Academic Academy  
 Draft Program Outline

Time	Activity	Presenters
<i>Friday, February 21, 2014</i>		
9:00 AM	Continental Breakfast & Registration	
10:00 - 10:15 AM	Welcome	Area A Rep.
10:15 - 10:45 AM	State of the Senate	Beth Smith
10:45 AM – 11:45 AM	<p>Keynote Address : Liberating GE</p> <p>Susan Albertine will explore LEAP, <i>Liberal Education and America's Promise</i>—AAC&amp;U's centennial initiative—as a broad-based collaboration for educational quality and purpose, faculty engagement, and success for all students. She will focus on the potential that LEAP, with its high-impact practices, essential learning outcomes, and VALUE assessment rubrics, may offer to California Community Colleges. LEAP brings together educators from all types of institutions to develop a 21<sup>st</sup>-century approach to college education, joining general education and specialized areas of study. Central to her presentation will be the root meaning of liberal education—to liberate the mind—and the essential role of community college educators to ensure the future of general and liberal education.</p>	Susan Albertine AAC & U
11:45 - 12:00 PM	Q & A	
12:00 – 1:00 PM	Lunch & table discussions of upcoming breakout topics	
<b>1:15 – 2:30 PM</b>	<p><b>Breakout Session Block I</b></p> <p>A <i>Demonstrated Learning: Designing &amp; Field-Testing an E-Portfolio System in a Transfer Facilitation Project</i></p> <p>This presentation describes a three-year collaboration between Sacramento State and Cosumnes River College in applying LEAP frameworks to develop a portfolio system for providing evidence of development of proficiencies gained in GE liberal arts courses. The presentation will also include a description of the construction of a two-</p>	BJ Snowden - Cosumnes River College Janet Hesch - Sacramento State University Facilitator - Area A Rep.

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semester GE capstone experience for students to complete the requirements of the Sacramento State upper division general education requirements. The COSA Project is funded by the Chancellor's Office of the California State University Compass Project, one of three "beta" campuses focused on transfer facilitation.

- B *Braking Bad: A Learner-Centered Approach to Engaging Students in the Best of GE.* Daphne Figueroa & Linda Lee

What gets in the way of becoming college educated? Across all disciplines, professors find that students fail – fail to learn the material, fail to read the text, fail to do the work, and even fail to show up. Many instructors devote hours to improving their presentations, activities, tests, and grading – gaining some students and losing others. This workshop focuses on the student. It's about braking the ineffective methods with a learning to learn approach that fits easily into any discipline and teaching style. This is truly the best of GE!

- C *From Acronym Soup to Educated Students: Stirring Up the Ingredients of a Quality General Education.* Steven Reynolds, Richard Mahon

CSUGE! IGETC! LEAP! ACCJC! Title 5! Whose recipes influence your local senate philosophy of General Education? Which outcomes do you include as ingredients in your GE Program design? What items may students select in your GE course menu? This breakout session will engage participants in discussions about how we, as line cooks in a higher education kitchen, must follow the directions of multiple chefs.

**2:45 – 4:00 PM**

**Breakout Session Block II**

- A *Credit by Exam and Other Innovations in GE Attainment* Stephanie Briggs  
Daphne Figueroa  
Brian Rickle

This break-out will examine several models currently used by California Community Colleges to award general education credit for

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experiences outside the realm of traditional course credit. This will include one District's model for Credit by Exam, some ideas for challenge processes and a mastery learning approach. Participants will be encouraged to share models and methods that are used at their own campuses and the pros and cons of each.

B *Gen Ed in an Era of Efficiency: Having Hard Conversations about Units, Contact, Pathways and Student Success*

Educational capital now demands efficiency across campuses through state initiatives. As colleges grapple with limitations on transferable credit, a shift away from life-long learning, an emphasis on completion, the uneasy horizon of performance based funding, and the directives of the Student Success Act, what happens to GenEd and the breadth of education that community colleges have been known for? This session focuses on how colleges might plan and respond to this era of efficiency in positive ways that center on a robust general education model. Colleges such as MJC have started open conversations about "What is GenEd?," and have struggled to build breadth through lower units and contact hours in courses. Such strategies and conversations are not focused on merely meeting ADT requirements, but are poised to restructure campus curriculum in ways that foster student exploration of subjects, reimagine the role of GenEd, concentrate on student success, and shuffle resources for educational breadth. Join us for a conversation about strategies, pitfalls, difficulties, and solutions in a world when more must be done for less.

James Todd -  
Modesto Junior  
College  
Facilitator -  
David Morse

C *iPATH at SBCC: Integrated Pathways to Transfer*

Santa Barbara City College and is partnering with the CSU system to provide an alternate general education transfer option to students pursuing an educational goal of transfer from

Alice Scharper  
Facilitator - Area  
A Rep.

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SBCC to a California public four -year institution. Through this alternate GE delivery framework, the program will achieve the following objectives:

- ~ Increase persistence and reduce time to degree completion
- ~ Attain general education learning outcomes
- ~ Establish integration of multiple disciplines
- ~ Promote high impact practices through collaborative approaches
- ~ Foster students' lifelong, independent learning

5:00 – 6:00 PM

*Saturday, February 22,  
2014*

7:00 – 8:30 AM

8:30 – 9:45 AM

No Host Reception

*Breakfast Buffet*

**Breakout Session Block III**

A *The Western Interstate Commission for Higher Education (WICHE) Passport Initiative*

The goal of the WICHE Interstate Passport Initiative is to streamline transfer pathways by forging general education (GE) core block transfer agreements based on learning outcomes rather than course content and credit hours. Come learn about this 5-state pilot project that identified Passport outcomes and proficiency criteria for 3 lower-division GE areas: oral communication; written communication; and quantitative literacy. Then join us for a lively discussion of how the Passport process and outcomes can help align expectations for students' performance within and across systems in California and beyond!

Debra David-  
California State  
University  
Chancellor's  
Office  
Terry  
Underwood -  
Sacramento State  
University  
Facilitator - Area  
A Rep.

B *Are Your Students ColleGE Educated?*

As faculty, we know what we want our students to learn in our discipline specific courses. But what should all students know by the time they

Brian Rickel  
Steven Reynolds  
Daphne Figueroa  
Stephanie Briggs

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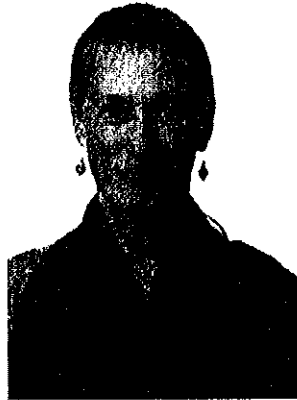
	graduate or transfer? Why is a comprehensive and rigorous general education (GE) important? How do your colleges' GE learning outcomes align with the Association of American Colleges & Universities' (AAC&U) Liberal Education and America's Promise (LEAP) outcomes? Come for a lively discussion about the value and importance of GE in a comprehensive college education.	
	C <i>"I'm Never Gonna Use This Stuff!": Helping Students Understand the Importance of General Education</i>	Facilitator-- David Morse John Stankas
	Most college instructors of general education courses have encountered students' skepticism about the value of classes outside their majors, and faculty teaching students within their majors may also struggle to convince students to take a broader view of their academic experience. This breakout will consider ways in which faculty can both convey the value of general education to their students in general education courses and integrate the significance of general education into their major courses. Join us for an exchange of examples, approaches, and philosophies on this important topic.	
10:00 - 11:15 AM	System Partner Panel Join CCC, CSU, UC faculty and business leaders to discuss the relevance and importance of GE in a college education.	CCC - Beth Smith CSU - Mark Van Selst San Jose State University Psychology
11:15 - 11:45 AM	Q & A	
11:45 - 12:00 PM	Closing Remarks	Area A Rep. & Beth Smith

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### Keynote Speaker Bio and Photo

Susan Albertine is vice president, Office of Diversity, Equity, and Student Success, at the Association of American Colleges & Universities. She leads the partner state-level activities of AAC&U's centennial campaign, Liberal Education and America's Promise (LEAP). A former public school teacher and career-long advocate for literacy, Albertine has been nationally active to advance pre-school through college alignment, including transfer from two-year to four-year institutions. Albertine received her BA from Cornell University, her MA from SUNY Cortland,

and her Ph.D. from the University of Chicago, all in English literature. She has been an English professor and dean at the College of New Jersey, vice provost for undergraduate studies, Temple University, and assistant to the provost, University of Pennsylvania. She has held faculty positions at the University of North Florida, St. Olaf College, Susquehanna University, and Chicago State University. She is a national leader of the Educated Citizen and Public Health, a collaborative project co-sponsored by ASPPH (the Association of Schools and Programs of Public Health) and AAC&U. Her board service has included the Camden Academy Charter High School, Camden, New Jersey; the Council of Colleges of Arts and Sciences—a national deans' organization—and the Advisory Board, National Center for the First-Year Experience and Students in Transition.





## Executive Committee Agenda Item

SUBJECT: Area Representative Handbook		Month: January 2014	
		Item No: II. C.	
		Attachment: YES	
CATEGORY:	Old Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Michelle Grimes-Hillman	Consent/Routine	
STAFF REVIEW <sup>1</sup> :	Julie Adams	First Reading	X
		Action	X
		Information	

*Please note: Staff will complete the grey areas.*

**DESIRED OUTCOME:**

The Executive Committee will consider for approval the Area Representative Handbook and provide advice.

**BACKGROUND:**

*(Please include the following components: issue, implication, analysis, relevant ASCCC positions/resolutions/policies, or any other useful data or information.)*

The past, present, and future Area Representatives reviewed the handbook draft and provided input, as well as contributed examples of effective practices. At its October meeting, Executive Committee members reviewed the draft area handbook and provided feedback, which is included in the attached Handbook. The Executive Committee will review the handbook and consider the current version for approval and posting on the Senate website.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.



**DRAFT**  
**Area Representative Handbook**  
*November 17, 2013*

The Academic Senate member colleges are divided into four geographical areas, Areas A, B, C, and D. Area A encompasses much of California's Central Valley from Bakersfield to the border with Oregon. Area B includes the San Francisco Bay Area and the Northern Coast. In the southern part of the state, Area C represents colleges in the greater Los Angeles area and the Central Coast. Area D includes the colleges in the San Diego region. The four Areas and their associated colleges are listed on the Senate website under the Communities tab.

Each spring, delegates elect two Area representatives to serve for two-year terms. In odd years, Areas A and D elect representatives, and, in even years, Areas B and C elect representatives.

Responsibilities: The four Area representatives are responsible for providing information about Academic Senate activities and resources to their respective Areas and facilitating Area meetings (both regional Area meetings before plenary session and Area meetings at session). Representatives help senate presidents and delegates prepare for plenary session and provide communication to the field.

Purpose: The purpose of this handbook is to provide guidance to Area representatives about their responsibilities. New area representatives are also encouraged to seek information and advice from past representatives from their Area and current representatives from other Areas.

1. Provide communication about Senate activities and resources:

Area representatives' main responsibility is to communicate with their Area about Senate activities and resources (e.g., plenary sessions, institutes, regional meetings). As Executive Committee members, Area representatives will become aware of what information should be shared with Area colleagues from Executive Committee meetings, communications from staff, and the Senate's website. Whenever possible, Area representatives should coordinate their respective communications to the field so that messaging is consistent.

One method for communicating with Area colleagues is through an existing Area listserv maintained by the Senate staff. Individuals can voluntarily sign up to receive Area notices (or any listserv) via the Senate website. Area representatives should encourage all faculty to sign up for these important communication listservs. (See Appendix A for directions on using the listservs.)

Each Area also has a webpage. General information is posted on this page including Area meeting agendas, notes, and other important materials. Area representative are responsible for updating this page. [Note: As of August 2013, staff will update the webpage with information provided by Area representatives. It is anticipated that by January 2014, Area representatives will have the ability to update their webpage directly. When that capability is added, instructions will be inserted into this handbook].

2. Plan and facilitate the pre-session area meetings

The Area representative will carry out the following tasks:

- **Contacting and working with a host college:** Pre-session area meetings are held at individual colleges within the Area and generally scheduled at least six months in advance. If you are a new Area representative, you should check with the previous Area representative or review past Area meeting notes for the college identified for the next pre-session plenary session.

In general, Area meetings are two or three weeks prior to a plenary session. As the Area meeting date (October in the Fall and March in the Spring) approaches, the Area representative must work with the local senate president of the hosting college to finalize plans, which includes securing a meeting room location, providing a campus map and parking passes if necessary as well as any other materials. The host college is also asked to provide a continental breakfast and light lunch. If a college cannot provide lunch, then attendees may be asked to bring their own lunch. Alternatively, the Area representative can work with the college to pay for the lunch and the attendees pay the college directly. The Area representative should not collect the funds or send to the Senate Office. The college must handle all transactions. (See Appendix B for sample letter from Area representative to hosting senate president.)

- **Notification:** The Area representative will notify local senate presidents via the website and Area listserv, and if necessary by email or phone, of the date, time, and place of the meeting. Area representatives should secure the following items and send them to the Senate Office for inclusion on the website: 1) driving directions to the college, 2) a campus map and 3) a parking permit suitable for duplicating. (See Appendix C for sample notification and RSVP emails.) The Area representative should also share a copy of the Resolution Writing Guidelines and ask local senate presidents to send any potential resolutions that they want considered at the Area meeting to him/her. [The Resolutions Writing Guidelines are available on the Executive Committee private page.]
- **Agenda:** The agenda is perhaps the most important part of planning an Area meeting, as it gives focus and direction to the discussion. Setting an agenda with clear goals or with actions to anticipate during the day gives participants a sense of direction and enables them to have a sense of accomplishment at meeting's end.

The Area representative should include topic areas for resolutions, an update on recent statewide activities, Discipline List activities, and a review of resolutions prepared in advance of the Area meetings by the Executive Committee and other committees of the Academic Senate, as well as a short orientation about the plenary session, resolution writing, and voting processes (including Executive Committee elections in spring). Area representatives should also announce upcoming ASCCC events during the meeting and either list them on the agenda itself or in an attachment. Appendix D provides a model agenda that Area representatives can adapt for their use.



The Area representative should send the agenda to participants via the Area listserv at least a week prior to the scheduled meeting, accompanied by the Executive Committee resolutions, announcements, draft resolutions submitted by the individuals or Area senates, and any other materials needed to inform delegates. These same materials should be posted to the Area webpage on the Senate website. Staff may post some of these materials; however, it is the responsibility of the Area representative to check to ensure that the materials have been posted.

- **Executive Committee Member Introductions and Participation:** Be sure to introduce members of the Executive Committee who attend the meeting. Members who are not the Area representative should be respectful of the Area representative's need to facilitate the meeting and only provide input when asked. Area representatives should also recognize individual Executive Committee members for their expertise and call on them to provide background or clarifying information as necessary.
- **Identify a Recorder:** Ideally, the Area representative should arrange in advance to have a laptop computer and perhaps a projector at the meeting. One of the Executive Committee members not chairing the meeting or a local delegate should volunteer to keep notes and transcribe edits to resolutions considered at the Area meeting that are later distributed to all college senates in advance of plenary session. The Area representative is responsible for seeing that all resolution additions, edits, and amendments are sent electronically to the Senate Executive Director within ***24 hours*** of the Area meeting.
- **Meeting Facilitation and Discussion:** The facilitator role is crucial to a well-run meeting, and the Area representative is the designated facilitator of the Area meeting discussions. A facilitator's main objective is to assist the group in achieving its goals by ensuring that the group addresses all agenda items through a balance of discussion and action. Although some meeting time should be devoted to providing the customary updates on Senate matters and events, the facilitator must manage the dialogue to enable individuals to discuss the issues and actions critical to the successful completion of Senate work. The specific discussion areas of Resolutions, Discipline List Revisions, and Elections require special consideration and attention by the Area representative.

### *Resolutions*

The resolution discussion is critical to helping delegates report back to their senates about issues that they will discuss during the plenary session. The conversation at the Area meeting should provide the delegates with background about the resolutions and an opportunity to ask questions. In facilitating the resolution discussion, the Area representatives should

- be fully versed in the resolution process (review the Senates Resolution process and adopted procedures before each Area meeting);
  - facilitate the discussion—remember the purpose of discussion is not to debate, take a position, or vote but to inform;
  - discourage rewriting or editing the resolutions versus clarifying the content and action; and

- bring forward changes to the content of a resolution in the form of an amendment with a listed contact person. The contact person is the one who is willing to be contacted by members of the field and should have general knowledge about the content of the resolution.

Each Area has its own style to consider when moving resolutions forward. One method is to discuss all of the resolutions and only attempt to reach consensus if there is a resolution coming from the individual area. Some area representatives attempt to gain a consensus from their group. Rarely is a formal vote taken during an area meeting.

Most, if not all Area representatives express to their groups that consensus is an agreement to send forward the resolution and not a vote of approval. One exception for a formal vote has been for resolutions on emeritus senators, where a formal vote of acclamation might be taken.

In other words, consensus is really an agreement to put the resolution out there so a dissenting minority can still have a voice during the process. Any individuals objecting to a resolution may be advised to vote against the resolution. One practice is to call for a “thumbs up,” “neutral thumb,” or “thumbs down” method for determining consensus on resolutions.

After the Area meeting, the Area representative is responsible for sending the resolutions to the Executive Director. Each new resolution and amendment should have an associated contact person. This ensures that there is no confusion about who to contact if there is a need for clarity. Any amendments should have the original resolution with underlines and/or ~~strikeouts~~ and should not include any other formatting. The changes should be inserted into one Word file and sent to the Executive Director within 24 hours of the meeting.

#### *Disciplines List Revisions*

It is important that Area representatives understand the Disciplines List Revisions process and be informed about any current, submitted proposals to add, change, or delete from the Disciplines List. The conversation during the Area meetings is to update participants about activities involving the Disciplines List including scheduled hearings and submitted proposals from the field. Any questions not easily answered with existing background information regarding the process, proposals, or Disciplines List should be directed to the President or Executive Director.

#### *Elections*

Every spring the Senate holds its elections for Executive Committee positions including officers, area representatives, north/south, and at-large positions. The Area representative should update Area participants about the Elections process (delegate update/sign in, trickle down, ballots, etc.) and open positions, as well as announcements of who is running for which position if known. Representatives should also encourage participants to volunteer to be a part of the elections process as tellers.

### *Follow-up*

The Area representative is responsible for sending a thank you letter to the host college for making its facilities available and hosting the event and meals.

The Area representative is responsible for sending resolution additions, edits, and amendments and meeting notes to the Executive Director no later than 24 hours following the meeting.

### 3. Facilitate Plenary Session Area Meetings

During each of the plenary sessions, the Area representatives will facilitate an Area meeting. The meetings are published in the schedule and are generally held on Friday morning from 10 – 12 noon. The purpose of these Area meetings is to discuss resolutions and amendments added since the pre-session Area meetings and other area related issues.

Office staff will post the Friday resolutions for discussion on the Senate website under the plenary session tab. Area representatives should check in the morning for the resolutions and alert the staff immediately if there are any concerns. On the morning of the meeting, each meeting room designated for an Area discussion will have an LCD for projecting the resolutions. Area representatives are responsible for facilitating the conversation.

During the Area meeting at session, it is recommended that representatives do not read all the resolutions over again. Instead, review the new amendments and resolutions as noted in the resolution packet and clarify any questions raised. Similar to the pre-session area meetings, area representatives should discourage rewriting or editing for style. It is helpful to delegate an Area member (ideally a member of the Executive Committee) to keep track of typographical errors or other issues found in the resolutions packet, which should then be given to the Resolutions Committee chair or Executive Director.

### 4. Recruit Hayward Award readers from their area

In December, each Area representatives will identify four faculty members from their Area—not from their own school or from the Executive Committee—to read Hayward Award applications. Note: Staff will screen applications to ensure that readers are not reading applications from their own area. (See Appendix E for a sample recruitment email.) Due to timing in the semester, Area representatives should begin recruiting faculty readers during the fall plenary (Area meetings are also ideal for recruitment purposes) to ensure that faculty are available to screen applications.

### 5. Visit local senates within the Area

When asked to visit a local college senate in your Area, contact the President and the Executive Director to ensure the visit is necessary and appropriate. In addition, sometimes they have information that will help inform your visit.

### 6. Communicate to the President about local senates issues within their area

Area representatives often receive inquiries from the field about various senate issues. Before responding, it is best practice to check with the President and Executive Director

first. Many requests may seem innocent and easy to respond to, but sometimes there are underlying issues that may not be apparent in the original communication or which Area representatives may not be aware. To be safe, all inquiries (innocent to innocuous) should be shared with the President and copied to the Executive Director.

7. Engage and encourage faculty participation within the Area.

Area representatives should encourage faculty in the Area to participate in Senate activities including attending Senate events, volunteering for Senate committees/task forces, and attending Area meetings.

8. Communicate Positions of the Academic Senate

In considering resolution proposals from the field, Area representatives will need to communicate previously adopted positions of the Academic Senate accurately and completely in order to prevent Area colleagues from submitting a resolution that essentially duplicates an already existing position, or to track a resolution proposal that would reverse a standing position of the Senate.

9. Use Appropriate email, listserv, and meeting etiquette

- Assume faculty will forward your emails.
- Avoid emoticons, sarcasm, and other language that could be misconstrued.

**Area representatives and participants should understand that all Area meetings are open meetings** and as such, anyone is welcomed to participate in the meeting. While faculty are encouraged to register for the plenary session to attend the session Area meeting, they may attend just the session Area meeting but must check in at the registration table and receive a name tag prior to participating.

10. Carry out other duties as assigned by the President

## HOW TO USE THE SENATE LISTSERV

As a form of communication to the field, Area representatives can post to the Area listservs. The following procedure will facilitate the use of the Area listservs.

### **Procedure for using the Area Representative Listserv**

Area representatives will develop a message and email with the address to his/her area listserv ([AreaA@listserv.ccnnext.net](mailto:AreaA@listserv.ccnnext.net), [AreaB@listserv.ccnnext.net](mailto:AreaB@listserv.ccnnext.net), [AreaC@listserv.ccnnext.net](mailto:AreaC@listserv.ccnnext.net), or [AreaD@listserv.ccnnext.net](mailto:AreaD@listserv.ccnnext.net)). This is the same way that you would compose any other email and can also include attachments or links as necessary.

Once the message is composed and sent to your area listerv address, you will receive the following message from the CCC Technology Center LISTSERV Server with the following message:

For security reasons, the AREA list has been configured to request positive confirmation of messages posted to the list. You must now confirm that the enclosed message did originate from you. To do so, simply reply to the present message and type "OK" (without the quotes) in the text of your message, **or click on the link below**. If this does not work, or if the message did NOT originate from you, contact the list owner for assistance.

To APPROVE the message: [**CLICK ON THE LINK**].

Once you confirm that the message did originate from you, click on the provided link and you will then receive the message. If you don't receive a message, your message was most likely not successful. Check to see if an email was received by the Senate Office. If not, then resend. [Note: Sometimes the listserv is slow to provide a confirmation email. ]

As Area Representatives you might receive an email from senate presidents or others that they would like to be added to the Area listserv or another Senate listserv. Please inform them that they can subscribe to the listserv by visiting the Senate's website at <http://asccc.org/signup-newsletters>. In addition, they can also unsubscribe (if the past president wishes to do so) from the list. Please contact the Senate office if you have any questions.

**Sample email to senate president confirming Area Meeting hosting**

Dear Senate President,

Thank you for agreeing to host the Area X meeting this fall. The meeting will be on DATE beginning at 10:00 a.m. and ending by 3:00 p.m.

As the host of the meeting, your college will provide a continental breakfast and lunch for approximately 25 people. I will provide an actual count, as we get closer to the date. I highly encourage you to approach your college president to cover the costs of hosting the meeting, as it is an honor to have other faculty leaders on your campus as well as the Senate leadership. In preparation for the meeting, please provide me with the information below a month prior to the meeting if possible. I have also listed below the room setup. If possible, please secure a larger room.

**Information needed:**

- Location (building and room)
- Contact person (staff)
- Campus map – marked with meeting building/room location
- Parking pass if necessary (pdf if possible)

**Set up:**

- LCD and screen
- Hollow square or circle conducive for group discussion for 25 – 30 people
- Phone conference call available – if possible

Thank you again for hosting the area meeting. Please do not hesitate to contact me if you have any questions or concerns.

Sincerely,

**Area Meeting Notification and Sample RSVP**

Dear Colleagues of Area **X**,

I hope your semester is off to a good start. I'm know you are all very busy but please take a moment and add the fall Area X meeting to your calendars:

Friday (**OR SATURDAY**), **DATE** from 10:00 am – 3:00 pm at **COLLEGE**.

Additional information including directions, parking, and hotels (for those of you who may come in the night before) will be coming soon and posted on the Area webpage at **LINK**.

In addition, ensure that you register for the plenary session early. Just follow the link: **ADD LINK**. I also encourage you to reserve your hotel room early as they often fill up early.

Finally, it seems like this may be a particularly challenging year as we all deal with budget constraints and difficult decisions. Please do not hesitate to contact me if you need information, guidance, a sounding board, or just a sympathetic ear (I'm a good listener).

I look forward to seeing you all very soon.

Take good care,

Sample RSVP

Hello,

Just a gentle reminder to RSVP for the Area **X** meeting scheduled for **DATE** from 10:00 am – 3:00 pm at **COLLEGE**. A tentative agenda is attached.

Please let me know if you are attending the meeting by sending me an email at **YOUR EMAIL** so we can get an accurate count for food. Be sure to include in your email any dietary restrictions so that we can make accommodations with the caterer.

We need to get a head count to the caterer so please RSVP by tomorrow, **DATE**.

Thank you!

## APPENDIX D

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES  
AREA X  
DATE  
COLLEGE NAME, ADDRESS, ROOM LOCATION

**Note:** Items noted in red must be included on the area meeting agenda. As area representative, if you are unsure of how best to facilitate the discussion or need more background, please contact the executive director and she will either provide you with the information or direct you to the resource.

- I. Welcome and introductions
- II. Additions to and approval of the agenda
- III. Volunteer opportunity for hosting the next area meeting.
- IV. Reports
  - A. President's update (if president or other officer is present, please ask her/him to make the report)
  - B. Budget
  - C. Legislation
  - D. ASCCC Foundation
    1. Competition overview
    2. Strategies for winning
  - E. Disciplines List
    1. Review of process
    2. Review of any proposals
    3. Announcement of date and time of the hearing
    4. Information about attendance at hearing  
[Inform attendees that anyone can attend the hearing. Interested individuals do not need to be a registered attendee; however, they will need to check in at the registration desk to receive a temporary badge.]
  - F. Elections (only include on the Spring Area Meeting Agenda)
    1. Discuss voting information including open positions and terms and duties.
- V. Resolutions
  - A. Brief orientation about development of resolutions and voting process at session
  - B. Review of pre-session resolutions [discuss issues of clarity and discourage rewriting or editing of resolutions. Amendments should only provide clarity and not reword or fix the resolution based on style and not intent. Attach the resolution process to the agenda emailed. ]
  - C. Discuss any ideas for new resolutions [new resolutions should address a statewide problem – try to discourage resolutions based on only local needs.]
  - D. Develop Area resolutions
- VI. Announcements [*examples*]
  - A. T-Shirts with this year's theme will be for sale at Plenary
  - B. The preliminary program for Plenary that you received in the mail has been changed. There will be no general session on Friday.
  - C. Exemplary Award: The call went out first week of October and applications are due by November 19<sup>th</sup>. The theme this year is "Assessment for Placement" in response to the SSTF recommendations.
  - D. Meetings/Institutes
    1. Accreditation Institute, February 8-9, 2013, San Jose Doubletree
    2. Vocational Education Leadership, March 20-22, 2013, Oakland Marriott



3. Area A Spring Meeting, Friday, March 29, 2013
4. Spring Plenary Session, April 18-20, 2013, SFO Westin
5. Faculty Leadership Institute, June 13-15, 2013, Sheraton Grand, Sacramento
6. Curriculum Institute, July 11-13, 2013, Sheraton Park at the Anaheim Resort

VII. Report on important issues from colleges

VIII. Adjournment

**Hayward Award Readers**

Dear Colleagues,

It is that time of year again! We need volunteers to serve as readers for the ASCCC Hayward Award for "Excellence in Education".

Readers will receive applications starting **DATE** and must do a quick turnaround to have their selections to the ASCCC office by Monday, **DATE**. More information about the award, including the application and rubric, may be found at: <http://asccc.org/awards/hayward>.

Customarily, the readers for the award are faculty who serve on the Standards and Practices Committee as well as the Area Representatives. Additionally, each Area Representative recruits four readers from four colleges in their area - and that's where you come in.

If either you or another faculty member from your college is interested in serving as a reader for this very prestigious award, please contact me by Wednesday, **DATE**.

Please let me know if you have any questions. I look forward to hearing from you.

Thank you,

## Area Representative Check List

### AUGUST

- Verify the dates of the fall area meeting. Area meetings are held typically two weeks prior to each plenary session. Dates are determined by the Executive Committee well in advance of the area meetings—check the Executive Committee master calendar or staff for final dates.
- Confirm location of the fall area meeting with the hosting college.
  - If you are a new area representative, check with the previous area representative to determine if a campus was identified in spring for the fall area meeting.
- Send out an announcement message to the area listserv welcoming them back to campus and providing them with the dates and location. See sample in Appendix C).
  - If you are a new area representative, please check with office staff to ensure you have access to posting on the area listserv. See Appendix A for how to use the listserv.

### SEPTEMBER

Send out a reminder to Area listserv

### OCTOBER

- Confirm with hosting college meeting plans including campus signage, room location, setup, and technology needs as well as arrangements for food.
- Send out to area listserv agenda, meeting room location, map/directions, parking pass (if necessary), and Executive Committee resolutions.
- Send out RSVP for food counts

### Hold Area Meeting

- Arrive early to ensure set up and welcome participants.
- Identify recorder.
- Introduce special guests (campus dignitaries and Executive Committee members).
- Conclude meeting on time.
- Follow up with thank you to hosting college and attendees. Send out area notes.
- Send Area resolutions to executive director immediately following the event. If you delegate this responsibility to another, please ensure that you receive the file first and then transmit to staff—do not rely on others to complete this task.

### NOVEMBER

- Encourage area representatives to sign up for Senate committees, task forces, etc., and attending activities.
- Friday:
  - Arrive early to the area meeting, ensure LCD is set up, and that you have access to the resolutions (on the website). If you have any problems, please follow up with staff.
  - Facilitate conversation

## **DECEMBER**

- Identify four faculty to participate in reading the Hayward Award and send names to the office.
- Follow up with your readers to ensure they understand the timelines and send in their scores on time.

## **LATE JANUARY/EARLY FEBRUARY**

- Verify the dates of the spring area meeting.
- Confirm location of the spring area meeting with the hosting college.
- Send out an announcement message to the area listserv welcoming them back to campus and providing them with the dates and location.

## **LATE FEBRUARY/EARLY MARCH**

Send out a reminder to Area listserv

## **MARCH**

- Confirm with hosting college meeting plans including campus signage, room location, setup, and technology needs as well as arrangements for food.
- Send out to area listserv agenda, meeting room location, map/directions, parking pass (if necessary), and Executive Committee resolutions.
- Send out RSVP for food counts

### **Hold Area Meeting**

- Arrive early to ensure set up and welcome participants.
- Identify recorder.
- Introduce special guests (campus dignitaries and Executive Committee members).
- Conclude meeting on time.
- Follow up with thank you to hosting college and attendees. Send out area notes.
- Send Area resolutions to executive director immediately following the event. If you delegate this responsibility to another, please ensure that you receive the file first and then transmit to staff –do not rely on others to complete this task.

## **APRIL**

- Encourage area representatives to sign up for Senate committees, task forces, etc., and attending activities.
- Friday:
  - Arrive early to the area meeting, ensure LCD is set up, and that you have access to the resolutions (on the website). If you have any problems, please follow up with staff.
  - Facilitate conversation



## Executive Committee Agenda Item

SUBJECT: Bagley Keene Act		Month: January 2014	
		Item No: III. A.	
		Attachment: YES	
CATEGORY:	New Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Beth Smith	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

*Please note: Staff will complete the grey areas.*

### DESIRED OUTCOME:

The Executive Committee will discuss the Bagley Keene Act and the implications for Senate functions.

### BACKGROUND:

*(Please include the following components: issue, implication, analysis, relevant ASCCC positions/resolutions/policies, or any other useful data or information.)*

At the November Executive Committee meeting, President Smith informed members that all future meetings of the Executive Committee would be subject to the Bagley- Keene Act (BKA). Future meetings would be modified to be in alignment with the Act. She requested that this be an item on the January Executive Committee agenda for discussion and official adoption of the act compliance.

### STAFF BACKGROUND:

In preparation for the discussion, the executive director drafted a quick guide (attached) to the Bagley Keene Act based on resources from the Division of Legal Affairs, Attorney General, and the Sacramento County Board of Education). A number of policies will need to be developed. Members will need to understand how the BKA influences our committee work, area meetings, plenary session, institutes, as well as resolutions process and voting. Members will discuss the implications of the BKA on Senate policies and procedures.

<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.



## Executive Committee Member and Staff Guide on Bagley Keene Act

*Draft December 18, 2013*

### What is the Bagley-Keene Open Meeting Act of 1967?

- Statute governs California state agencies, boards, and commissions.
- Related to the Brown Act (1953)
- ..."actions of state agencies be taken openly and that their deliberation be conducted openly." (Government Code (GC) §11120)
- The public is guaranteed a seat at the table.

### What are the ASCCC responsibilities?

- Provide adequate notice of meetings.
- Provide opportunities for public access and comment at meetings.
- Conduct meetings in open session.

### What is a meeting (GC §11122.5(b))?

- Regularly scheduled, properly noticed meeting of a quorum of members (eight EC members).
- Regularly scheduled, properly noticed meeting of a committee of the Executive Committee.
  - Subcommittee or task force
  - Three or more persons appointed by the Executive Committee (note: it is the number of members on the committee not number of Executive Committee members).

### How does this affect the plenary sessions?

- The law recognizes that not all gatherings of a majority of members of a state body at a single location constitute a meeting. Exceptions exist in GC §11122.5(c). Specific exception might apply:
  - Attendance by a majority of members at a conference or similar gathering open to the public that involves a discussion of issues of general interest to the public or to public agencies of the type represented by the state body (§11122.5(c)3)
  - Quorum for the Delegates is 69 and Areas are: A= 15 B= 18 C=14 D=18
  - The session program is the agenda and will need to be posted within the 10-day period.
  - Resolution topics will need to be posted on the agenda (in the program)

### What are the meeting notice requirements?

- Provide at least 10 calendar day notice.
  - Internet posting
  - Anyone who requests notice
  - Include contact information if the public needs more information
  - Meetings of the entire Executive Committee
  - Meeting of any committee or task force

- Provide the public with a brief description of agenda items
  - Twenty words or less
  - The type of action that will occur
- Items not on the agenda cannot be discussed by the Executive Committee
  - Items cannot be added inside the 10 day window
- Provide accessibility for physically challenged
  - Meeting venue
  - Documents in the appropriate alternative format (upon request)
- Teleconferences are permissible
  - Locations must be identified in the notice
  - Votes must be taken by roll call

What is action (GC §11122)?

- Collective decision made by the members, a collective commitment or promise by the members for the state body to make a positive or negative decision or an actual vote by a member
  - Motion, proposal, resolution or similar action

What is Public Comment?

- Items not placed on the agenda
  - Specific opportunity is allowed on the agenda
  - The Executive Committee cannot take action on this input
- Items placed on the agenda
  - When the item comes up for consideration by the Executive Committee

How can we prevent violations?

- Communication among Executive Committee members has some restrictions
- Outside of a regularly scheduled meeting, a quorum of members cannot:
  - Discuss
  - Deliberate
  - Take action
  - On any matter related to the scope of work of the Senate

What is prohibited forms of communication?

- Serial communication among a quorum of members
  - Series of 1:1 calls, emails, or other technology (i.e., A to B, C, D, E, ...)
  - Discussion, deliberations or taking action
- Conference calls to a quorum of the Executive Committee (Senate)
  - Unless properly noticed
  - Public access must be provided
- Personal intermediaries



- Discussion, deliberations or taking action

#### Perception is everything

- Avoid “shop talk” among others Executive Committee members
  - Asking questions
  - Making statements
  - Sharing the positions of others
  - Discussing Executive Committee-related topics
- You will have a chance to discuss any topic at the public meeting.

#### What if it's not related to the work of the Executive Committee?

- Executive Committee members may attend:
  - Social or ceremonial occasions
  - Other public meetings of the state or legislative bodies
- Executive Committee members should not engage in subject matter discussions within the jurisdiction of the Executive Committee at these gatherings

#### What are the Quorum Rules for Conferences?

- A quorum (eight members or more Executive Committee members) may attend a conference not related to the work of the Executive Committee
- A quorum (eight members or more Executive Committee members) may not attend:
  - Conferences related to the work of the Executive Committee
  - Other meetings of other Executive Committee members related to the work of the Executive Committee.

Source: [http://www.scoe.net/castandards/agenda/2010/0617\\_pres1\\_bagley\\_keene.pdf](http://www.scoe.net/castandards/agenda/2010/0617_pres1_bagley_keene.pdf)

Questions:

- How does the action taken related to the Senate work and the delegates?





## MEMORANDUM

**DATE:** January 14, 2013

**TO:** Executive Officers  
Executive Directors  
Registrar  
Bureau Chiefs  
Interested Parties

**FROM:**   
DONALD CHANG  
Assistant Chief Counsel  
Legal Affairs Division

**Subject:** Public Meetings (Bagley-Keene Open Meeting Act)

Attached is the 2013 Guide to the Bagley-Keene Open Meeting Act. Please note that we are just reissuing the 2012 Guide since there are no changes to the laws for 2013.

We hope you find this document helpful in answering questions you may have about the requirements of the Open Meeting Act. If you have any suggestions for ways to improve the guide in the future, please let us know.

**GUIDE TO THE**  
**BAGLEY-KEENE OPEN MEETING ACT**  
**(Includes Amendments through January 1, 2012)**

**Prepared by:**

**DIVISION OF LEGAL AFFAIRS**  
**Department of Consumer Affairs**  
**1625 N. Market Blvd., Suite S 309**  
**Sacramento, CA 95834**  
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# BAGLEY-KEENE OPEN MEETING ACT

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**GUIDE TO THE  
BAGLEY-KEENE OPEN MEETING ACT  
(Includes Amendments through January 1, 2012)**

This guide is an update on the provisions of the public meetings law governing state agencies, officially called the Bagley-Keene Open Meeting Act. (Article 9 (commencing with Section 11120), Chapter 1, Part 1, Division 3, Title 2 of the Government Code). The Open Meeting Act closely parallels the Ralph M. Brown Act, which governs meetings of local government agencies. This guide includes all statutory changes through January 1, 2012. Please disregard all earlier memoranda and the previous Guide to the Bagley-Keene Open Meeting Act (distributed January 5, 2011) on this subject.

All statutory references are to the Government Code.

**I. PUBLIC POLICY TO CONDUCT PEOPLE'S BUSINESS OPENLY**

Section 11120 sets forth the purpose of the law:

"It is the public policy of this state that public agencies exist to aid in the conduct of the people's business and the proceedings of public agencies be conducted openly so that the public may remain informed.

In enacting this article the Legislature finds and declares that it is the intent of the law that actions of state agencies be taken openly and that their deliberation be conducted openly.

The people of this state do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.

This article shall be known and may be cited as the Bagley-Keene Open Meeting Act."

Each board has essentially three duties under the Open Meeting Act. First, to give adequate notice of meetings to be held. Second, to provide an opportunity for public comment. Third, to conduct such meetings in open session, except where a closed session is specifically authorized. We use the terms "agency" and "board" to mean not only boards, but also commissions and any examining committees or boards within the jurisdiction of the Medical Board of California.

## **II. BOARD, COMMITTEE, SUBCOMMITTEE, TASK FORCE MEETINGS**

### **A. Definition of a "Meeting"**

"Meeting" is defined in the Act as including "any congregation of a majority of the members of a state body at the same time and place to hear, discuss, or deliberate upon any item that is within the subject matter jurisdiction of the state body to which it pertains." (§11122.5(a)) The law now prohibits use by a majority of the members of a state body of direct communications or a series of communications of any kind, directly or through personal intermediaries, or technological devices (such as e-mails) to discuss, deliberate, or take action on any item of business that is within the subject matter of the state body. (§11122.5(b))

### **B. Exemptions from Definition of Meeting**

The law recognizes that not all gatherings of a majority of members of a state body at a single location constitute a meeting. Current law provides that the provisions of the Act do not apply to the following situations, **provided that** "a majority of the members do not discuss among themselves, other than as part of a scheduled program, business of a specified nature that is within the subject matter jurisdiction of the state body." (§11122.5(c))

- Individual contacts or conversations between a member of a state body and any other person. (§11122.5(c)(1))
- Attendance by a majority of members at a conference or similar gathering open to the public that involves a discussion of issues of general interest to the public or to public agencies of the type represented by the state body. (§11122.5(c)(2))
- Attendance by a majority of members at an open and publicized meeting organized to address a topic of state concern by a person or organization other than the state body. (§11122.5(c)(3))
- Attendance by a majority of members at an open and noticed meeting of another state body or of a legislative body of a local agency. (§11122.5(c)(4))
- Attendance by a majority of members at a purely social or ceremonial occasion. (§11122.5(c)(5))
- Attendance by a majority of members at an open and noticed meeting of a standing committee of that body, provided the members of the body who are not members of the committee attend only as observers. (§11122.5(c)(6))

The law does not, however, prevent an employee or official from engaging in separate communications outside of a noticed meeting with members of the legislature to answer questions or provide information about a matter within the agency's subject



matter jurisdiction – with the limitation that the person cannot communicate the comments or position of any other member.

### **C. Board and Committee Meetings**

There are two basic types of meetings held by agencies in the Department of Consumer Affairs. The first type is a board meeting, where a quorum of the members of the board is present. The second type is a committee meeting consisting of less than a quorum of the members of the full board. Subcommittee and task force meetings are variations of committee meetings.

Board meetings have historically been required to be noticed and open to the public, except where a closed session is authorized. Committee and subcommittee meetings, where less than a quorum of the board is present, are also required to be noticed and open to the public. The only exception is for a committee that consists of fewer than three persons. (NOTE – it is the number of persons on the committee [not the number of board members] that is determinative.)

Where a committee of fewer than three persons is to meet, and the meeting is not noticed, other members of the board should not attend the meeting, as such attendance would clearly be perceived as an Open Meeting Act violation. Board staff is not precluded from attending such a meeting.

**[Restriction on Attendance at Committee Meetings]** The law allows attendance by a majority of members at an open and noticed meeting of a standing committee of the board, provided the members of the board who are not members of the committee attend only as observers. (§11122.5(c)(6)) The Office of the Attorney General has addressed in a formal opinion a provision in the Brown Act relating to the attendance of "observers" at a committee meeting. The Attorney General concluded that "[m]embers of the legislative body of a local public agency may not ask questions or make statements while attending a meeting of a standing committee of the legislative body 'as observers.'" The opinion further concluded that such members of the legislative body may not sit in special chairs on the dais with the committee. (81 Ops.Cal.Atty.Gen. 156)

Thus, under the provisions of section 11122.5(c)(6), and the opinion of the California Attorney General, if a majority of members of the full board are present at a committee meeting, members who are not members of the committee that is meeting may attend that meeting only as observers. The board members who are not committee members may not sit on the dais with the committee, and may not participate in the meeting by making statements or asking questions.

If a board schedules its committee meetings seriatim, and other board members are typically present to ultimately be available for their own committee meeting, your notice of the committee meeting should contain a statement to the effect that "Members of the board who are not members of this committee may be attending the meeting only as observers."

Subcommittees may be appointed to study and report back to a committee or the board on a particular issue or issues. If the subcommittee consists of three or more persons, the same provisions apply to its meetings as apply to meetings of committees.

Board chairpersons may occasionally appoint a task force to study and report on a particular issue. One or two board members typically serve as task force members, along with a number of other non-board members. When this is the case, the same Open Meeting Act rules that apply to committee meetings apply to task force meetings. Such a formally appointed task force falls under the definition of "state body in Section 11121(c)."

### **III. TYPES OF MEETINGS; PURPOSE; NOTICE; OTHER REQUIREMENTS**

Boards and committees may hold several types of meetings, including a regularly scheduled meeting, a "special" meeting, or an "emergency" meeting under the provisions of section 11125.5. This section of the memorandum addresses who can hold certain types of meetings, the purposes for which the meetings can be held, notice requirements, and any other special requirements or prohibitions.

#### **A. Regularly Scheduled Meetings**

##### **1. Who May Hold a Regularly Scheduled Meeting**

A board, committee, subcommittee, or task force may hold a regularly scheduled meeting. These are the business meetings that are scheduled throughout the year to conduct the usual and customary business of the board. Such meetings may generally be called by the chairperson, or by a majority of the body. However, you must refer to your particular licensing act, which may contain different provisions as to who may call a meeting.

##### **2. Purposes for Which the Meeting May be Held**

These meetings are to conduct the usual and customary business of the board, or the business of a committee, subcommittee or task force as directed by the board. The subject matter of the meetings is essentially dictated by the jurisdiction of the board as found in the board's licensing act. There are no statutory restrictions in the Open Meeting Act on the purposes for which a regularly scheduled meeting may be held.

##### **3. Notice Requirements for a Regularly Scheduled Meeting**

###### **a. Board Meetings**

An agency is required to give at least 10 calendar days written notice of each board meeting to be held. (§11125(a).) The notice must include the name, address, and telephone number of a person who can provide further information prior to the

meeting and must contain the website address where the notice can be accessed. The notice must also be posted on the Internet at least 10 calendar days before the meeting.

In addition to the website posting, effective January 1, 2003, the notice is required to be made available in appropriate alternate formats upon request by any person with a disability.

The notice of each board meeting must include an agenda that is prepared for the meeting. The agenda must include all items of business to be transacted or discussed at the meeting. " ... A brief general description of an item generally need not exceed 20 words. ... No item shall be added to the agenda subsequent to the provision of this notice." (§11125(b)) This provision does not, however, preclude amending an agenda provided the amended notice is distributed and posted on the Internet at least 10 calendar days prior to the meeting. Effective January 1, 2003, the notice must include information that would enable a person with a disability to know how, to whom, and by when a request may be made for any disability-related modification or accommodation, including auxiliary aids or services. We suggest the following as standard language:

The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by contacting \_\_\_\_\_ at (916) \_\_\_\_\_ or sending a written request to that person at the Board [Address], Sacramento, California, [zip code]. Providing your request at least five (5) business days before the meeting will help ensure availability of the requested accommodation.

The definition of "action taken" in Section 11122 is of some aid in determining what the Legislature intended by use of the words "items of business to be transacted."

"11122. As used in this article 'action taken' means a collective decision made by the members of a state body, a collective commitment or promise by the members of the state body to make a positive or negative decision or an actual vote by the members of a state body when sitting as a body or entity upon a motion, proposal, resolution, order or similar action."

General agenda items such as "New Business," "Old Business," "Executive Officer's Report," "Committee Reports," "President's Report," "Miscellaneous," etc., without specifying the particular matters thereunder, cannot be used to circumvent this requirement. The Office of the Attorney General has opined that:

"... the purpose of subdivision (b) [of Government Code Section 11125] is to provide advance information to interested members of the public concerning the state body's anticipated business in order that they may attend the meeting or take whatever other action they deem appropriate under the circumstances.

\* \* \*

"We believe that Section 11125 was and is intended to nullify the need for . . . guesswork or further inquiry on the part of the interested public." (67 Ops.Cal.Atty.Gen. 85, 87)

Items not included on the agenda may not be discussed, even if no action is to be taken by the agency. However, we offer two suggestions so members of the public and board members may raise issues that are not on the agenda.

We strongly encourage boards to include an item on their agendas for "Public Comment on Matters Not on the Agenda." This gives persons who are attending a meeting an opportunity to raise any issues they may have, which may not be on the agenda, but which may be appropriate for future board discussion. Matters raised under this agenda item should be discussed only to the extent necessary to determine whether they should be made an agenda item at a future meeting. (§11125.7(a))

We also strongly encourage boards to include an item on their agenda for "Agenda Items for Future Meetings." This allows all board members an opportunity to request specific agenda items for a meeting. Again, these items should be discussed only to the extent necessary to determine whether they should be included as agenda items for a future meeting.

**[CAVEAT: If the regularly scheduled meeting will have a closed session agenda item or items, or be held by teleconference, please refer to the discussion of additional requirements under those headings, below.]**

The notice and the agenda must be provided to any person who requests it. A member of the public may request notice for a specific meeting, for all meetings at which a particular subject will be discussed or action taken thereon, or for all meetings of the agency. Mailing lists of persons who desire to be notified of more than one meeting must be maintained pursuant to Section 14911, which provides:

"14911. Whenever any state agency maintains a mailing list of public officials or other persons to whom publications or other printed matter is sent without charge, the state agency shall correct its mailing list and verify its accuracy at least once each year. This shall be done by addressing an appropriate postcard or letter to each person on the mailing list. The name of any person who does not respond to such letter or postcard, or who indicates that he does not desire to receive such publications or printed matter, shall be removed from the mailing lists. The response of those desiring to be on the mailing list shall be retained by these agencies for one year."

Effective 1/1/98, a sentence was added to subdivision (c) of Section 11125.1 to state that "Nothing in this article shall be construed to require a state body to place any

paid advertisement or any other paid notice in any publication.” (Stats. 1997, Chapt. 949; SB 95) The Legal Office interprets this provision to supersede any provisions in particular practice acts which require newspaper publication of board or committee meetings. Boards and committees, of course, retain the discretion to publish notices in newspapers if they so chose.

#### **b. Committee, Subcommittee or Task Force Meetings**

Each agency is required to give notice of committee, subcommittee or task force (“committee”) meetings to be held. However, this requirement does not apply if the committee consists of less than three persons. It is the number of persons on the committee that is determinative, not how many of the persons are board members. Thus, if a committee consisted of two board members and two other interested persons, its meetings would have to meet all the requirements of the Open Meeting Act.

Notice of committee meetings must be provided and posted on the Internet at least 10 calendar days in advance of the meeting. (§11125(a)) The notice “shall include a brief, general description of the business to be transacted or discussed, and no item shall be added subsequent to the provision of the notice.” (§11125(c)) The notice must also include the Website address where the notice can be accessed on the Internet. Although the law does not so specify, we would suggest also including in the notice the name, address, and telephone number of a contact person who can provide further information prior to the meeting. As with board meetings, there is no requirement that the notice be published in any newspaper or other periodical. However, the notice must be provided to any person or persons who have requested to be notified of the particular committee's meetings. You may elect to send such notice to those persons on your regular mailing list.

Remember you must post your notice on the Internet at least 10 calendar days in advance of the meeting and must make the notice available in appropriate alternate formats upon request by any person with a disability.

Provision is made for certain non-emergency, but sometimes necessary, committee meetings. Where, during the course of a regularly scheduled and properly noticed board meeting, the board desires that a committee presently discuss an item of business on the agenda, the committee may do so provided (a) the specific time and place of the committee meeting is announced during the public meeting of the board, and (b) the committee meeting is conducted within a reasonable time of, and nearby, the meeting of the board. (§11125(c))

#### **4. Specific Requirements for Regularly-Scheduled Meetings**

There are no specific requirements, other than those set forth above, for regularly scheduled board, committee, subcommittee or task force meetings.

#### **5. Specific Prohibitions on Holding a Regularly-Scheduled Meeting**

There are no statutory prohibitions in the Open Meeting Act on a board, committee, subcommittee or task force conducting a regularly scheduled meeting.

We again remind you that, with respect to committee meetings, members of the board who are not members of the committee that is meeting may only attend the committee meeting as observers. This means these members may not sit on the dais with the committee, make any statements, or ask any questions during the committee meeting. (81 Ops.Cal.Atty.Gen. 156)

## **B. "Special" Meetings**

SB 95 of 1997 created a new category of meeting, that being a "special" meeting.

### **1. Who May Hold a Special Meeting**

A board, committee, subcommittee or task force may hold a special meeting.

### **2. Purposes for Which a Special Meeting May be Held**

The only purposes for which a special meeting may be held are set forth in section 11125.4, and are drawn from the purposes for which an emergency meeting could be held under the prior law. In essence, the Legislature recharacterized those purposes as constituting "special" circumstances rather than "emergency" circumstances. Section 11125.4 provides in part that:

"(a) A special meeting may be called at any time by the presiding officer of the state body or by a majority of the members of the state body.

A special meeting may only be called for one of the following purposes where compliance with the 10-day notice provisions of Section 11125 would impose a substantial hardship on the state body or where immediate action is required to protect the public interest:

(1) To consider 'pending litigation' as that term is defined in subdivision (e) of Section 11126.

(2) To consider proposed legislation.

(3) To consider issuance of a legal opinion.

(4) To consider disciplinary action involving a state officer or employee.

(5) To consider the purchase, sale, exchange, or lease of real property.

(6) To consider license examinations and applications.

(7) To consider an action on a loan or grant provided pursuant to Division 31 (commencing with Section 50000) of the Health and Safety Code.

(8) To consider its response to a confidential final draft audit report as permitted by Section 11126.2.

(9) To provide for an interim executive officer of a state body upon the death, incapacity, or vacancy in the office of the executive officer.

\* \* \*

Department of Consumer Affairs licensing boards would most likely hold a special meeting for the purposes set forth in subdivisions (1), (2), (3), (4), and (6).

### **3. Notice Requirements for a Special Meeting**

A special meeting can be called at any time by the presiding officer or a majority of the members of the state body, provided the 10-day notice requirements of section 11125 "would impose a substantial hardship on the state body or where immediate action is required to protect the public interest." (§11125.4(a)) The only purposes for which the meeting can be held are those set forth above.

The normal 10-day advance notice is not required for special meetings. However, notice of the special meeting is required to be provided to each member of the state agency and to persons who have requested notice of the agency's meetings as soon as practicable after the decision to hold the meeting is made. Notice to members, newspapers of general circulation, and radio or television stations must be received at least 48 hours in advance of the meeting. Notice to newspapers, radio and television stations is satisfied by providing notice to all national press wire services. Notices to the general public may be given via appropriate electronic bulletin boards or other appropriate mechanisms. (§11125.4(b)) The notice must also be posted on the Internet at least 48 hours in advance of the meeting.

The notice must specify the time and place of the special meeting and the business to be transacted. In essence, an agenda would be prepared. No business other than that noticed may be transacted. Notice is required even if no action is subsequently taken at the meeting. (§11125.4(b)) The notice must contain the Website address where the notice may be accessed on the Internet.

**[CAVEAT: If the special meeting will have a closed session agenda item or items, or be held by teleconference, please refer to the discussion of additional requirements under those headings, below.]**

### **4. Specific Requirements During Special Meetings**

At the commencement of a special meeting, the agency must make a finding in open session that providing a 10-day notice of the meeting would pose a substantial hardship on the agency, or that immediate action is required to protect the public interest. The specific facts constituting the hardship or need for immediate action must be articulated. This finding must be adopted by a two-thirds (2/3) vote of the agency members present, or if less than two thirds of the members are present, by a unanimous vote of the members present. Failure to adopt the finding terminates the meeting. The agency's finding must be made available on the Internet. (§11125.4(c))

### **5. Specific Prohibitions on Holding a Special Meeting**

As discussed above, a special meeting may only be held for the purposes set forth in section 11125.4(b). Other than the limitation on the purposes of the meeting, there are no statutory prohibitions in the Open Meeting Act on a board, committee, subcommittee or task force conducting a special meeting.

### **C. "Emergency" Meetings**

#### **1. Who May Hold an Emergency Meeting**

A board, committee, subcommittee or task force may hold an emergency meeting.

#### **2. Purposes for Which an Emergency Meeting May be Held**

As noted above, S.B. 95 of 1997 recharacterized a number of "emergency" situations as "special" situations. This resulted in the narrowing of situations for which an emergency meeting may be held. Section 11125.5 provides an emergency meeting may be held only in the case of an "emergency situation," defined as:

"(1) Work stoppage or other activity that severely impairs public health or safety, or both.

"(2) Crippling disaster that severely impairs public health or safety, or both." (§11125.5(b))

#### **3. Notice Requirements for an Emergency Meeting**

An emergency meeting may be held without complying with the 10-day notice requirement in Section 11125 or the 48-hour notice requirement in Section 11125.4. However, newspapers of general circulation, television and radio stations that have requested notice of meetings shall be notified of the emergency by telephone at least one hour before the meeting. If telephone services are not functioning, notice is deemed waived. The notice must be posted on the Internet as soon as practicable after the decision to call an emergency meeting has been made. However, newspapers,



television and radio must be notified as soon as possible after the meeting of the fact of the meeting, its purpose, and any action taken. (§11125.5(c))

#### **4. Specific Requirements for an Emergency Meeting**

The following are required to be posted in a public place and on the Internet for a minimum of 10 days, as soon as possible after the emergency meeting:

- \* Minutes of the meeting
- \* A list of persons notified, or attempted to be notified, of the meeting
- \* Any action taken at the meeting
- \* The rollcall vote on action taken (§11125.5(d))

#### **5. Specific Prohibitions on Holding an Emergency Meeting**

As discussed above, an emergency meeting may only be held for the purposes set forth in section 11125.5(b).

### **IV. CLOSED SESSIONS**

#### **A. Purposes for Which Closed Session Can be Held**

"Closed" sessions were formerly called "executive" sessions. Since all references in the Open Meeting Act have been changed from "executive" session to "closed" session, throughout this memorandum we will refer to such sessions as "closed" sessions.

Section 11123 states that "All meetings of a state body shall be open and public and all persons shall be permitted to attend any meeting of a state body except as otherwise provided in this article."

Section 11126 sets forth those specific items of business which may be transacted in closed session. Only those enumerated items of business may be conducted in closed session. An agency in the Department may convene a closed session pursuant to Section 11126 for the following purposes.

##### **1. Personnel Matters**

A board may meet in closed session to ". . . consider the appointment, employment, evaluation of performance, or dismissal of a public employee or to hear complaints or charges brought against such employee by another person unless the employee requests a public hearing." In order to consider such disciplinary action or dismissal the "employee shall be given written notice of his or her right to have a public hearing . . . which notice shall be delivered to the employee personally or by mail at least 24 hours before the meeting." (§11126(a)) If such a notice is not given any action taken during a closed session for the above reason is null and void. Once the public

hearing has been held, the agency may convene into closed session to deliberate on the decision to be reached. (§11126(a)(4))

Prior to January 1, 1995, section 11126(a) did not apply to employees who were appointed to their positions, such as executive officers, executive directors, and registrars (referred to as "executive officer" for convenience). For example, any decision or deliberations made in the selection or dismissal of an executive officer previously had to be conducted in open session. (68 Ops.Cal.Atty.Gen. 34.) However, with the enactment of SB 1316 (Stats. 1994, Chapt. 845) and SB 95 (Stats. 1997, Chapt. 949), a board can now meet in closed session to consider the appointment, employment, evaluation of, or dismissal of its executive officer, unless the executive officer requests a public hearing. (§11126(a)(1), (2)) SB 1316 supersedes the conclusion reached in 68 Ops.Cal.Atty.Gen. 34. As noted above, once the public hearing has been held, the state body may convene in closed session to deliberate on the decision to be reached. (§11126(a)(4))

If the executive officer does not request a public hearing, he or she must be given the opportunity for a hearing in closed session. After the hearing, the executive officer should be excused from the closed session, and the board may then continue in closed session to deliberate on the decision to be reached. (§11126(a)(4))

Section 11126(a) is not to be interpreted to mean that a board is required to handle civil service personnel matters itself. Normally, this function of an agency is administered by its executive officer in conjunction with the Director of Consumer Affairs, who shares authority with respect to civil service personnel.

## **2. Examination Matters**

A board may meet in closed session to "prepare, approve, grade or administer examinations." (§11126(c)(1)) Essentially, this includes any discussion regarding the actual content of examinations, and their reliability and validity. If an agency is perusing examination samples in order to choose one over the others, this may be done in closed session. On the other hand, if an agency is discussing, for example, the general logistics of administering an examination, then this would not be proper subject matter for a closed session. A basic rule is that if a meeting concerns the grading, specific content, validity of an examination, or examination security, then it can and should be conducted in closed session.

Also, an agency may hear appeals from examinees or re-review examinations in closed session as this would be included in the "grading" of the examination.

## **3. Matters Affecting Individual Privacy**

A committee, consisting of less than a quorum of the full board, may meet in closed session to:

" . . . discuss matters which the [committee] has found would constitute an unwarranted invasion of the privacy of an individual licensee or applicant if discussed in an open meeting, . . . Those matters may include review of an applicant's qualifications for licensure and an inquiry specifically related to the state body's enforcement program concerning an individual licensee or applicant where the inquiry occurs prior to the filing of a civil, criminal, or administrative disciplinary action against the licensee or applicant by the state body." (§11126(c)(2))

Thus, review by a committee (or subcommittee of an examining committee) of an applicant's qualifications for licensure could properly be done in a closed session. Also, for example, an enforcement committee could convene in closed session to discuss an inquiry related to a particular licensee or licensees prior to any action being filed.

**CAVEAT: This closed session provision does not authorize such a review by the full board. Nor does it generally authorize a committee of a board to review complaints, investigation reports, or other information to determine whether disciplinary or other action should be filed against a licensee.**

To ensure that board members render an impartial and fair decision in considering an Administrative Law Judge's proposed decision, board members are precluded from involving themselves in the investigation or prosecution phase of an action. (§11430.10 *et seq.*) The board's role is that of judge in the case. If a particular board member has any significant involvement in the investigative or prosecution phases, he or she must disqualify himself/herself from participation in the board's action relative to the proposed decision, and not attempt to influence any other board member regarding the decision. Legal counsel should be consulted before any enforcement actions are discussed with individual licensees, as such discussions may impact participation by the member in a final decision on a case (§11430.60), and may require disclosures under the provisions of the state's Administrative Procedure Act. (§11430.50)

Even though these committee meetings may consist entirely of subject matter proper for closed session they are required to be noticed as discussed above.

#### **4. Administrative Disciplinary Matters**

A board may meet in closed session to deliberate on a decision in an administrative disciplinary proceeding under the Administrative Procedure Act. (§11400, *et seq.*; §11126(c)(3)) In the closed session, the board may decide whether to adopt a Proposed Decision, review a transcript of a hearing and render a decision of its own, deliberate upon evidence heard by the agency itself, or consider a stipulation.

This section does not authorize an agency to convene into closed session for the purpose of assigning cases, *i.e.* deciding whether a case should be heard by a hearing officer alone or by the agency itself with a hearing officer. This section does not authorize an agency to convene into closed session to review investigation files or

complaints. Members of boards that have the discretion to hear cases should not review pending complaints or investigation files for the reasons given above.

### **5. Board of Accountancy Matters**

The enforcement advisory committee established by the State Board of Accountancy pursuant to Business and Professions Code Section 5020 may convene in a closed session to "consider disciplinary action against an individual accountant prior to the filing of an accusation." (§11126(f)(3)) And the qualifications examining committee established by that board pursuant to Business and Professions Code Section 5023 may convene in closed session to "interview an individual applicant or accountant regarding the applicant's qualifications."

As noted above, such administrative and examining committee meetings are required to be noticed as previously discussed in this memorandum.

### **6. Pending Litigation**

A board may meet in closed session to confer with or receive advice from its legal counsel regarding pending litigation when discussion in open session concerning those matters would prejudice the position of the state body in the litigation. (§11126(e)(1)) Again, please note the very specific notice requirements discussed below when a closed session is to be held to discuss "pending litigation". Litigation means an adjudicatory proceeding before a court, administrative body, hearing officer or arbitrator. Litigation is considered to be pending if, (1) it has been initiated formally (e.g. a complaint, claim or petition has been filed) or (2) based on existing facts and circumstances and on the advice of its legal counsel, the state body believes there is significant exposure to litigation against it, or it is meeting to decide whether a closed session is authorized because of significant exposure to litigation or (3) based on existing facts and circumstances, the state body has decided or is deciding whether to initiate litigation. (§11126(e)(2))

The agency's legal counsel must submit a memorandum which complies with the requirements of Section 11126(e)(2)(C)(ii) prior to the closed session if possible, but no later than one week after the closed session. This document is confidential until the pending litigation has been finally adjudicated or otherwise settled. (§6254.25)

### **7. Response to Confidential Final Draft Audit Report**

Section 11126.2 (added effective January 1, 2005) permits an agency to meet in closed session to discuss its response to a confidential final draft audit report from the Bureau of State Audits. However, once that audit report becomes final and is released to the public, the agency may only discuss it in open session.

## **8. Threat of Criminal or Terrorist Activity**

Effective January 1, 2006, AB 277 (Chap. 288, Stats. 2005) authorizes an agency at a regular or special meeting to meet in closed session to consider "matters posing a threat or potential threat of criminal or terrorist activity against the personnel, property, buildings, facilities, or equipment, including electronic data, owned, leased, or controlled by the state body," where disclosure of those considerations could compromise or impede the safety or security of the described subjects. The law (Section 11126(c)(18)) requires the agency to authorize the closed session by a two-thirds vote of the members present at the meeting.

## **9. Advisory Bodies/Committees May Meet in Closed Session**

To the extent a licensing board, which is defined as a "state body" in the Open Meeting Act, is authorized to meet in closed session, then committees, subcommittees, or other bodies advisory to the licensing board, which are also defined as "state bodies," may meet in closed session for the same purposes as the licensing board. (§11126((f), (4)-(6))

## **10. Open Session Otherwise Required**

Any other business transacted by an agency must be in open session. Only for the above-mentioned reasons may a board within the Department of Consumer Affairs meet in closed session. (§11132) A board may not meet in closed session for the purpose of electing officers or to discuss the proposal or adoption of rules and regulations. Further, a board may not convene in closed session to discuss testimony received during a hearing on proposed rules and regulations. Finally, an agency may not meet in closed session because it wants to have a frank and open discussion among only members on a matter of controversy. In order for an agency to meet in closed session, the closed session must be specifically authorized by statute.

## **B. Notice and Reporting Requirements for Closed Sessions**

### **1. Notice of Closed Session**

When a closed session will constitute part or all of a meeting, it is important to note Government Code Section 11126.3, which requires that:

"(a) Prior to holding any closed session, the state body shall disclose, in an open meeting, the general nature of the item or items to be discussed in the closed session. The disclosure may take the form of a reference to the item or items as they are listed by number or letter on the agenda. [A provision applicable to the Public Utilities Commission is not included herein.] If the session is closed pursuant to subparagraph (A) of paragraph (2) of subdivision (e) of Section 11126 [litigation has already commenced], the state body shall state the title of, or otherwise specifically identify, the litigation to be discussed unless the body states

that to do so would jeopardize the body's ability to effectuate service of process upon one or more unserved parties, or that to do so would jeopardize its ability to conclude existing settlement negotiations to its advantage."

Thus, if the meeting will consist in part or in its entirety of a closed session, you must include on the notice of the meeting the above-described information. Pay particular attention to these very specific requirements if the closed session is to discuss pending litigation. Please note that to obtain legal advice in closed session concerning pending litigation, the notice must cite subdivision (e) of Section 11126 and your attorney must prepare a memorandum stating the specific reasons and legal authority for the closed session. Subdivisions of Government Code Section 11126, discussed under "Closed Sessions" above, will generally be the statutory authority cited.

If a closed session agenda to discuss pending litigation has been properly published, and an additional pending litigation issue subsequently arises, the state agency may discuss the new matter in closed session provided that postponement of the discussion would prevent the state agency from complying with any statutory, court-ordered, or other legally-imposed deadline. The state agency must publicly announce the title of, or otherwise identify, the litigation unless to do so would jeopardize the ability to effectuate service of process, or to do so would jeopardize the agency's ability to conclude existing settlement negotiations to its advantage. (§11126.3(d))

If you intend to have a closed session during your meeting, you should first contact your Legal Division attorney to ensure that a closed session is authorized and properly noticed.

## **2. Reporting After a Closed Session**

Section 11126.3(f), requires a state body to convene in open session after a closed session and to report as required in Section 11125.2, which states that:

"Any state body shall report publicly at a subsequent public meeting any action taken, and any rollcall vote thereon, to appoint, employ, or dismiss a public employee arising out of any closed session of the state body."

## **C. Other Procedural Requirements for Closed Sessions**

There are certain additional requirements that must be met when closed sessions are to be held.

1. All closed sessions must be held during a regular or special meeting (§11128); they may not be scheduled independently of a noticed meeting of the board or committee. Where, for example, a board or committee meeting is scheduled to discuss only matters appropriate for a closed session, the meeting should be opened as

a public meeting with an announcement immediately following that the agency will convene into closed session.

2. As discussed under "Notice Required," above, prior to holding the closed session the agency must announce the general reason(s) for the closed session and the specific statutory or other legal authority under which the session is held. (§11126.3(a)) With respect to litigation that has already been initiated, it must announce the title of or otherwise identify the litigation. (§11126.3(a)) Other specific notice requirements, discussed above, also apply to notices regarding pending litigation. In the closed session, only matters covered in the statement may be discussed. (§11126.3(b))

3. The agency is required to designate a staff person to attend the closed session and to record in a minute book a record of topics discussed and decisions made. (§11126.1)

4. The minute book referenced in (3) is available only to members of the agency, or if a violation of the Open Meeting Act is alleged, to a court of general jurisdiction. (§11126.1)

5. Information received and discussions held in closed session are **confidential** and must not be disclosed to outside parties by members or staff who attended the closed session. A recent opinion of the Office of the California Attorney General concluded that:

"A local school board member may not publicly disclose information that has been received and discussed in closed session concerning pending litigation unless the information is authorized by law to be disclosed." (80 Ops.Cal.Atty.Gen. 231)

That opinion also cited a previous opinion, in which the Attorney General stated that "We have ... routinely observed that it would be *improper* for information received during a closed session to be publicly disclosed." (76 Ops.Cal.Atty.Gen. 289, 290-291; Emphasis in the original.)

## **V. MEETING BY TELECONFERENCE**

Prior to January 1, 1995, the Bagley-Keene Open Meeting Act contained no provision for conducting meetings where the participating members were not physically present in one location.

Effective 1/1/95, subdivision (b) was added to Government Code section 11123 to authorize meetings by teleconference. (Stats. 1994, Chapt. 1153; AB 3467) That subdivision has been amended several times, most recently by AB 192 of 2001, and it currently provides:

"(a) All meetings of a state body shall be open and public and all persons shall be permitted to attend any meeting of a state body except as otherwise provided in this article.

"(b) (1) This article does not prohibit a state body from holding an open or closed meeting by teleconference for the benefit of the public and state body. The meeting or proceeding held by teleconference shall otherwise comply with all applicable requirements or laws relating to a specific type of meeting or proceeding, including the following:

(A) The teleconferencing meeting shall comply with all requirements of this article applicable to other meetings.

(B) The portion of the teleconferenced meeting that is required to be open to the public shall be audible to the public at the location specified in the notice of the meeting.

(C) If the state body elects to conduct a meeting or proceeding by teleconference, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the rights of any party or member of the public appearing before the state body. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the state body directly pursuant to Section 11125.7 at each teleconference location.

(D) All votes taken during a teleconferenced meeting shall be by rollcall.

(E) The portion of the teleconferenced meeting that is closed to the public may not include the consideration of any agenda item being heard pursuant to Section 11125.5.

(F) At least one member of the state body shall be physically present at the location specified in the notice of the meeting.

(2) For the purposes of this subdivision, 'teleconference' means a meeting of a state body, the members of which are at different locations, connected by electronic means, through either audio or both audio and video. This section does not prohibit a state body from providing members of the public with additional locations in which the public may observe or address the state body by electronic means, through either audio or both audio and video."

A method is thus available whereby meetings may be conducted by audio or video teleconferencing provided the criteria set forth in the statute have been met. Note



the restriction in subdivision (b)(1)(E) that prohibits a closed session emergency meeting. Emergency meetings in open session may be conducted by teleconference.

We emphasize that the law now requires every teleconference meeting location to be identified in the notice and agenda and to be open to the public. Most importantly, the members of the agency must attend the meeting at a public location. Members are no longer able to attend the meeting via teleconference from their offices, homes, or other convenient location unless those locations are identified in the notice and agenda, and the public is permitted to attend at those locations. Nothing prohibits additional locations, where only the public is connected to the teleconference meeting. (§11123(b)(2))

## **VI. DELIBERATIONS AND VOTING**

Keep in mind the Open Meeting Act declaration of legislative intent that actions of state agencies be taken openly and that their deliberation be conducted openly. (§11120) In this regard, there are a number of provisions in the Open Meeting Act which address deliberations and voting.

### **A. Seriatim Calls to Individual Agency Members Prohibited**

Except as authorized by the above-discussed teleconferencing statutes, telephone conference calls may not be used to avoid the requirements of the Open Meeting Act. A conference call including members of a board, committee, subcommittee or task force sufficient to constitute a majority of that state body is prohibited, except pursuant to an authorized teleconference meeting.

In a case involving the Ralph M. Brown Act, the court concluded that a series of one-to-one telephone calls between members of a local body, where the purpose of the calls was to obtain a collective commitment on an issue, constituted a violation of the Act. (*Stockton Newspapers, Inc. v. Members of the Redevelopment Agency of the City of Stockton* (1985) 171 Cal.App.3d 95) The Brown Act is the local agency counterpart to the Bagley-Keene Open Meeting Act, and decisions rendered on its provisions are frequently followed in Open Meeting Act cases.

Citing the *Stockton Newspapers, Inc.* case, the court in *Sutter Bay Associates v. County of Sutter* held that to prevent evasion of the Brown Act, a series of private meetings (known as serial meetings) by which a majority of the members of the legislative body commit themselves to a decision concerning public business or engage in collective deliberation on public business would violate the open meeting requirement. ((1997) 58 Cal.App.4<sup>th</sup> 860, 877, 68 Cal.Rptr.2d 492, 502)

Effective January 1, 2010, the Act now specifically prohibits serial communications between a majority of members “to discuss, deliberate, or take action on any item of business that is within the subject matter of the state agency.” (Emphasis added.)

## **B. E-Mail Prohibition**

AB 192 of 2001 added subdivision (b) to section 11122.5 to provide:

"Except as authorized pursuant to Section 11123, any use of direct communication, personal intermediaries, or technological devices that is employed by a majority of the members of the state body to develop a collective concurrence as to action to be taken on an item by the members of the state body is prohibited."

The enactment of subdivision (b) of section 11122.5, expands upon and confirms a recent opinion of the Attorney General prohibiting the use of e-mail to reach a collective decision outside a regularly scheduled meeting. In 84 Ops.Cal.Atty.Gen. 30, the Attorney General concluded that:

"A majority of the board members of a local public agency may not e-mail each other to develop a collective concurrence as to action to be taken by the board without violating the Ralph M. Brown Act even if the e-mails are also sent to the secretary and chairperson of the agency, the e-mails are posted on the agency's Internet website, and a printed version of each e-mail is reported at the next public meeting of the board."

As noted above, interpretations of the Brown Act, which governs local public agencies, are often cited as authority in interpreting similar provisions of the Bagley-Keene Open Meeting Act.

Members of a board must refrain from calling or otherwise contacting other members on a one-to-one basis, or conducting serial meetings, in order to discuss, deliberate, or take action outside the meeting on a matter within the subject matter of the board.

## **C. Secret Ballot Prohibited**

An agency may not vote by secret ballot in a public meeting nor vote in closed session on any matter where discussion, deliberations, or action taken is required to be in an open meeting. (68 Ops.Cal.Atty.Gen. 65, 69)

For example, the election of board officers may not be conducted by secret ballot or in closed session.

## **D. Voting by Proxy Prohibited**

Voting by proxy is not authorized. (68 Ops.Cal.Atty.Gen. 65, 70)

### **E. Use of Electronic Devices During Meeting**

Board members should not text or email each other during an open meeting on any matter within the board's jurisdiction. Using electronic devices to communicate secretly on such a matter would violate the law. Where laptops are used by board members at the meeting because the board provides board materials electronically, the board president should make an announcement at the beginning of the meeting as to the reason for the laptops. We suggest the following (or something similar):

"You may notice board members accessing their laptops during the meeting. They are using the laptops solely to access the board meeting materials which are in electronic format."

### **F. Voting by Mail on Administrative Disciplinary Matters**

As a general rule, all voting on items of business to be transacted must be done at a public meeting. However, the Administrative Procedure Act authorizes mail voting on all questions arising under that act. (Govt. Code §11526.) Thus, board members may vote by mail on proposed decisions, stipulated decisions, and other matters in connection with a formal disciplinary case. No other votes may be cast by mail. (68 Ops.Cal.Atty.Gen. 65, 69)

## **VII. MISCELLANEOUS PROVISIONS**

There are several provisions governing public meetings which do not fit under any of the above headings, but of which you should be aware.

### **A. Conforming Board Member's Conduct**

Any person who has been appointed as a member of a state body, who has not yet assumed the duties of the office, must conform his or her conduct to the provisions of the Open Meeting Act. (§11125.95)

### **B. Providing Open Meeting Act to New Board Members**

A copy of the Bagley-Keene Open Meeting Act must be provided to each agency member upon his or her appointment to office. Each agency should insure that a copy is given to each new member. (§11121.9.)

### **C. Prohibition on Placing Conditions on Public's Attendance**

#### **1. Sign-in**

No person can be required to register or sign-in or fulfill any other condition in order to attend a public meeting of an agency. While a person who wishes to make public comment may be asked to identify himself or herself for the board's record or

minutes, a commenter cannot be compelled to do so or prevented from speaking because the commenter refuses to identify himself or herself.

If an attendance list, register, questionnaire, or other similar document is posted at or near the entrance to the room where the meeting is to be held, or is circulated to persons present during the meeting, "it shall state clearly that the signing, registering, or completion of the document is voluntary, and that all persons may attend the meeting regardless of whether a person signs, registers, or completes the document." (§11124)

## **2. Discrimination in Admittance to Meeting Facility**

A meeting may not be held in any facility that prohibits the admittance of any persons on the basis of race, religious creed, color, national origin, ancestry, or sex. (§11131)

## **3. Access for the Disabled**

All meetings must be accessible to the disabled. (§11131)

## **4. Charging a Fee or Requiring a Purchase for Access**

The Open Meeting Act prohibits holding a meeting in any location where the public is required to pay a fee or make a purchase to attend. (§11131)

## **D. Agency Recording of the Proceedings**

A tape or film record of an open and public meeting made by the agency must be made available for public inspection under the California Public Records Act, but may be erased or destroyed 30 days after the taping or recording. An inspection must be provided without charge on an audio or video tape player made available by the state agency. (§11124.1(b))

## **E. Public's Right to Record the Proceedings**

Persons attending a public meeting have a right to record the proceedings with an audio or video tape recorder or still or motion picture camera, in the absence of a reasonable finding by the agency that the recording could not continue without noise, illumination, or obstruction of view that constitutes, or would constitute, a persistent disruption of the proceedings. (§11124.1(a))

## **F. Media Broadcast of the Proceedings**

A state body may not prohibit or otherwise restrict the broadcast of a public meeting in the absence of a reasonable finding that the broadcast cannot be accomplished without noise, illumination, or obstruction of view that would constitute a persistent disruption of the proceedings. (§11124.1(c))

### **G. Webcasting**

While webcasting is not required, if you plan to webcast your meeting, we encourage you to place the following statement on your agenda:

“While the board intends to webcast this meeting, it may not be possible to webcast the entire open meeting due to limitations on resources.”

### **H. Taking Agenda Items Out of Order**

Items listed on the agenda may be taken up out of order, provided the purpose of moving the agenda items is not to frustrate public or other input on the item. It is a good practice to note on either the top or the bottom of your agenda that “All times indicated and the order of business are approximate and subject to change,” to alert members of the public this is a possibility.

If your agency schedules a multiple day meeting and may move items scheduled for a subsequent day to an earlier day, you should provide notice of this possibility on your agenda. Suggested language is that “Items scheduled for a particular day may be moved to an earlier day to facilitate the board’s business.” Again, the purpose may not be to frustrate public or other input.

### **I. Opportunity for Public Comment at Meetings**

Section 11125.7 addresses the subject of public comment at board meetings. With specified exceptions, that section requires state agencies to provide an opportunity for members of the public to directly address the state agency on each agenda item before or during the agency’s discussion or consideration of the item. This opportunity for comment need not be made available if:

1. The agenda item has previously been considered at a public meeting by a committee comprised exclusively of board members, where members of the public were provided an opportunity to address the item. However, if the item has been substantially changed since the committee meeting, a new opportunity to address the agency would be required at the full board meeting.
2. The agenda item is one that may properly be considered in closed session, which would include deliberation and action on disciplinary proceedings under the Administrative Procedure Act. (§11125.7)

If a board wishes to establish a standing rule that discussion of agenda items will be given a specified amount of time, or that public comment will be limited to a certain amount of time, the board may do that by adopting an administrative regulation. (§11125.7(b))

The law specifically provides that a state agency may not prohibit public criticism of its policies, programs, or services, or of the acts or omissions of the agency. (§11125.7(c))

## **VIII. DISCLOSURE OF DOCUMENTS**

### **A. Documents Distributed Prior to the Meeting**

When writings which are public records are distributed to all, or a majority of all, of the members of a board or committee for discussion or consideration at a public meeting, the writings must be made available for public inspection. Generally, the records must be made available for inspection at the time of distribution to agency members. (§11125.1(a)) Records exempt from disclosure under Sections 6253.5, 6254 or 6254.7 of the Public Records Act need not be disclosed even though the subject matter of the records may be considered or discussed at the meeting. This includes records which are drafts, notes or memoranda which will not be retained by the agency, attorney-client privileged communications, records of pending litigation and claims against the state, personnel, medical or similar files, complaint and investigation files, except for Accusations and Proposed Decisions, and any records or data relating to examinations.

### **B. Documents Distributed During the Meeting**

When public records pertaining to an agenda item are prepared by the state body or a member of the state body, and distributed to state body members during a meeting, the documents must be made available for public inspection at the meeting. If records are prepared by some other person, and distributed to members of the state body during a meeting, the documents must be made available for public inspection after the meeting. (§11125.1(b)) Records exempt from public disclosure under specified statutes are not required to be publicly disclosed. (§11125.1(a), (b))

### **C. Charging a Fee for Public Documents**

Under section 11126.7, an agency may not charge a fee for a notice, including the agenda, of a meeting, and may only charge those fees specifically authorized for public documents that are considered at the meeting

At its discretion, an agency may charge a fee to cover reproduction costs for providing the documents required to be made available, as discussed in paragraph (B), immediately above. If an agency charges a fee, it is limited to the direct costs of duplication authorized in Section 6257 for the reproduction of public records. (§11125.1(c))

Effective January 1, 2003, documents distributed prior to or during a meeting that are public records must be made available, upon request by a person with a disability,

in appropriate alternative formats. No extra charge can be imposed for putting those documents into an alternative format.

## **IX. PENALTIES**

Under previous law, any interested person could commence court action (mandamus, injunction, declaratory relief) to stop or prevent violations or threatened violations of the Open Meeting Act. SB 95, effective 1/1/98, added the Attorney General and the district attorney to the list of those who may commence such action. Court costs and reasonable attorney's fees may be awarded to a successful plaintiff to be paid from the funds of the agency. (§11130.5)

SB 95 also expanded the law to authorize the Attorney General, a district attorney, or any interested person to seek court action "to determine whether any rule or action by the state body to penalize or otherwise discourage the expression of one or more of its members is valid or invalid under the laws of this state or of the United States, ..." (§11130(a)) This appears to be a rather unique provision, and its implications are unknown at this time.

SB 95 further expanded the law to authorize the Attorney General, a district attorney, or any interested person to seek a court action to compel a state agency to tape record its closed sessions. Upon a judgment of a violation of Section 11126, a court could so compel an agency. Discovery procedures for the tape recordings are also set forth. (§11130(b), and (c))

Section 11130.3 authorizes a person to institute a court action to obtain a judicial determination that an action taken in violation of the notice provisions or the provisions governing closed sessions of the Act is null and void. Court costs and reasonable attorney's fees may also be awarded to a successful plaintiff under this section. This section reinforces the need for a specific, informative agenda as required by Section 11125.

These remedies extend to past actions of an agency. The statute of limitations for bringing an action is 90 days. (§§11130(c) and 11130.3(a)).

Section 11130.7 of the Act provides:

"Each member of a state body who attends a meeting of such body in violation of any provision of this article, and where the member intends to deprive the public of information to which the member knows or has reason to know the public is entitled, is guilty of a misdemeanor."  
(Emphasis added.)

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### **11120. Public policy; legislative finding and declaration; citation of article**

It is the public policy of this state that public agencies exist to aid in the conduct of the people's business and the proceedings of public agencies be conducted openly so that the public may remain informed.

In enacting this article the Legislature finds and declares that it is the intent of the law that actions of state agencies be taken openly and that their deliberation be conducted openly.

The people of this state do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.

This article shall be known and may be cited as the Bagley-Keene Open Meeting Act.

(Added by Stats.1967, c. 1656, p. 4026, § 122.  
Amended by Stats.1980, c. 1284, p. 4333, § 4;  
Stats. 1981, c. 968, p. 3683, § 4.)

### **11121. State body defined**

As used in this article, "state body" means each of the following:

(a) Every state board, or

commission, or similar multimember body of the state that is created by statute or required by law to conduct official meetings and every commission created by executive order.

(b) A board, commission, committee, or similar multimember body that exercises any authority of a state body delegated to it by that state body.

(c) An advisory board, advisory commission, advisory committee, advisory subcommittee, or similar multimember advisory body of a state body, if created by formal action of the state body or of any member of the state body, and if the advisory body so created consists of three or more persons.

(d) A board, commission, committee, or similar multimember body on which a member of a body that is a state body pursuant to this section serves in his or her official capacity as a representative of that state body and that is supported, in whole or in part, by funds provided by the state body, whether the multimember body is organized and operated by the state body or by a private corporation.

(Added by Stats.1967, c. 1656, p. 4026, § 122.  
Amended by Stats.1980, c. 515, § 1; Stats.1981, c. 968, p. 3683, § 5; Stats.1984, c. 193, § 38.  
Amended by Stats.1996, c. 1023 (S.B.1497), § 88, eff. Sept. 29, 1996; Stats.1996, c. 1064 (A.B.3351), § 783.1, operative July 1, 1997; Stats.2001, c. 243 (A.B.192), § 1; Amended Stats. 2003 ch 62 § 117 (SB 600)).



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### **11121.1. State body; exclusions**

As used in this article, "state body" does not include any of the following:

(a) State agencies provided for in Article VI of the California Constitution.

(b) Districts or other local agencies whose meetings are required to be open to the public pursuant to the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5).

(c) State agencies provided for in Article IV of the California Constitution whose meetings are required to be open to the public pursuant to the Grunsky-Burton Open Meeting Act (Article 2.2 (commencing with Section 9027) of Chapter 1.5 of Part 1 of Division 2 of Title 2).

(d) State agencies when they are conducting proceedings pursuant to Section 3596.

(e) State agencies provided for in Section 109260 of the Health and Safety Code, except as provided in Section 109390 of the Health and Safety Code.

(f) The Credit Union Advisory Committee established pursuant to Section 14380 of the Financial Code.

(Added by Stats.2001, c. 243 (A.B.192), § 2. Amended by Stats. 2008, c. 344 (S.B. 1145), § 2, eff. Sept. 26, 2008.)

### **11121.2. Repealed by Stats. 2001, c. 243 (A.B.192), § 3**

The repealed section, added by Stats.1981, c. 968, p. 3684, § 5.2, related to multimember body with authority from state body.

### **11121.7. Repealed by Stats. 2001, c. 243 (A.B.192), § 4**

The repealed section, added by Stats.1980, c. 1284, p. 4333, § 5, amended by Stats.1981, c. 968, p. 3685, § 6, related to representatives of the state body.

### **11121.8. Repealed by Stats. 2001, c. 243 (A.B.192), § 5**

The repealed section, added by Stats.1981, c. 968, p. 3684, § 7, related to advisory bodies.

### **11121.9. Provision of copy of article to members of state body**

Each state body shall provide a copy of this article to each member of the state body upon his or her appointment to membership or assumption of office.

(Added by Stats.1980, c. 1284, p. 4334, § 6. Amended by Stats.1981, c. 714, p. 2659, § 175; Stats.1981, c. 968, p. 3685, § 7.1.)

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### **11121.95. Appointees or elected officials not yet in office; conformity of conduct to article requirements**

Any person appointed or elected to serve as a member of a state body who has not yet assumed the duties of office shall conform his or her conduct to the requirements of this article and shall be treated for purposes of this article as if he or she has already assumed office.

(Added by Stats.1997, c. 949 (S.B.95), § 1.)

### **11122. Action taken**

As used in this article "action taken" means a collective decision made by the members of a state body, a collective commitment or promise by the members of the state body to make a positive or negative decision or an actual vote by the members of a state body when sitting as a body or entity upon a motion, proposal, resolution, order or similar action.

(Added by Stats.1967, c. 1656, p. 4026, § 122.  
Amended by Stats.1981, c. 968, p. 3685, § 7.3.)

### **11122.5. Meeting defined; series of communications to discuss, deliberate, or take action prohibited; exceptions**

(a) As used in this article, "meeting" includes any congregation of a majority of the members of a state body at the same time and place to hear, discuss, or deliberate upon any

item that is within the subject matter jurisdiction of the state body to which it pertains.

(b)(1) A majority of the members of a state body shall not, outside of a meeting authorized by this chapter, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of business that is within the subject matter of the state body.

(2) Paragraph (1) shall not be construed to prevent an employee or official of a state agency from engaging in separate conversations or communications outside of a meeting authorized by this chapter with members of a legislative body in order to answer questions or provide information regarding a matter that is within the subject matter jurisdiction of the state agency, if that person does not communicate to members of the legislative body the comments or position of any other member or members of the legislative body.

(c) The prohibitions of this article do not apply to any of the following:

(1) Individual contacts or conversations between a member of a state body and any other person that do not violate subdivision (b).

(2)(A) The attendance of a majority of the members of a state body at a conference or similar gathering open to the public that involves a discussion of issues of general interest

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to the public or to public agencies of the type represented by the state body, if a majority of the members do not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the subject matter jurisdiction of the state body.

(B) Subparagraph (A) does not allow members of the public free admission to a conference or similar gathering at which the organizers have required other participants or registrants to pay fees or charges as a condition of attendance.

(3) The attendance of a majority of the members of a state body at an open and publicized meeting organized to address a topic of state concern by a person or organization other than the state body, if a majority of the members do not discuss among themselves, other than as part of the scheduled program, business of a specific nature that is within the subject matter jurisdiction of the state body.

(4) The attendance of a majority of the members of a state body at an open and noticed meeting of another state body or of a legislative body of a local agency as defined by Section 54951, if a majority of the members do not discuss among themselves, other than as part of the scheduled meeting, business of a specific nature that is within the subject matter jurisdiction of the other state body.

(5) The attendance of a majority of the members of a state body at a

purely social or ceremonial occasion, if a majority of the members do not discuss among themselves business of a specific nature that is within the subject matter jurisdiction of the state body.

(6) The attendance of a majority of the members of a state body at an open and noticed meeting of a standing committee of that body, if the members of the state body who are not members of the standing committee attend only as observers.

(Added by Stats.2001, c. 243 (A.B.192), § 6.  
Amended by Stats.2009, c. 150 (A.B.1494), § 1.)

### **11123. Meetings; attendance; teleconference option**

(a) All meetings of a state body shall be open and public and all persons shall be permitted to attend any meeting of a state body except as otherwise provided in this article.

(b)(1) This article does not prohibit a state body from holding an open or closed meeting by teleconference for the benefit of the public and state body. The meeting or proceeding held by teleconference shall otherwise comply with all applicable requirements or laws relating to a specific type of meeting or proceeding, including the following:

(A) The teleconferencing meeting shall comply with all requirements of this article applicable to other meetings.

(B) The portion of the

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teleconferenced meeting that is required to be open to the public shall be audible to the public at the location specified in the notice of the meeting.

(C) If the state body elects to conduct a meeting or proceeding by teleconference, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the rights of any party or member of the public appearing before the state body. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the state body directly pursuant to Section 11125.7 at each teleconference location.

(D) All votes taken during a teleconferenced meeting shall be by rollcall.

(E) The portion of the teleconferenced meeting that is closed to the public may not include the consideration of any agenda item being heard pursuant to Section 11125.5.

(F) At least one member of the state body shall be physically present at the location specified in the notice of the meeting.

(2) For the purposes of this subdivision, "teleconference" means a meeting of a state body, the members of which are at different locations,

connected by electronic means, through either audio or both audio and video. This section does not prohibit a state body from providing members of the public with additional locations in which the public may observe or address the state body by electronic means, through either audio or both audio and video.

(Added by Stats.1967, c. 1656, p. 4026, § 122. Amended by Stats.1981, c. 968, p. 3685, § 7.5. Amended by Stats.1994, c. 1153 (A.B.3467), § 1; Stats.1997, c. 52 (A.B.1097), § 1; Stats.2001, c. 243 (A.B.192), § 7.)

### **11123.1. State body meetings to meet protections and prohibitions of the Americans with Disabilities Act**

All meetings of a state body that are open and public shall meet the protections and prohibitions contained in Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof.

(Added by Stats. 2002, c. 300 (A.B. 3035), § 1.)

### **11124. Conditions to attendance**

No person shall be required, as a condition to attendance at a meeting of a state body, to register his or her name, to provide other information, to complete a questionnaire, or otherwise to fulfill any condition precedent to his or her attendance.

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If an attendance list, register, questionnaire, or other similar document is posted at or near the entrance to the room where the meeting is to be held, or is circulated to persons present during the meeting, it shall state clearly that the signing, registering, or completion of the document is voluntary, and that all persons may attend the meeting regardless of whether a person signs, registers, or completes the document.

(Added by Stats.1967, c. 1656, p. 4026, § 122.  
Amended by Stats.1981, c. 968, p. 3685, § 8.)

### **11124.1. Audio or video recording of proceedings; inspection of state's recording; broadcast restrictions**

(a) Any person attending an open and public meeting of the state body shall have the right to record the proceedings with an audio or video recorder or a still or motion picture camera in the absence of a reasonable finding by the state body that the recording cannot continue without noise, illumination, or obstruction of view that constitutes, or would constitute, a persistent disruption of the proceedings.

(b) Any audio or video recording of an open and public meeting made for whatever purpose by or at the direction of the state body shall be subject to inspection pursuant to the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1), but may be erased or destroyed 30 days after the

recording. Any inspection of an audio or video recording shall be provided without charge on equipment made available by the state body.

(c) No state body shall prohibit or otherwise restrict the broadcast of its open and public meetings in the absence of a reasonable finding that the broadcast cannot be accomplished without noise, illumination, or obstruction of view that would constitute a persistent disruption of the proceedings.

(Added by Stats.1980, c. 1284, p. 4334, § 7.  
Amended by Stats.1981, c. 968, p. 3685, § 9;  
Stats.1997, c. 949 (S.B.95), § 2; Stats.2009, c. 88 (A.B.176), § 42.)

### **11125. Notice of meeting**

(a) The state body shall provide notice of its meeting to any person who requests that notice in writing. Notice shall be given and also made available on the Internet at least 10 days in advance of the meeting, and shall include the name, address, and telephone number of any person who can provide further information prior to the meeting, but need not include a list of witnesses expected to appear at the meeting. The written notice shall additionally include the address of the Internet site where notices required by this article are made available.

(b) The notice of a meeting of a body that is a state body shall include a specific agenda for the meeting, containing a brief description of the items of business to be transacted or

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discussed in either open or closed session. A brief general description of an item generally need not exceed 20 words. A description of an item to be transacted or discussed in closed session shall include a citation of the specific statutory authority under which a closed session is being held. No item shall be added to the agenda subsequent to the provision of this notice, unless otherwise permitted by this article.

(c) Notice of a meeting of a state body that complies with this section shall also constitute notice of a meeting of an advisory body of that state body, provided that the business to be discussed by the advisory body is covered by the notice of the meeting of the state body, provided that the specific time and place of the advisory body's meeting is announced during the open and public state body's meeting, and provided that the advisory body's meeting is conducted within a reasonable time of, and nearby, the meeting of the state body.

(d) A person may request, and shall be provided, notice pursuant to subdivision (a) for all meetings of a state body or for a specific meeting or meetings. In addition, at the state body's discretion, a person may request, and may be provided, notice of only those meetings of a state body at which a particular subject or subjects specified in the request will be discussed.

(e) A request for notice of more than one meeting of a state body shall be subject to the provisions of Section

14911.

(f) The notice shall be made available in appropriate alternative formats, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof, upon request, by any person with a disability. The notice shall include information regarding how, to whom, and by when a request for any disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires these aids or services in order to participate in the public meeting.

(Added by Stats.1967, c. 1656, p. 4026, § 122. Amended by Stats.1973, c. 1126, p. 2291, § 1; Stats.1975, c. 708, p. 1695, § 1; Stats.1979, c. 284, § 1, eff. July 24, 1979; Stats.1981, c. 968, p. 3685, § 10. Amended by Stats.1997, c. 949 (S.B.95), § 3; Stats.1999, c. 393 (A.B.1234), § 1; Stats.2001, c. 243 (A.B.192), § 8; Stats. 2002, c. 300 (A.B. 3035), § 2.)

### **11125.1. Agendas and other writings distributed for discussion or consideration at public meetings; public records; Franchise Tax Board; inspection; availability on the Internet; closed sessions**

(a) Notwithstanding Section 6255 or any other provisions of law, agendas of public meetings and other writings, when distributed to all, or a majority of all, of the members of a state body by any person in connection with a matter

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subject to discussion or consideration at a public meeting of the body, are disclosable public records under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1), and shall be made available upon request without delay. However, this section shall not include any writing exempt from public disclosure under Section 6253.5, 6254, or 6254.7 of this code, or Section 489.1 or 583 of the Public Utilities Code.

(b) Writings that are public records under subdivision (a) and that are distributed to members of the state body prior to or during a meeting, pertaining to any item to be considered during the meeting, shall be made available for public inspection at the meeting if prepared by the state body or a member of the state body, or after the meeting if prepared by some other person. These writings shall be made available in appropriate alternative formats, as required by Section 202 of the American with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof, upon request by a person with a disability.

(c) In the case of the Franchise Tax Board, prior to that state body taking final action on any item, writings pertaining to that item that are public records under subdivision (a) that are prepared and distributed to members of the state body by the Franchise Tax Board staff or individual members prior to or during a meeting shall be:

(1) Made available for public inspection at that meeting.

(2) Distributed to all persons who request notice in writing pursuant to subdivision (a) of Section 11125.

(3) Made available on the Internet.

(d) Prior to the State Board of Equalization taking final action on any item that does not involve a named tax or fee payer, writings pertaining to that item that are public records under subdivision (a) that are prepared and distributed by board staff or individual members to members of the state body prior to or during a meeting shall be:

(1) Made available for public inspection at that meeting.

(2) Distributed to all persons who request or have requested copies of these writings.

(3) Made available on the Internet.

(e) Nothing in this section shall be construed to prevent a state body from charging a fee or deposit for a copy of a public record pursuant to Section 6253, except that no surcharge shall be imposed on persons with disabilities in violation of Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. The writings described in subdivision (b) are subject

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to the requirements of the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1), and shall not be construed to limit or delay the public's right to inspect any record required to be disclosed by that act, or to limit the public's right to inspect any record covered by that act. This section shall not be construed to be applicable to any writings solely because they are properly discussed in a closed session of a state body. Nothing in this article shall be construed to require a state body to place any paid advertisement or any other paid notice in any publication.

(f) "Writing" for purposes of this section means "writing" as defined under Section 6252.

(Added by Stats.1975, c. 959, p. 2238, § 4. Amended by Stats.1980, c. 1284, p. 4334, § 8; Stats.1981, c. 968, p. 3686, § 10.1. Amended by Stats.1997, c. 949 (S.B.95), § 4; Stats.2001, c. 670 (S.B.445), § 1; Stats. 2002, c. 300 (A.B. 3035), § 3.5.); Stats. 2005, c. 188 (A.B. 780), § 1.)

### **11125.2. Appointment, employment or dismissal of public employees; closed sessions; public report**

Any state body shall report publicly at a subsequent public meeting any action taken, and any rollcall vote thereon, to appoint, employ, or dismiss a public employee arising out of any closed session of the state body.

(Added by Stats.1980, c. 1284, p. 4335, § 9. Amended by Stats.1981, c. 968, p. 3687, § 10.3.)

### **11125.3. Action on items of business not appearing on agenda; notice**

(a) Notwithstanding Section 11125, a state body may take action on items of business not appearing on the posted agenda under any of the conditions stated below:

(1) Upon a determination by a majority vote of the state body that an emergency situation exists, as defined in Section 11125.5.

(2) Upon a determination by a two-thirds vote of the state body, or, if less than two-thirds of the members are present, a unanimous vote of those members present, that there exists a need to take immediate action and that the need for action came to the attention of the state body subsequent to the agenda being posted as specified in Section 11125.

(b) Notice of the additional item to be considered shall be provided to each member of the state body and to all parties that have requested notice of its meetings as soon as is practicable after a determination of the need to consider the item is made, but shall be delivered in a manner that allows it to be received by the members and by newspapers of general circulation and radio or television stations at least 48 hours before the time of the meeting specified



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in the notice. Notice shall be made available to newspapers of general circulation and radio or television stations by providing that notice to all national press wire services. Notice shall also be made available on the Internet as soon as is practicable after the decision to consider additional items at a meeting has been made.

(Added by Stats.1994, c. 1153 (A.B.3467), § 2.  
Amended by Stats.2001, c. 243 (A.B.192), § 9.)

### **11125.4. Special meetings; authorized purposes; notice; required finding of hardship or need to protect public interest**

(a) A special meeting may be called at any time by the presiding officer of the state body or by a majority of the members of the state body. A special meeting may only be called for one of the following purposes where compliance with the 10-day notice provisions of Section 11125 would impose a substantial hardship on the state body or where immediate action is required to protect the public interest:

(1) To consider "pending litigation" as that term is defined in subdivision (e) of Section 11126.

(2) To consider proposed legislation.

(3) To consider issuance of a legal opinion.

(4) To consider disciplinary action involving a state officer or employee.

(5) To consider the purchase, sale, exchange, or lease of real property.

(6) To consider license examinations and applications.

(7) To consider an action on a loan or grant provided pursuant to Division 31 (commencing with Section 50000) of the Health and Safety Code.

(8) To consider its response to a confidential final draft audit report as permitted by Section 11126.2.

(9) To provide for an interim executive officer of a state body upon the death, incapacity, or vacancy in the office of the executive officer.

(b) When a special meeting is called pursuant to one of the purposes specified in subdivision (a), the state body shall provide notice of the special meeting to each member of the state body and to all parties that have requested notice of its meetings as soon as is practicable after the decision to call a special meeting has been made, but shall deliver the notice in a manner that allows it to be received by the members and by newspapers of general circulation and radio or television stations at least 48 hours before the time of the special meeting specified in the notice. Notice shall be made available to newspapers of general circulation and radio or television stations by providing that notice to all national press wire services. Notice shall

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also be made available on the Internet within the time periods required by this section. The notice shall specify the time and place of the special meeting and the business to be transacted. The written notice shall additionally specify the address of the Internet Web site where notices required by this article are made available. No other business shall be considered at a special meeting by the state body. The written notice may be dispensed with as to any member who at or prior to the time the meeting convenes files with the clerk or secretary of the state body a written waiver of notice. The waiver may be given by telegram, facsimile transmission, or similar means. The written notice may also be dispensed with as to any member who is actually present at the meeting at the time it convenes. Notice shall be required pursuant to this section regardless of whether any action is taken at the special meeting.

(c) At the commencement of any special meeting, the state body must make a finding in open session that the delay necessitated by providing notice 10 days prior to a meeting as required by Section 11125 would cause a substantial hardship on the body or that immediate action is required to protect the public interest. The finding shall set forth the specific facts that constitute the hardship to the body or the impending harm to the public interest. The finding shall be adopted by a two-thirds vote of the body, or, if less than two-thirds of the members are present, a unanimous vote of those members present. The

finding shall be made available on the Internet. Failure to adopt the finding terminates the meeting.

(Added by Stats.1997, c. 949 (S.B.95), § 5. Amended by Stats.1999, c. 393 (A.B.1234), § 2; Stats.2004, c. 576 (A.B.1827), § 1.; Stats. 2007, c. 92 (S.B. 519), § 1.)

### **11125.5. Emergency meetings**

(a) In the case of an emergency situation involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, a state body may hold an emergency meeting without complying with the 10-day notice requirement of Section 11125 or the 48-hour notice requirement of Section 11125.4.

(b) For purposes of this section, "emergency situation" means any of the following, as determined by a majority of the members of the state body during a meeting prior to the emergency meeting, or at the beginning of the emergency meeting:

(1) Work stoppage or other activity that severely impairs public health or safety, or both.

(2) Crippling disaster that severely impairs public health or safety, or both.

(c) However, newspapers of general circulation and radio or television stations that have requested notice of meetings pursuant to Section

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11125 shall be notified by the presiding officer of the state body, or a designee thereof, one hour prior to the emergency meeting by telephone. Notice shall also be made available on the Internet as soon as is practicable after the decision to call the emergency meeting has been made. If telephone services are not functioning, the notice requirements of this section shall be deemed waived, and the presiding officer of the state body, or a designee thereof, shall notify those newspapers, radio stations, or television stations of the fact of the holding of the emergency meeting, the purpose of the meeting, and any action taken at the meeting as soon after the meeting as possible.

(d) The minutes of a meeting called pursuant to this section, a list of persons who the presiding officer of the state body, or a designee thereof, notified or attempted to notify, a copy of the rollcall vote, and any action taken at the meeting shall be posted for a minimum of 10 days in a public place, and also made available on the Internet for a minimum of 10 days, as soon after the meeting as possible.

(Amended by Stats.1992, c. 1312 (A.B.2912), § 11, eff. Sept. 30, 1992; Stats.1997, c. 949 (S.B.95), § 6; Stats.1999, c. 393 (A.B.1234), § 3.)

### **11125.6. Fish and Game Commission; emergency meetings; appeals of fishery closures or restrictions**

(a) An emergency meeting may be called at any time by the president of

the Fish and Game Commission or by a majority of the members of the commission to consider an appeal of a closure of or restriction in a fishery adopted pursuant to Section 7710 of the Fish and Game Code. In the case of an emergency situation involving matters upon which prompt action is necessary due to the disruption or threatened disruption of an established fishery, the commission may hold an emergency meeting without complying with the 10-day notice requirement of Section 11125 or the 48-hour notice requirement of Section 11125.4 if the delay necessitated by providing the 10-day notice of a public meeting required by Section 11125 or the 48-hour notice required by Section 11125.4 would significantly adversely impact the economic benefits of a fishery to the participants in the fishery and to the people of the state or significantly adversely impact the sustainability of a fishery managed by the state.

(b) At the commencement of an emergency meeting called pursuant to this section, the commission shall make a finding in open session that the delay necessitated by providing notice 10 days prior to a meeting as required by Section 11125 or 48 hours prior to a meeting as required by Section 11125.4 would significantly adversely impact the economic benefits of a fishery to the participants in the fishery and to the people of the state or significantly adversely impact the sustainability of a fishery managed by the state. The finding shall set forth the specific facts that constitute the impact to the

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economic benefits of the fishery or the sustainability of the fishery. The finding shall be adopted by a vote of at least four members of the commission, or, if less than four of the members are present, a unanimous vote of those members present. Failure to adopt the finding shall terminate the meeting.

(c) Newspapers of general circulation and radio or television stations that have requested notice of meetings pursuant to Section 11125 shall be notified by the presiding officer of the commission, or a designee thereof, one hour prior to the emergency meeting by telephone.

(d) The minutes of an emergency meeting called pursuant to this section, a list of persons who the president of the commission, or a designee thereof, notified or attempted to notify, a copy of the rollcall vote, and any action taken at the meeting shall be posted for a minimum of 10 days in a public place as soon after the meeting as possible.

(Added by Stats.1998, c. 1052 (A.B.1241), S 21.)

### **11125.7. Agenda item discussion before state body; opportunity for public address; regulation by state body; freedom of expression; application of provisions**

(a) Except as otherwise provided in this section, the state body shall provide an opportunity for members of the public to directly address the state

body on each agenda item before or during the state body's discussion or consideration of the item. This section is not applicable if the agenda item has already been considered by a committee composed exclusively of members of the state body at a public meeting where interested members of the public were afforded the opportunity to address the committee on the item, before or during the committee's consideration of the item, unless the item has been substantially changed since the committee heard the item, as determined by the state body. Every notice for a special meeting at which action is proposed to be taken on an item shall provide an opportunity for members of the public to directly address the state body concerning that item prior to action on the item. In addition, the notice requirement of Section 11125 shall not preclude the acceptance of testimony at meetings, other than emergency meetings, from members of the public, provided, however, that no action is taken by the state body at the same meeting on matters brought before the body by members of the public.

(b) The state body may adopt reasonable regulations to ensure that the intent of subdivision (a) is carried out, including, but not limited to, regulations limiting the total amount of time allocated for public comment on particular issues and for each individual speaker.

(c) The state body shall not prohibit public criticism of the policies,

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programs, or services of the state body, or of the acts or omissions of the state body. Nothing in this subdivision shall confer any privilege or protection for expression beyond that otherwise provided by law.

(d) This section is not applicable to closed sessions held pursuant to Section 11126.

(e) This section is not applicable to decisions regarding proceedings held pursuant to Chapter 5 (commencing with Section 11500), relating to administrative adjudication, or to the conduct of those proceedings.

(f) This section is not applicable to hearings conducted by the California Victim Compensation and Government Claims board pursuant to Sections 13963 and 13963.1.

(g) This section is not applicable to agenda items that involve decisions of the Public Utilities Commission regarding adjudicatory hearings held pursuant to Chapter 9 (commencing with Section 1701) of Part 1 of Division 1 of the Public Utilities Code. For all other agenda items, the commission shall provide members of the public, other than those who have already participated in the proceedings underlying the agenda item, an opportunity to directly address the commission before or during the commission's consideration of the item.

(Added by Stats.1993, c. 1289 (S.B.367), § 2. Amended by Stats.1995, c. 938 (S.B.523), § 13, operative July 1, 1997; Stats.1997, c. 949

(S.B.95), § 7.); Stats. 2006, c. 538 (S.B. 1852), § 248.)

### **11125.8. Hearings to consider crimes against minors or crimes of sexual assault or domestic violence; identification of applicant; disclosure of nature of hearing**

(a) Notwithstanding Section 11131.5, in any hearing that the State California Victim Compensation and Government Claims Board conducts pursuant to Section 13963.1 and that the applicant or applicant's representative does not request be open to the public, no notice, agenda, announcement, or report required under this article need identify the applicant.

(b) In any hearing that the board conducts pursuant to Section 13963.1 and that the applicant or applicant's representative does not request be open to the public, the board shall disclose that the hearing is being held pursuant to Section 13963.1. That disclosure shall be deemed to satisfy the requirements of subdivision (a) of Section 11126.3.

(Added by Stats.1997, c. 949 (S.B.95), § 9.; Stats. 2006, c. 538 (S.B. 1852), § 249.)

### **11125.9. Regional water quality control boards; compliance with notification guidelines**

Regional water quality control boards shall comply with the notification

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guidelines in Section 11125 and, in addition, shall do both of the following:

(a) Notify, in writing, all clerks of the city councils and county boards of supervisors within the regional board's jurisdiction of any and all board hearings at least 10 days prior to the hearing. Notification shall include an agenda for the meeting with contents as described in subdivision (b) of Section 11125 as well as the name, address, and telephone number of any person who can provide further information prior to the meeting, but need not include a list of witnesses expected to appear at the meeting. Each clerk, upon receipt of the notification of a board hearing, shall distribute the notice to all members of the respective city council or board of supervisors within the regional board's jurisdiction.

(b) Notify, in writing, all newspapers with a circulation rate of at least 10,000 within the regional board's jurisdiction of any and all board hearings, at least 10 days prior to the hearing. Notification shall include an agenda for the meeting with contents as described in subdivision (b) of Section 11125 as well as the name, address, and telephone number of any person who can provide further information prior to the meeting, but need not include a list of witnesses expected to appear at the meeting.

(Added by Stats.1997, c. 301 (A.B.116), § 1.)

### § 11126. Closed sessions.

(a)(1) Nothing in this article shall be construed to prevent a state body from holding closed sessions during a regular or special meeting to consider the appointment, employment, evaluation of performance, or dismissal of a public employee or to hear complaints or charges brought against that employee by another person or employee unless the employee requests a public hearing.

(2) As a condition to holding a closed session on the complaints or charges to consider disciplinary action or to consider dismissal, the employee shall be given written notice of his or her right to have a public hearing, rather than a closed session, and that notice shall be delivered to the employee personally or by mail at least 24 hours before the time for holding a regular or special meeting. If notice is not given, any disciplinary or other action taken against any employee at the closed session shall be null and void.

(3) The state body also may exclude from any public or closed session, during the examination of a witness, any or all other witnesses in the matter being investigated by the state body.

(4) Following the public hearing or closed session, the body may deliberate on the decision to be reached in a closed session.

(b) For the purposes of this section, "employee" does not include any person who is elected to, or appointed to a public office by, any state body. However, officers of the California State University who receive compensation for their services, other than per diem and ordinary and necessary expenses, shall, when engaged in that capacity, be considered employees.

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Furthermore, for purposes of this section, the term employee includes a person exempt from civil service pursuant to subdivision (e) of Section 4 of Article VII of the California Constitution.

(c) Nothing in this article shall be construed to do any of the following:

(1) Prevent state bodies that administer the licensing of persons engaging in businesses or professions from holding closed sessions to prepare, approve, grade, or administer examinations.

(2) Prevent an advisory body of a state body that administers the licensing of persons engaged in businesses or professions from conducting a closed session to discuss matters that the advisory body has found would constitute an unwarranted invasion of the privacy of an individual licensee or applicant if discussed in an open meeting, provided the advisory body does not include a quorum of the members of the state body it advises. Those matters may include review of an applicant's qualifications for licensure and an inquiry specifically related to the state body's enforcement program concerning an individual licensee or applicant where the inquiry occurs prior to the filing of a civil, criminal, or administrative disciplinary action against the licensee or applicant by the state body.

(3) Prohibit a state body from holding a closed session to deliberate on a decision to be reached in a proceeding required to be conducted pursuant to Chapter 5 (commencing with Section 11500) or similar provisions of law.

(4) Grant a right to enter any correctional institution or the grounds of a

correctional institution where that right is not otherwise granted by law, nor shall anything in this article be construed to prevent a state body from holding a closed session when considering and acting upon the determination of a term, parole, or release of any individual or other disposition of an individual case, or if public disclosure of the subjects under discussion or consideration is expressly prohibited by statute.

(5) Prevent any closed session to consider the conferring of honorary degrees, or gifts, donations, and bequests that the donor or proposed donor has requested in writing to be kept confidential.

(6) Prevent the Alcoholic Beverage Control Appeals Board from holding a closed session for the purpose of holding a deliberative conference as provided in Section 11125.

(7)(A) Prevent a state body from holding closed sessions with its negotiator prior to the purchase, sale, exchange, or lease of real property by or for the state body to give instructions to its negotiator regarding the price and terms of payment for the purchase, sale, exchange, or lease.

(B) However, prior to the closed session, the state body shall hold an open and public session in which it identifies the real property or real properties that the negotiations may concern and the person or persons with whom its negotiator may negotiate.

(C) For purposes of this paragraph, the negotiator may be a member of the state body.

(D) For purposes of this paragraph, "lease" includes renewal or renegotiation of

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a lease.

(E) Nothing in this paragraph shall preclude a state body from holding a closed session for discussions regarding eminent domain proceedings pursuant to subdivision (e).

(8) Prevent the California Postsecondary Education Commission from holding closed sessions to consider matters pertaining to the appointment or termination of the Director of the California Postsecondary Education Commission.

(9) Prevent the Council for Private Postsecondary and Vocational Education from holding closed sessions to consider matters pertaining to the appointment or termination of the Executive Director of the Council for Private Postsecondary and Vocational Education.

(10) Prevent the Franchise Tax Board from holding closed sessions for the purpose of discussion of confidential tax returns or information the public disclosure of which is prohibited by law, or from considering matters pertaining to the appointment or removal of the Executive Officer of the Franchise Tax Board.

(11) Require the Franchise Tax Board to notice or disclose any confidential tax information considered in closed sessions, or documents executed in connection therewith, the public disclosure of which is prohibited pursuant to Article 2 (commencing with Section 19542) of Chapter 7 of Part 10.2 of Division 2 of the Revenue and Taxation Code.

(12) Prevent the Corrections Standards Authority from holding closed sessions when considering reports of crime

conditions under Section 6027 of the Penal Code.

(13) Prevent the State Air Resources Board from holding closed sessions when considering the proprietary specifications and performance data of manufacturers.

(14) Prevent the State Board of Education or the Superintendent of Public Instruction, or any committee advising the board or the Superintendent, from holding closed sessions on those portions of its review of assessment instruments pursuant to Chapter 5 (commencing with Section 60600) of, or pursuant to Chapter 9 (commencing with Section 60850) of, Part 33 of Division 4 of Title 2 of the Education Code during which actual test content is reviewed and discussed. The purpose of this provision is to maintain the confidentiality of the assessments under review.

(15) Prevent the California Integrated Waste Management Board or its auxiliary committees from holding closed sessions for the purpose of discussing confidential tax returns, discussing trade secrets or confidential or proprietary information in its possession, or discussing other data, the public disclosure of which is prohibited by law.

(16) Prevent a state body that invests retirement, pension, or endowment funds from holding closed sessions when considering investment decisions. For purposes of consideration of shareholder voting on corporate stocks held by the state body, closed sessions for the purposes of voting may be held only with respect to election of corporate directors, election of independent auditors, and other financial issues that could have a material effect on



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the net income of the corporation. For the purpose of real property investment decisions that may be considered in a closed session pursuant to this paragraph, a state body shall also be exempt from the provisions of paragraph (7) relating to the identification of real properties prior to the closed session.

(17) Prevent a state body, or boards, commissions, administrative officers, or other representatives that may properly be designated by law or by a state body, from holding closed sessions with its representatives in discharging its responsibilities under Chapter 10 (commencing with Section 3500), Chapter 10.3 (commencing with Section 3512), Chapter 10.5 (commencing with Section 3525), or Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 as the sessions relate to salaries, salary schedules, or compensation paid in the form of fringe benefits. For the purposes enumerated in the preceding sentence, a state body may also meet with a state conciliator who has intervened in the proceedings.

(18)(A) Prevent a state body from holding closed sessions to consider matters posing a threat or potential threat of criminal or terrorist activity against the personnel, property, buildings, facilities, or equipment, including electronic data, owned, leased, or controlled by the state body, where disclosure of these considerations could compromise or impede the safety or security of the personnel, property, buildings, facilities, or equipment, including electronic data, owned, leased, or controlled by the state body.

(B) Notwithstanding any other provision of law, a state body, at any regular

or special meeting, may meet in a closed session pursuant to subparagraph (A) upon a two-thirds vote of the members present at the meeting.

(C) After meeting in closed session pursuant to subparagraph (A), the state body shall reconvene in open session prior to adjournment and report that a closed session was held pursuant to subparagraph (A), the general nature of the matters considered, and whether any action was taken in closed session.

(D) After meeting in closed session pursuant to subparagraph (A), the state body shall submit to the Legislative Analyst written notification stating that it held this closed session, the general reason or reasons for the closed session, the general nature of the matters considered, and whether any action was taken in closed session. The Legislative Analyst shall retain for no less than four years any written notification received from a state body pursuant to this subparagraph.

(19) Prevent the California Sex Offender Management Board from holding a closed session for the purpose of discussing matters pertaining to the application of a sex offender treatment provider for certification pursuant to Sections 290.09 and 9003 of the Penal Code. Those matters may include review of an applicant's qualifications for certification.

(d)(1) Notwithstanding any other provision of law, any meeting of the Public Utilities Commission at which the rates of entities under the commission's jurisdiction are changed shall be open and public.

(2) Nothing in this article shall be construed to prevent the Public Utilities

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Commission from holding closed sessions to deliberate on the institution of proceedings, or disciplinary actions against any person or entity under the jurisdiction of the commission.

(e)(1) Nothing in this article shall be construed to prevent a state body, based on the advice of its legal counsel, from holding a closed session to confer with, or receive advice from, its legal counsel regarding pending litigation when discussion in open session concerning those matters would prejudice the position of the state body in the litigation.

(2) For purposes of this article, all expressions of the lawyer-client privilege other than those provided in this subdivision are hereby abrogated. This subdivision is the exclusive expression of the lawyer-client privilege for purposes of conducting closed session meetings pursuant to this article. For purposes of this subdivision, litigation shall be considered pending when any of the following circumstances exist:

(A) An adjudicatory proceeding before a court, an administrative body exercising its adjudicatory authority, a hearing officer, or an arbitrator, to which the state body is a party, has been initiated formally.

(B)(i) A point has been reached where, in the opinion of the state body on the advice of its legal counsel, based on existing facts and circumstances, there is a significant exposure to litigation against the state body.

(ii) Based on existing facts and circumstances, the state body is meeting only to decide whether a closed session is authorized pursuant to clause (i).

(C)(i) Based on existing facts and circumstances, the state body has decided to initiate or is deciding whether to initiate litigation.

(ii) The legal counsel of the state body shall prepare and submit to it a memorandum stating the specific reasons and legal authority for the closed session. If the closed session is pursuant to paragraph (1), the memorandum shall include the title of the litigation. If the closed session is pursuant to subparagraph (A) or (B), the memorandum shall include the existing facts and circumstances on which it is based. The legal counsel shall submit the memorandum to the state body prior to the closed session, if feasible, and in any case no later than one week after the closed session. The memorandum shall be exempt from disclosure pursuant to Section 6254.25.

(iii) For purposes of this subdivision, "litigation" includes any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator.

(iv) Disclosure of a memorandum required under this subdivision shall not be deemed as a waiver of the lawyer-client privilege, as provided for under Article 3 (commencing with Section 950) of Chapter 4 of Division 8 of the Evidence Code.

(f) In addition to subdivisions (a), (b), and (c), nothing in this article shall be construed to do any of the following:

(1) Prevent a state body operating under a joint powers agreement for insurance pooling from holding a closed

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session to discuss a claim for the payment of tort liability or public liability losses incurred by the state body or any member agency under the joint powers agreement.

(2) Prevent the examining committee established by the State Board of Forestry and Fire Protection, pursuant to Section 763 of the Public Resources Code, from conducting a closed session to consider disciplinary action against an individual professional forester prior to the filing of an accusation against the forester pursuant to Section 11503.

(3) Prevent the enforcement advisory committee established by the California Board of Accountancy pursuant to Section 5020 of the Business and Professions Code from conducting a closed session to consider disciplinary action against an individual accountant prior to the filing of an accusation against the accountant pursuant to Section 11503. Nothing in this article shall be construed to prevent the qualifications examining committee established by the California Board of Accountancy pursuant to Section 5023 of the Business and Professions Code from conducting a closed hearing to interview an individual applicant or accountant regarding the applicant's qualifications.

(4) Prevent a state body, as defined in subdivision (b) of Section 11121, from conducting a closed session to consider any matter that properly could be considered in closed session by the state body whose authority it exercises.

(5) Prevent a state body, as defined in subdivision (d) of Section 11121, from conducting a closed session to consider any matter that properly could be considered in

a closed session by the body defined as a state body pursuant to subdivision (a) or (b) of Section 11121.

(6) Prevent a state body, as defined in subdivision (c) of Section 11121, from conducting a closed session to consider any matter that properly could be considered in a closed session by the state body it advises.

(7) Prevent the State Board of Equalization from holding closed sessions for either of the following:

(A) When considering matters pertaining to the appointment or removal of the Executive Secretary of the State Board of Equalization.

(B) For the purpose of hearing confidential taxpayer appeals or data, the public disclosure of which is prohibited by law.

(8) Require the State Board of Equalization to disclose any action taken in closed session or documents executed in connection with that action, the public disclosure of which is prohibited by law pursuant to Sections 15619 and 15641 of this code and Sections 833, 7056, 8255, 9255, 11655, 30455, 32455, 38705, 38706, 43651, 45982, 46751, 50159, 55381, and 60609 of the Revenue and Taxation Code.

(9) Prevent the California Earthquake Prediction Evaluation Council, or other body appointed to advise the Secretary of Emergency Management or the Governor concerning matters relating to volcanic or earthquake predictions, from holding closed sessions when considering the evaluation of possible predictions.

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(g) This article does not prevent either of the following:

(1) The Teachers' Retirement Board or the Board of Administration of the Public Employees' Retirement System from holding closed sessions when considering matters pertaining to the recruitment, appointment, employment, or removal of the chief executive officer or when considering matters pertaining to the recruitment or removal of the Chief Investment Officer of the State Teachers' Retirement System or the Public Employees' Retirement System.

(2) The Commission on Teacher Credentialing from holding closed sessions when considering matters relating to the recruitment, appointment, or removal of its executive director.

(h) This article does not prevent the Board of Administration of the Public Employees' Retirement System from holding closed sessions when considering matters relating to the development of rates and competitive strategy for plans offered pursuant to Chapter 15 (commencing with Section 21660) of Part 3 of Division 5 of Title 2.

(i) This article does not prevent the Managed Risk Medical Insurance Board from holding closed sessions when considering matters related to the development of rates and contracting strategy for entities contracting or seeking to contract with the board, entities with which the board is considering a contract, or entities with which the board is considering or enters into any other arrangement under which the board provides, receives, or arranges services or reimbursement, pursuant to Part 6.2 (commencing with Section 12693), Part 6.3 (commencing with

Section 12695), Part 6.4 (commencing with Section 12699.50), Part 6.5 (commencing with Section 12700), Part 6.6 (commencing with Section 12739.5), or Part 6.7 (commencing with Section 12739.70) of Division 2 of the Insurance Code.

(j) Nothing in this article shall be construed to prevent the board of the State Compensation Insurance Fund from holding closed sessions in the following:

(1) When considering matters related to claims pursuant to Chapter 1 (commencing with Section 3200) of Division 4 of the Labor Code, to the extent that confidential medical information or other individually identifiable information would be disclosed.

(2) To the extent that matters related to audits and investigations that have not been completed would be disclosed.

(3) To the extent that an internal audit containing proprietary information would be disclosed.

(4) To the extent that the session would address the development of rates, contracting strategy, underwriting, or competitive strategy, pursuant to the powers granted to the board in Chapter 4 (commencing with Section 11770) of Part 3 of Division 2 of the Insurance Code, when discussion in open session concerning those matters would prejudice the position of the State Compensation Insurance Fund.

(k) The State Compensation Insurance Fund shall comply with the procedures specified in Section 11125.4 of the Government Code with respect to any closed session or meeting authorized by subdivision (j), and in addition shall provide

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an opportunity for a member of the public to be heard on the issue of the appropriateness of closing the meeting or session.

(Added by Stats.1967, c. 1656, p. 4026, § 122. Amended by Stats.1968, c. 1272, p. 2396, § 1; Stats.1970, c. 346, p. 741, § 5; Stats.1972, c. 431, p. 791, § 43; Stats.1972, c. 1010, p. 1872, § 63, eff. Aug. 17, 1972, operative July 1, 1972; Stats.1974, c. 1254, p. 2713, § 1; Stats.1974, c. 1539, p. 3525, § 1; Stats.1975, c. 197, p. 570, § 1; Stats.1975, c. 959, p. 2238, § 5; Stats.1977, c. 730, p. 2318, § 5, eff. Sept. 12, 1977; Stats.1980, c. 1197, p. 4043, § 1; Stats.1980, c. 1284, p. 4338, § 11; Stats.1981, c. 180, p. 1096, § 1; Stats.1981, c. 968, p. 3688, § 12; Stats.1982, c. 454, p. 1842, § 40; Stats.1983, c. 143, § 187; Stats.1984, c. 678, § 1; Stats.1984, c. 1284, § 4; Stats.1985, c. 186, § 1; Stats.1985, c. 1091, § 1; Stats.1986, c. 575, § 1; Stats.1987, c. 1320, § 2; Stats.1988, c. 1448, § 29; Stats.1989, c. 177, § 2; Stats.1989, c. 882, § 2; Stats.1989, c. 1360, § 52; Stats.1989, c. 1427, § 1, eff. Oct. 2, 1989, operative Jan. 1, 1990; Stats.1991, c. 788 (A.B.1440), § 4; Stats.1992, c. 1050 (A.B.2987), § 17; Stats.1994, c. 26 (A.B.1807), § 230, eff. March 30, 1994; Stats.1994, c. 422 (A.B.2589), § 15.5, eff. Sept. 7, 1994; Stats.1994, c. 845 (S.B.1316), § 1; Stats.1995, c. 975 (A.B.265), § 3; Stats.1996, c. 1041 (A.B.3358), § 2; Stats.1997, c. 949 (S.B.95), § 8; Stats.1998, c. 210 (S.B.2008), § 1; Stats.1998, c. 972 (S.B.989), § 1; Stats.1999, c. 735 (S.B.366), § 9, eff. Oct. 10, 1999; Stats.2000, c. 1002 (S.B.1998), § 1; Stats.2000, c. 1055 (A.B.2889), § 30, eff. Sept. 30, 2000; Stats.2001, c. 21 (S.B.54), § 1, eff. June 25, 2001; Stats.2001, c. 243 (A.B.192), § 10; Stats.2002, c. 664 (A.B.3034), § 93.7; Stats.2002, c. 1113 (A.B.2072), § 1; Stats.2005, c. 288 (A.B.277), § 1; Stats.2007, c. 577 (A.B.1750), § 4, eff. Oct. 13, 2007; Stats.2008, c. 179 (S.B.1498), § 91; Stats.2008, c. 344 (S.B.1145), § 3, eff. Sept. 26, 2008; Stats.2010, c. 328 (S.B.1330), § 81; Stats.2010, c. 32 (A.B.1887), § 2, eff. June 29, 2010; Stats. 2010, c. 618 (AB 2791), § 124; Stats. 2011, c. 357 (AB 813), § 1.)

### **11126.1. Record of topics discussed and decisions made at closed sessions; availability**

The state body shall designate a clerk or other officer or employee of the state body, who shall then attend each closed session of the state body and keep and enter in a minute book a record of topics discussed and decisions made at the meeting. The minute book made pursuant to this section is not a public record subject to inspection pursuant to the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1), and shall be kept confidential. The minute book shall be available to members of the state body or, if a violation of this chapter is alleged to have occurred at a closed session, to a court of general jurisdiction. Such minute book may, but need not, consist of a recording of the closed session.

(Added by Stats.1980, c. 1284, p. 4340, § 12. Amended by Stats.1981, c. 968, p. 3691, § 13.)

### **11126.2. Closed session; response to confidential final draft audit report; public release of report**

(a) Nothing in this article shall be construed to prohibit a state body that has received a confidential final draft audit report from the Bureau of State Audits from holding closed sessions to

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discuss its response to that report.

(b) After the public release of an audit report by the Bureau of State Audits, if a state body meets to discuss the audit report, it shall do so in an open session unless exempted from that requirement by some other provision of law.

(Added by Stats.2004, c. 576 (A.B.1827), § 2.)

### **11126.3. Disclosure of nature of items to be discussed in closed session; scope of session; notice of meeting; announcement of pending litigation; unnecessary disclosures; disclosures at open session following closed session**

(a) Prior to holding any closed session, the state body shall disclose, in an open meeting, the general nature of the item or items to be discussed in the closed session. The disclosure may take the form of a reference to the item or items as they are listed by number or letter on the agenda. If the session is closed pursuant to paragraph (2) of subdivision (d) of Section 11126, the state body shall state the title of, or otherwise specifically identify, the proceeding or disciplinary action contemplated. However, should the body determine that to do so would jeopardize the body's ability to effectuate service of process upon one or more unserved parties if the proceeding or disciplinary action is commenced or that to do so would fail to protect the private economic and

business reputation of the person or entity if the proceeding or disciplinary action is not commenced, then the state body shall notice that there will be a closed session and describe in general terms the purpose of that session. If the session is closed pursuant to subparagraph (A) of paragraph (2) of subdivision (e) of Section 11126, the state body shall state the title of, or otherwise specifically identify, the litigation to be discussed unless the body states that to do so would jeopardize the body's ability to effectuate service of process upon one or more unserved parties, or that to do so would jeopardize its ability to conclude existing settlement negotiations to its advantage.

(b) In the closed session, the state body may consider only those matters covered in its disclosure.

(c) The disclosure shall be made as part of the notice provided for the meeting pursuant to Section 11125 or pursuant to subdivision (a) of Section 92032 of the Education Code and of any order or notice required by Section 11129.

(d) If, after the agenda has been published in compliance with this article, any pending litigation (under subdivision (e) of Section 11126) matters arise, the postponement of which will prevent the state body from complying with any statutory, court-ordered, or other legally imposed deadline, the state body may proceed to discuss those matters in closed session and shall publicly

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announce in the meeting the title of, or otherwise specifically identify, the litigation to be discussed, unless the body states that to do so would jeopardize the body's ability to effectuate service of process upon one or more unserved parties, or that to do so would jeopardize its ability to conclude existing settlement negotiations to its advantage. Such an announcement shall be deemed to comply fully with the requirements of this section.

(e) Nothing in this section shall require or authorize a disclosure of names or other information that would constitute an invasion of privacy or otherwise unnecessarily divulge the particular facts concerning the closed session or the disclosure of which is prohibited by state or federal law.

(f) After any closed session, the state body shall reconvene into open session prior to adjournment and shall make any reports, provide any documentation, and make any other disclosures required by Section 11125.2 of action taken in the closed session.

(g) The announcements required to be made in open session pursuant to this section may be made at the location announced in the agenda for the closed session, as long as the public is allowed to be present at that location for the purpose of hearing the announcement.

(Added by Stats.1980, c. 1284, p. 4341, § 13. Amended by Stats.1981, c. 968, p. 3692, § 14; Stats.1987, c. 1320, § 3. Amended by Stats.1997, c. 949 (S.B.95), § 10; Stats.1998, c. 210 (S.B.2008), § 2; Stats.2001, c. 243

(A.B.192), § 11.)

### **11126.4. Closed sessions of Gambling Control Commission; information prohibited from being disclosed by law or tribal-state gaming compact; limitations; public notice**

(a) Nothing in this article shall be construed to prevent the California Gambling Control Commission from holding a closed session when discussing matters involving trade secrets, nonpublic financial data, confidential or proprietary information, and other data and information, the public disclosure of which is prohibited by law or a tribal-state gaming compact.

(b) Discussion in closed session authorized by this section shall be limited to the confidential data and information related to the agenda item and shall not include discussion of any other information or matter.

(c) Before going into closed session the commission shall publicly announce the type of data or information to be discussed in closed session, which shall be recorded upon the commission minutes.

(d) Action taken on agenda items discussed pursuant to this section shall be taken in open session.

(Added by Stats. 2005, c. 274 (S.B. 919), § 1.)

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### **11126.5. Disorderly conduct of general public during meeting; clearing of room**

In the event that any meeting is willfully interrupted by a group or groups of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are willfully interrupting the meeting the state body conducting the meeting may order the meeting room cleared and continue in session. Nothing in this section shall prohibit the state body from establishing a procedure for readmitting an individual or individuals not responsible for willfully disturbing the orderly conduct of the meeting. Notwithstanding any other provision of law, only matters appearing on the agenda may be considered in such a session. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this section.

(Added by Stats.1970, c. 1610, p. 3385, § 1.  
Amended by Stats.1981, c. 968, p. 3692, § 15.)

### **11126.7. Fees**

No fees may be charged by a state body for providing a notice required by Section 11125 or for carrying out any provision of this article, except as specifically authorized pursuant to this article.

(Added by Stats.1980, c. 1284, p. 4341, § 14.  
Amended by Stats.1981, c. 968, p. 3692, § 16.)

### **11127. Application of article**

Each provision of this article shall apply to every state body unless the body is specifically excepted from that provision by law or is covered by any other conflicting provision of law.

(Added by Stats.1967, c. 1656, p. 4026, § 122.  
Amended by Stats.1981, c. 968, p. 3692, § 17.)

### **11128. Time of closed session**

Each closed session of a state body shall be held only during a regular or special meeting of the body.

(Added by Stats.1967, c. 1656, p. 4026, § 122.  
Amended by Stats.1980, c. 1284, p. 4341, § 15;  
Stats.1981, c. 968, p. 3692, § 18.)

### **11128.5. Adjournment; declaration; notice; hour for reconvened meeting**

The state body may adjourn any regular, adjourned regular, special, or adjourned special meeting to a time and place specified in the order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular or adjourned regular meeting, the clerk or secretary of the state body may declare the meeting adjourned to a stated time and place and he or she shall cause a written notice of the adjournment to be given in the same manner as provided in Section 11125.4 for special meetings, unless that notice is waived as provided



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for special meetings. A copy of the order or notice of adjournment shall be conspicuously posted on or near the door of the place where the regular, adjourned regular, special, or adjourned special meeting was held within 24 hours after the time of the adjournment. When a regular or adjourned regular meeting is adjourned as provided in this section, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment of any meeting fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings by law or regulation.

(Added by Stats.1997, c. 949 (S.B.95), § 11.)

### **11129. Continuance; posting notice**

Any hearing being held, or noticed or ordered to be held by a state body at any meeting may by order or notice of continuance be continued or recontinued to any subsequent meeting of the state body in the same manner and to the same extent set forth in Section 11128.5 for the adjournment of meetings. A copy of the order or notice of continuance shall be conspicuously posted on or near the door of the place where the hearing was held within 24 hours after the time of the continuance; provided, that if the hearing is continued to a time less than 24 hours after the time specified in the order or notice of hearing, a copy of the order or notice of continuance of hearing shall be posted

immediately following the meeting at which the order or declaration of continuance was adopted or made.

(Added by Stats.1967, c. 1656, p. 4026, § 122.  
Amended by Stats.1981, c. 968, p. 3692, § 19.  
Amended by Stats.1997, c. 949 (S.B.95), § 12.)

### **11130. Actions to prevent violations or determine applicability of article; validity of rules discouraging expression; audio recording of closed sessions; discovery procedures for recordings**

(a) The Attorney General, the district attorney, or any interested person may commence an action by mandamus, injunction, or declaratory relief for the purpose of stopping or preventing violations or threatened violations of this article or to determine the applicability of this article to past actions or threatened future action by members of the state body or to determine whether any rule or action by the state body to penalize or otherwise discourage the expression of one or more of its members is valid or invalid under the laws of this state or of the United States, or to compel the state body to audio record its closed sessions as hereinafter provided.

(b) The court in its discretion may, upon a judgment of a violation of Section 11126, order the state body to audio record its closed sessions and preserve the audio recordings for the period and under the terms of security and confidentiality the court deems appropriate.

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(c)(1) Each recording so kept shall be immediately labeled with the date of the closed session recorded and the title of the clerk or other officer who shall be custodian of the recording.

(2) The audio recordings shall be subject to the following discovery procedures:

(A) In any case in which discovery or disclosure of the audio recording is sought by the Attorney General, the district attorney, or the plaintiff in a civil action pursuant to this section or Section 11130.3 alleging that a violation of this article has occurred in a closed session that has been recorded pursuant to this section, the party seeking discovery or disclosure shall file a written notice of motion with the appropriate court with notice to the governmental agency that has custody and control of the audio recording. The notice shall be given pursuant to subdivision (b) of Section 1005 of the Code of Civil Procedure.

(B) The notice shall include, in addition to the items required by Section 1010 of the Code of Civil Procedure, all of the following:

(i) Identification of the proceeding in which discovery or disclosure is sought, the party seeking discovery or disclosure, the date and time of the meeting recorded, and the governmental agency that has custody and control of the recording.

(ii) An affidavit that contains specific facts indicating that a violation of the act occurred in the closed session.

(3) If the court, following a review of the motion, finds that there is good cause to believe that a violation has occurred, the court may review, in camera, the recording of that portion of the closed session alleged to have violated the act.

(4) If, following the in camera review, the court concludes that disclosure of a portion of the recording would be likely to materially assist in the resolution of the litigation alleging violation of this article, the court shall, in its discretion, make a certified transcript of the portion of the recording a public exhibit in the proceeding.

(5) Nothing in this section shall permit discovery of communications that are protected by the attorney-client privilege.

(Added by Stats.1967, c. 1656, p. 4026, § 122. Amended by Stats.1969, c. 494, p. 1106, § 1; Stats.1981, c. 968, p. 3693, § 20; Stats.1997, c. 949 (S.B.95), § 13; Stats.1999, c. 393 (A.B.1234), § 4; Stats.2009, c. 88 (A.B.176), § 43.)

### **11130.3. Judicial determination action by state body in violation of §§ 11123 or 11125 null and void; action by interested person; grounds**

(a) Any interested person may commence an action by mandamus, injunction, or declaratory relief for the

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purpose of obtaining a judicial determination that an action taken by a state body in violation of Section 11123 or 11125 is null and void under this section. Any action seeking such a judicial determination shall be commenced within 90 days from the date the action was taken. Nothing in this section shall be construed to prevent a state body from curing or correcting an action challenged pursuant to this section.

(b) An action shall not be determined to be null and void if any of the following conditions exist:

(1) The action taken was in connection with the sale or issuance of notes, bonds, or other evidences of indebtedness or any contract, instrument, or agreement related thereto.

(2) The action taken gave rise to a contractual obligation upon which a party has, in good faith, detrimentally relied.

(3) The action taken was in substantial compliance with Sections 11123 and 11125.

(4) The action taken was in connection with the collection of any tax.

(Amended by Stats.1999, c. 393 (A.B.1234), § 5.)

### **11130.5. Court costs and attorney fees**

A court may award court costs and reasonable attorney's fees to the plaintiff in an action brought pursuant to Section 11130 or 11130.3 where it is found that a state body has violated the provisions of this article. The costs and fees shall be paid by the state body and shall not become a personal liability of any public officer or employee thereof.

A court may award court costs and reasonable attorney's fees to a defendant in any action brought pursuant to Section 11130 or 11130.3 where the defendant has prevailed in a final determination of the action and the court finds that the action was clearly frivolous and totally lacking in merit.

(Added by Stats.1975, c. 959, p. 2240, § 6.  
Amended by Stats.1981, c. 968, p. 3693, § 21;  
Stats.1985, c. 936, § 2.)

### **11130.7. Violations; misdemeanor**

Each member of a state body who attends a meeting of that body in violation of any provision of this article, and where the member intends to deprive the public of information to which the member knows or has reason to know the public is entitled under this article, is guilty of a misdemeanor.

(Added by Stats.1980, c. 1284, p. 4341, § 16.  
Amended by Stats.1981, c. 968, p. 3693, § 22.  
Amended by Stats.1997, c. 949 (S.B. 95), § 14.)

### **11131. Use of facility allowing discrimination; state agency**

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No state agency shall conduct any meeting, conference, or other function in any facility that prohibits the admittance of any person, or persons, on the basis of ancestry, or any characteristic listed or defined in Section 11135 or that is inaccessible to disabled persons, or where members of the public may not be present without making a payment or purchase. As used in this section, "state agency" means and includes every state body, office, officer, department, division, bureau, board, council, commission, or other state agency.

(Added by Stats.1970, c. 383, p. 798, § 1.  
Amended by Stats.1981, c. 968, p. 3693, § 23.  
Amended by Stats.1997, c. 949 (S.B.95), § 15.;  
Stats. 2007, c. 568 (A.B. 14), § 32.)

Except as expressly authorized by this article, no closed session may be held by any state body.

(Added by Stats.1987, c. 1320, § 4.)

### **11131.5. Identity of victims or alleged victims of crimes, tortious sexual conduct, or child abuse; public disclosure**

No notice, agenda, announcement, or report required under this article need identify any victim or alleged victim of crime, tortious sexual conduct, or child abuse unless the identity of the person has been publicly disclosed.

(Added by Stats.1997, c. 949 (S.B.95), § 16.)

### **11132. Closed session by state body prohibited**



## Executive Committee Agenda Item

SUBJECT: Executive Committee Meeting Minutes		Month: January 2014	
		Item No: III. B.	
		Attachment: YES / NO	
CATEGORY:	New Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

*Please note: Staff will complete the grey areas.*

**DESIRED OUTCOME:**

The Executive Committee will consider for approval the minutes from the November and December Executive Committee meetings.

**BACKGROUND:**

*(Please include the following components: issue, implication, analysis, relevant ASCCC positions/resolutions/policies, or any other useful data or information.)*

The Executive Committee held a meeting on November 6, 2013, prior to the Fall Plenary Session at the Marriott in Irvine, California, and a special meeting on December 13, 2013 at the Westin in Sacramento, California. The Executive Committee will discuss and consider for approval.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.



**Draft Minutes**  
EXECUTIVE COMMITTEE MEETING  
*The Irvine Marriot Hotel- Irvine, CA*  
*Wednesday, November 6, 2013*

**I. ORDER OF BUSINESS**

**A. Roll Call and Welcome Guests**

President B. Smith called the meeting to order at 12:50 p.m. and welcomed members and guests.

Members present: Julie Bruno, Dianna Chiabotti, Dan Crump, Dolores Davison, John Freitas, Michelle Grimes-Hillman, Kim Harrell, Lesley Kawaguchi, David Morse, Wheeler North, Cynthia Rico, P. Smith, and John Stanskas.

Guests present: John Frazer, SSSCC; John Smith, CCCI; Dennis Frisch, FACCC; Holly Macriss, Senate Associate Director.

**B. Approval of the Agenda**

The following items were added:

VI. F. California Community Colleges Association for Occupational Education – North Non-Credit Task force – Harrell  
Distance Education Task force – Freitas

The President informed members that all future meetings of the Executive Committee would be subject to the Bagley-Keene Act. Future meetings will be modified to be in alignment with the act. This will be an item on the January Executive Committee agenda for discussion and official adoption of the act compliance. She circulated a handout and requested that members review it prior to the next meeting as practices of the Executive Committee may need to be adjusted.

President Smith distributed a communication survey. This survey will be used to develop a baseline for evaluating the executive director's communication skills. She noted that Grimes-Hillman would facilitate the distribution and collection of the survey and mail it directly to the attorney. The attorney will compile the results and share with both the president and executive director.

**MSC (North) to approve the agenda as amended.**

**C. Oral Communication from the Public**

No communication from the public.

**D. Calendar**

The Executive Committee was reminded of the upcoming deadline for Academic Academy and Accreditation Institute, as well as the upcoming deadline for the January 2014 *Rostrum*, which is January 13, 2014. The Executive Committee was informed that

the November *Rostrum* is in progress and will be available to the public in the near future.

**E. Action Tracking list**

President Smith noted that the action-tracking list is a mechanism to document the progress of items assigned to Executive Committee members, committees, task and forces. She commented that many items have actually made progress than are reflected on the list. Members should email updates to Adams by the next agenda deadline.

**F. Dinner Arrangements**

No Dinner arrangements were planned for the Executive Committee after the meeting. Members reminded that a placeholder for a meeting is available on Friday, should there need to be any urgent resolutions.

**II. CONSENT CALENDAR**

**A. October 4-5, 2013 Minutes**

P. Smith pulled the minutes from the agenda and requested that the delay in the start time be recorded in the minutes. It was noted, however, that what is included in the minutes should be what occurred at the meeting and that the president did not announce a reason for the delay. P. Smith requested that the reason for the delay be recorded in the minutes for this meeting and include that the vice president, secretary, and treasurer requested to confer with the president prior to the official start of the meeting. Other changes were discussed.

**MSC (Chiabotti) to approve as amended.**

**III. LEGISLATION**

**A. Legislative Activities, Morse**

Morse noted that there has been no recent activity on bills given that the Legislature has not been in session. He informed members about a meeting with Vice Chancellor Stewart and other leaders to develop a community college legislative agenda to include a stabilization package; concurrent enrollment; professional development funding; and continuous appropriation. CCLC is also bringing forth a legislative package, which CCC constituent groups were in support of, that includes student fees (cap at 10 units), reforming CalGrants, and changing auditing fees to make them proportionate. Morse indicated he would send a list of the proposals discussed to the Executive Committee.

Members discussed AB 806, Community colleges: salaries of classroom instructors (Wilk) and its intent to eliminate the 50% law. Members had a lengthy discussion about the 50% law and suggested that the Executive Committee include an article in the next *Rostrum* to address this issue.



**Action:**

- Morse will forward a list of proposals discussed by the Chancellor's Office Legislative group to the Executive Committee.
- Morse will draft an article on AB 806 and issues of concern for the next *Rostrum*.

**IV. ORGANIZATIONAL ACTION ITEMS**

**A. Accreditation Institute**

P. Smith presented the tentative program for the Accreditation Institute. Members discussed the draft outline of the program and requested that the chair further develop the program including descriptions and possible presenters for the next agenda. P. Smith encouraged members to send suggestions prior to the finalizing the program in January.

**MSC (Davison) to approve the program with the provision that more details will be provided by the next meeting prior to approval.**

**B. Academic Academy**

Harrell presented the Academic Academy Institute program, which reflected the changes requested at the last board meeting. It was suggested that the number of breakouts (currently three) be increased because of the invitations sent to CSU General Education Advisory Committee (GEAC) and to the senate presidents of CSU and UC may encourage additional participants. Previous Academic Academy registrations reflect that number of participants who actually attend in response to the invitations to GEAC is smaller than anticipated. A note was made that the panel discussion at the end for CSU/UC was mistakenly dropped from the program and should be included in the final program.

The Executive Committee reflected on the value of general education (GE) and emphasized that the theme of the event is GE. Members discussed the potential role of C-ID descriptors in GE and decided that it would be premature to mention C-ID during the February program since discussions are still pending regarding the role of C-ID in GE. Members agreed that it is important to communicate the importance of GE, not only to faculty but also to students. Members' suggestions will be considered by the committee as they continue planning the event.

**MSC (North) to approve the program as amended.**

**Action:**

Harrell will update the program to include any suggestions or changes from the Executive Committee and bring back to the next meeting with descriptions and potential presenters.

**C. Joint Advocacy Communication**

Morse informed members of his discussion with the FACCC Executive Director on a joint monthly communiqué to faculty and the public to highlight the relationship between FACCC and ASCCC. Members considered the potential pros/cons to the proposal, which included the potential for conflicts between the ASCCC and FACCC because of adopted positions of the Senate, the need to resolve who should receive information given

that FACCC is a paid membership organization, and other issues that should be considered prior to any arrangement. Crump reminded members that the Senate has an existing MOU with FACCC and urged them to consider revisiting the MOU in light of the current request. B. Smith noted that communication with FACCC is often mentioned in the President's Update and it may not be necessary to duplicate the work. Members suggested that the MOU between FACCC and ASCCC be researched and that Morse continue conversations with FACCC about how the two organizations could potentially collaborate.

**Action:**

- Bring the MOU between ASCCC and FACCC to the next Executive Committee meeting.
- Morse to continue conversations with FACCC about joint communication.

**D. Reinstatement of Local Senate Visits**

Morse reminded members about the past practice of local senate visits and noted that the Executive Committee decided to discontinue participating in local senate visits because of costs, local campuses disinterest and various other reasons. Members discussed the value of local senate visits and ways to improve the process to ensure that senates see the visits as a resource. By consensus, members felt that the local senate visits should be reinstated with an updated policy and advertisement.

**MSC (Davison) to reinstate local senate visits.**

**Action:**

- Kawaguchi will send to members the general practices document used during previous local senate visits.
- B. Smith will consider a plan for reinstating the local senate visits including the development of a master document to be used with local senate visits.

**E. Budget Augmentation**

Members reviewed the proposed budget change and questioned where the additional funding of \$14,670 came from. North noted that the reallocation of the \$14,670 is expenditure above the proposed budget they approved in August, which would decrease the outcome of the Senate's bottom line. He stated that C-ID funds for this year have been expended within the first four months of the grant and funds from Statewide Career Pathways (SCP) are being leveraged to continue C-ID work in the CTE area. B. Smith provided that conversations are currently being held regarding the future of C-ID.

**MSC (Harrell) to approve the amended budget.**

**V. REPORTS**

**A. Chancellor's Office Liaison Report**

No report was given.

**B. Liaison Oral Reports (*please keep report to 5 mins., each*)**

- a. AAUP Liaison  
No report was given.
- b. CCA Liaison  
No report was given.
- c. CCCI Liaison, John Smith  
J. Smith reported on recent activities of CCCI.
- d. CFT Liaison  
No report was given.
- e. FACCC Liaison, Dennis Frisch  
Frisch reported on recent FACCC activities.
- f. Part-time Faculty Liaison  
No report was given.
- g. Student Senate Liaison, John Frazer  
Frazer updated members about recent adopted Student Senate resolutions, status of their current leadership, and their search for an executive director.

**VI. EXECUTIVE COMMITTEE DISCUSSION ITEMS**

**A. ASCCC Audit**

North noted that the agenda item background mistakenly says that the officers made the recommendation, which is incorrect. The Budget and Finance Committee is making the recommendation. He then provided background information about this year's audit.

The conversation segued into a conversation about accountability. Chiabotti raised concern about the emerging culture across the state of blaming the ACCJC for issues and deflecting campus accountability. She was concerned that colleges are no longer taking responsibility for their own actions. B. Smith noted that the message to the field is that the Academic Senate has concerns about ACCJC, but the role of the Senate is to help colleges meet the standards. The Senate has offered several resolutions on accreditation stating this message. She noted that representatives from the ACCJC will speak on the Thursday general session and it is important to lay groundwork to be courteous hosts during the general session.

**B. Consultation Council**

B. Smith shared a conversation that Chancellor Harris participated in about the role of the Consultation Council. He is receptive to discussing the use of Consultation Council resources. Chancellor Harris made note that the taskforce convened to consider the potential for CCC to award baccalaureate degrees is a preemptive response to legislation, as other states are now also discussing community colleges awarding baccalaureate degrees. Topics for the next meeting include the League vetting the report on baccalaureate degrees, budget,

and FON. A question was raised regarding the report on Accreditation and if the report is ready for dissemination. B. Smith noted that the report was finished in July 2013, but the release date of the report was delayed so the report would not get lost in the shuffle in the midst of the ACCJC findings on CCSF. Rico inquired about whether Chancellor Harris has looked at the community college mission and its alignment with the proposal to award bachelor degrees. B. Smith stated that the report coming out from Chancellor Harris is only a report and not his recommendations. There is no official position yet.

B. Smith informed the group that she and Morse would make a presentation before the Board of Governors next week on how the Senate is helping them achieve their goals. The presentation will focus on student success, transfer, career and technical education. It was noted that the Board of Governors re-elected Manuel Baca as the Board President.

### **C. C-ID/TMC Update**

The Program Specialist position for C-ID is currently vacant as Holly Demé moved to ASSIST to be the new Program Manager. The biggest concern now is the passage of SB 440 and how this will interact with SB 1440 and the currently established system. B. Smith attended the IOC meeting and spoke with the group about the direction of C-ID and TMC work. Bruno updated members on the current projects of C-ID, including model curriculum development for CTE programs, certificates, and leveraging SB 70 dollars to fund C-ID work.

The conversation evolved to SB 440 and implications of how to lay this layer on top of the existing system. SB 440 did not come with money attached, posing an extra layer of difficulty with developing the proposed areas of emphasis. B. Smith noted that a plan is being developed to outline the costs of TMC and SB 440 and will be presented to IOC. Members discussed the issue of counselors not having enough training about TMCs and C-ID, resulting in confusion from the field.

An agenda item was proposed regarding the Academic Senate's role in C-ID, which clearly delineated what C-ID is and is not (myth busting). Other concerns were noted including the perceived secrecy of the faculty discipline review groups (FDRG), and the indirect way the public can contact primary reviewers and FDRG leads. It was stated as an option that Executive Committee members do not serve as course reviewers or primary reviewers in C-ID. Chiabotti noted that C-ID review is not in the Executive Committee reassigned time letters and members are not paid the stipend for reviewing.

#### **Action:**

- Agendize for a future meeting C-ID and relationship with Senate

### **D. Fall Session Planning**

Members discussed the potential impact of the ACCJC presentation during the first general session. They noted that if not enough time was given for the collection of surveys, they could use the Area Meetings on Friday to collect more feedback. B. Smith mentioned that not many resolutions were brought forth; therefore, Saturday may be a shortened day.

It was stated that Julie Adams was not at the session as she is attending a conference on women's leadership to support her work on her dissertation.

**E. 2013 Institute for Equity, Effectiveness, and Excellence at Hispanic Serving Institutions**

Chiabotti informed the group of the two-day conference, and stated that the first day was reserved for college teams to review data. Chiabotti attended a breakout on Statway and reported they are gaining momentum. There is talk that it is expected a resolution will come in spring to remind faculty that they can now use statistics without intermediate algebra. CMC<sup>3</sup> position is in conjunction with this resolution that regular AA or AS (non-transfer) degrees will qualify without intermediate algebra.

**F. California Community Colleges Association for Occupational Education (CCCAOE)**

North updated members on the recent CCCAOE conference and the issues discussed at the conference on student transfer from high school to community college, and subsequently to a four-year institution. He noted that the current expectation of the Legislature and public is to get a job, instead of going to a four-year school. Tech Prep, which was funded by Perkins and supported by the Chancellor's Office, is running out of funding. The Chancellor's Office *Doing What Matters* campaign extended the money for a regional transition coordinator to two and a half years. Eleven colleges are in the process of applying for RFAs. AB 86 gave \$250 million to CDE to spend money on programs.

**G. Noncredit Task force**

Harrell updated members on the work of the Noncredit Task Force.

**H. Distance Education Task Force**

Freitas noted that the draft minutes for Distance Education was sent to the Executive Committee. There will be two surveys out soon, with the deadline by November 24, 2013.

**VII. ASCCC Written Reports**

**A. Executive Director**

**B. Foundation Report**

**C. Committee Reports**

- a. Internal Process Committee, Bruno
- b. Organizational Oversight Committee, Bruno

**D. Task Force Reports**

- a. Credit by Exam Task Force, Kawaguchi
- b. General Education Task Force, Harrell
- c. Integrity Task Force Task Force, Davison
- d. Professional Development College Task Force, Grimes-Hillman

**E. Liaison Reports**

- a. CalWORKs Work for Student Workgroup, Crump

**F. Grant and Project Reports**

**G. Approved Minutes**

- a. August 22-24, 2013

Respectfully submitted by  
Krystinne Mica, Administrative Assistant  
Julie Bruno, Secretary

**Draft Minutes**  
EXECUTIVE COMMITTEE MEETING  
The Westin Sacramento  
4800 Riverside Blvd, Sacramento, CA 95822  
Tower Room  
December 13, 2013

**I. ORDER OF BUSINESS**

**A. Roll Call and Welcome Guests**

President B. Smith called the meeting to order at 1:00 p.m. and welcomed members and guests.

Members present: Julie Bruno, Dianna Chiabotti, **Dan** Crump, Dolores Davison, John Freitas, Michelle Grimes-Hillman, **Lesley** Kawaguchi, David Morse, Wheeler North, Cynthia **Rico**, **Phil** Smith and John Stanskas (by telephone).

Guests present: Karen Diepenbrock (**Diepenbrock** Law Firm); David Diepenbrock (**Diepenbrock** Law Firm); **Janie** Patton, ASCCC Past President (2009-2011); Michelle Pilati, **ASCCC** Past President (2011-2013); Shaaron Vogel, **past** ASCCC Executive Committee member; and Ian Walton, **ASCCC** Past President (2005-2007)

**B. Approval of the Agenda:**

Members requested clarification on the purpose of the closed session. B. Smith remarked that the purpose of the session was to seek advice from the attorney on pending litigation as well as to review the communication survey results completed by the Executive Committee at the November 6, 2013 meeting. B. Smith stated that no action would be taken during closed session.

Members questioned the role of the attorneys. It was clarified that the attorneys represent the organization. A question was posed as to the possibility of members' comments in closed session being used in litigation. K. Diepenbrock stated that under the Bagley Keene Act, boards are provided the opportunity to go into closed session to discuss personnel issues.

Members questioned the requirements necessary for a committee to go into closed session under the Bagley Keene Act. K. Diepenbrock stated that the Bagley Keene Act is a complicated piece of legislation. Court cases have interpreted Brown Act and Bagley Keene to allow committees to discuss certain issues in closed session including personnel matters. This provides the opportunity for committee members to make comments when needed on sensitive matters. Members requested that the attorneys introduced themselves and provided background on their firm.

North questioned the legality of going into closed session. Members discussed the purpose of closed session. B. Smith stated that the Executive Committee purpose of closed session is to seek guidance and that no action would be taken. It was noted that if information is shared that could lead to an evaluation of the executive director, the employee has the right to request an open meeting. K. Diepenbrock noted that the committee could make a motion to go into closed session to discuss whether the committee should hold a closed session. It was also noted that if the committee approve the agenda as written, the committee would be going into closed session.

**Action:**

MSC (North) Motion to go into closed session to **discuss** reasons for closed session.

Second: Kawaguchi

Ayes: 11 Nays: 1

The Executive Committee convened in **closed session** to discuss **moving** into closed session.

**C. Open Session:**

President B. Smith reconvened **open session** and **reported** out of closed session that the Executive Committee **did not take any action**.

**Action:**

MSC (Chiabotti) **Motion** to adopt the agenda

Second: P. Smith

Roll Call Vote:

Julie Bruno, - no

Dianna Chiabotti - yes

Dan Crump - no

Dolores Davison - yes

John Freitas - yes

Michelle Grimes-Hillman - no

Lesley Kawaguchi - no

David Morse - no

Wheeler North - no

Cynthia Rico - yes

Phil Smith - yes

John Stankas - yes

Beth Smith - yes

Point of Order: I. Walton (Past ASCCC president) questioned whether a member's vote could count when the member is not present. North requested clarification on a member's participation in a meeting by telephone, including a vote on a motion, without proper notification to the



public. K. Diepenbrock stated that she believed it was allowable as long as a roll call vote occurred but she would need to research the issue. B. Smith stated that the Executive Committee has engaged in the practice during prior meetings.

**D. Public Comments:**

B. Smith recognized the guests present for public comments. Bruno informed the members that she had received six letters to be read into public comments. B. Smith stated that the letters would not be read but instead would be submitted as part of the official minutes. Bruno distributed the letters to the Executive Committee and individuals present. The following letters were submitted: Kate Clark, past ASCCC President (2003-2005); Greg Gilbert, past Executive Committee member; Mark Wade Lieu, past ASCCC president (2007-2009); Richard Mahon, past ASCCC Executive Committee member, Hoke Simpson, past ASCCC president (2001-2003); and Mark Snowwhite, past ASCCC Secretary.

B. Smith stated that public comments would be limited to 3 minutes.

Point of Order: I. Walton challenged this pronouncement by stating that the Executive Committee has no policy on the restriction of public comments and that this restriction was not noticed to the public on the agenda. B. Smith stated that the Executive Committee does not have a policy but that she contacted the Chancellor's Office for guidance and was told that the Board of Governors limits public comments to 3 minutes. B. Smith stated that the Executive Committee would follow the same restriction.

**Shaaron Vogel:** I am Shaaron Vogel and I am here today as a member of the community college faculty and a member of the body. I am also a current member of my local senate.

When I first came on the ASCCC executive board there was great division and strife. Members would yell, burst into tears, and walk out of meetings. The board struggled to keep focus and get critical work done. The body was very aware of this and used their votes to change the voices at the table. The last 8 Presidents worked very hard to earn the ASCCC respect statewide and now the ASCCC voice is valued and respected. You are jeopardizing this hard work. Do not destroy what has been built.

Julie was there through it all and has worked under at least 9 presidents who had very few issues with her performance. She earned her BS, masters and now working on her PhD. She has brought to the ASCCC her expertise, special certifications and many grants. Now within less than two months the current President has issues with Julie's performance. Today you are requested to do a closed session. This is denying the public and the body access to the discussion that is to take place.

Procedures are not being followed and items are not being brought to the full exec and full board. It has been stressed that the ASCCC values transparency and accountability yet I am not seeing that. The lawyer opened with how she values collegiality, respect and fairness yet this is not happening at this time on this board. A few members of this board have attempted a mini coup and sadly my own past local President got pulled into this division. We need unity and focus to keep and build on what the ASCCC has--- do not destroy all the hard work with division. The word of this division and lack of focus is already known to some around the state so do not give them a reason to pull back from valuing our voice and knowledge.

Stop fighting and focus on the greater good. The body will be watching.

Do not destroy what many have worked so hard for. Stop this division and focus on the work to be done.

**Jane Patton:** When I got on Exec, the committee was in very bad shape--- after several years of contentious fighting and divisiveness. Members were in one camp or another, and what suffered besides the individuals' stress level was the quality of work and the reputation of the ASCCC. In-fighting means time was spent on things other than the state business.

Fortunately with a change of leadership and membership, Exec got back to being a collegial team---one that I was happy to serve on for 10 years. In addition, the ASCCC's reputation and stature grew to the highest level ever. Over the years, anytime I encouraged local faculty to run for Exec, I assured them that the state senate was very different from many local senates: instead of personality conflicts and the local petty stresses, the ASCCC focused on the work.

While I believe I was well prepared to be president, I was nonetheless astonished by the workload and responsibility. We were struggling with issues of statewide significance--- prerequisites, SB 1440, and Student Success Task Force---in addition to the myriad regular ASCCC activities. Managing these huge tasks required a collaborative team of officers, Exec members, executive director, staff and local faculty appointees.

It would have been impossible to accomplish what we got done without the full time support of the executive director and office staff. The marginalizing of the executive director this year is frightening to me ----for many reasons, but mostly because no one can be president---and do the necessary work----without the executive director's institutional memory, multi-tasking skills, and daily attention to a vast array of details. For anyone attempting to do this work alone I would ask what critical business on behalf of the state's faculty is being ignored? Yes, I can find things to criticize about the ED (and I

have)---but I could find things to criticize about each member of Exec— including myself. But we had to work together, and together a great deal was accomplished. I truly fear the climate now could lead to the demise of the ASCCC----and people like Bob Shireman are looking for opportunities to weaken if not destroy the local as well as state senates.

It is the responsibility of the each Exec member to insist that 1) ASCCC is functioning at its highest level which means focusing on the academic business for the state's faculty and students, and 2) collegiality is the daily guidepost, which likely means immediate mediation is necessary. Please do not settle for any less.

**Ian Walton:** I'm Ian Walton; I am one of a long line of past presidents of this fine organization. Many of us have helped over the years to balance the perspectives of President, Executive Director, Executive Committee and the body, for the ultimate good of the faculty. Today, several of us are increasingly concerned that the Senate is experiencing a severe dysfunction that is negatively affecting both its operations and its statewide reputation.

While the dysfunction seems to center on the working relationship between the Executive Director and the President, it is actually impeding the ability of each Executive Committee member to do the job you were elected to do – to be fully informed and to participate in all decisions, as you serve our faculty colleagues throughout the state. While it is not your fault, it is now clearly your responsibility to determine all the facts and to implement a solution.

By way of background, you will all have heard that the transition to a new president always involves changes in work and communication styles on the part of both individuals. Some past presidents have described how it was initially difficult – for example, a long established role of the Executive Director is to raise concerns in areas where new Presidents may not fully understand the statewide ramifications of actions that would be acceptable at a local level. But much more importantly, every one of those past presidents successfully collaborated as a professional with the Executive Director who is a fellow professional, and quickly developed an excellent working relationship.

For the first time in nine presidents this process has failed. It seems astoundingly premature to blame that on just one of the two parties. And make no mistake, that's what today's agenda is doing. By its very nature, an out of sequence performance evaluation is disciplinary. It would be equally premature to hold a vote of no confidence in the President today.

Today's actions are being taken without fully informing or consulting the Executive Committee as a whole, and most worryingly without significant agreement from the three elected officers. The dysfunction was also

deliberately hidden from the body at the recent Fall Session. Several suggestions for mediation appear to have been rejected by the President.

I therefore propose that the Executive Committee should own up to its part in this malfunction and take the following immediate remedial actions, today:

- 1) Conduct this meeting and future meetings in public – as formally requested by the Executive Director;
- 2) Table the portion of Agenda Item D “Performance Evaluation”;
- 3) Initiate a public discussion of the conduct of both the President and the Executive Director, with the goal of finding and implementing solutions to the current inability of the Executive Committee to carry out its proper role;
- 4) Under the second portion of Agenda Item D, receive public advice, if necessary, from the Senate Attorney, subject to it being clear that the attorney works for the Executive Committee as a whole – not for either the Executive Director or the President;
- 5) Take no precipitate personnel action against either the President or the Executive Director until all the facts are openly determined and better solutions such as mediation have been completed.

I will provide a copy of this testimony to Secretary Bruno and request that it be included in the formal minutes of the meeting.

Thank you for listening and for your hard work on behalf of the faculty.

Additional public comments from the following individuals were submitted: Kate Clark, past ASCCC President (2003-2005); Greg Gilbert, past Executive Committee member; Mark Wade Lieu, past ASCCC president (2007-2009); Richard Mahon, past ASCCC Executive Committee member, Hoke Simpson, past ASCCC president (2001-2003); and Mark Snowwhite, past ASCCC Secretary.

All public comments are available on the ASCCC website: [asccc.org](http://asccc.org).

**E. Closed Session:** The Executive Committee went into closed session.

**F. Open Session:** President B. Smith reconvened in open session. The Executive Committee reported out that the president and Executive Director would enter into mediation and that the Executive Director would notify the Executive Committee of any change in her personal leave schedule on a weekly basis.

**Meeting Adjourned: 3:45**

Respectfully Submitted,  
Julie Bruno, Secretary



## Executive Committee Agenda Item

SUBJECT: Curriculum Institute Planning		Month: January 2014	
		Item No: III. C.	
		Attachment: NO	
CATEGORY:	New Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julle Adams	Action	X
		Information	X

Please note: Staff will complete the grey areas.

### DESIRED OUTCOME:

The Executive Committee will discuss the 2014 Curriculum Institute including the scope of the institute, audience size and composition, and thematic strands given the capacity of the chosen location and provide advice.

### BACKGROUND:

The Hayes Mansion has been selected for this year’s Curriculum Institute. The capacity of the site is 214 and, given that some faculty will drive into this venue from the surrounding region, it seems reasonable to limit the scope of the institute to approximately 250 attendees. As such, perhaps we should limit the number of representatives from each college to three instead of five.

Members will provide advice to the Curriculum Committee on the direction of the Curriculum Institute.

### STAFF BACKGROUND:

The Hayes Mansion was selected as it was the only available venue in Northern California at a reasonable cost that could accommodate the Curriculum Institute and we have had only positive experiences at this location.

In reviewing the patterns of the past five Curriculum Institutes, we blocked 160 room nights each night of the Institute. The 2012 Curriculum Institute, held at the San Francisco Hyatt Regency, had a final room pick up of 148 and the 2013 Institute, held at the Sheraton Park Anaheim, our peak night had a room pick up of 188. The hotel staff at Hayes Mansion will monitor the room availability over our dates and work closely with staff to ensure we have enough rooms to cover our needs.

<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





## Executive Committee Agenda Item

SUBJECT: Resolutions Committee Operational Recommendations		Month: January 2014	
ATTACHED BY: [REDACTED]		Attachment: NO	
CATEGORY: [REDACTED]		TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY: John Maritalis		Consent/Routine	
DATE RECOMMENDED: [REDACTED]		First Reading	X
DATE REVIEWED: [REDACTED]		Action	X
		Information	

Please note: Staff will complete the grey areas.

### DESIRED OUTCOME:

The Executive Committee will review, discuss and act upon the following operational recommendations from the Resolutions Committee:

**Recommendation 1:** There should be an appointee to the Resolutions Committee from each Area. Members need not necessarily be Executive Committee members.

**Recommendation 2:** The resolutions writing guide, the executive committee resolutions manual, and the philosophy document should be reconciled with each other and merged into a unified and publicly available document.

**Recommendation 3:** Two members of the resolutions committee, including the Resolutions Chair, should be available for resolutions work during the last sessions on Thursday and Friday and should not be assigned breakouts during those sessions.

**Recommendation 4:** A processes and procedures manual for the resolutions committee should be written.

### BACKGROUND:

*(Please include the following components: issue, implication, analysis, relevant ASCCC positions/resolutions/policies, or any other useful data or information.)*

**Recommendation 1:** *There should be an appointee to the Resolutions Committee from each Area. Members need not necessarily be Executive Committee members.*

Purpose: Each committee member would attend all pre-session and session Area meetings to act as a conduit for the Resolutions Committee and as a resource on resolutions to the

<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Area representative and area meeting attendees. A job description for resolution committee members will be needed that includes this purpose.

***Recommendation 2:*** *The resolutions writing guide, the executive committee resolutions manual, and the philosophy document should be reconciled with each other and merged into a unified and publicly available document.*

Purpose: To better facilitate getting information on good practices for writing resolutions to the field. Currently there are five documents on resolutions, three of which posted on the plenary sites as resources for the field, and two of which are posted on the Executive Committee page which serve as resources for the Executive Committee. A single document that incorporates each of these separate documents and that is made available to the field will improve understanding of the respective roles of the Resolutions Committee, plenary attendees and Executive Committee members in the resolutions process. The individual documents are currently found at:

<http://asccc.org/sites/default/files/Plenary%20Session%20Resolution%20Procedures.pdf>

<http://asccc.org/sites/default/files/Resolution%20Writing%20&%20General%20Advice.pdf>

<http://asccc.org/sites/default/files/Resolution%20Categories.pdf>

[http://asccc.org/sites/default/files/resolutions\\_philosophy\\_paper.docx](http://asccc.org/sites/default/files/resolutions_philosophy_paper.docx)

<http://asccc.org/sites/default/files/Resolutions%20ManualOK.doc>

***Recommendation 3:*** *Two members of the resolutions committee, including the Resolutions Chair, should be available for resolutions work during the last sessions on Thursday and Friday and should not be assigned breakouts during those sessions.*

Purpose: To allow the Resolutions Committee to have more time to do its work at session. The time is needed to assure that the logistics for the resolutions and amendments sessions are in place, and that work on the Friday amendments from Area meetings can begin in a timely manner. This should be a standard practice that is included in the proposed committee manual (recommendation 4).

***Recommendation 4:*** *An operations manual on processes and procedures for the resolutions committee should be written.*

Purpose: To provide an operations manual to guide the work of the Resolutions Committee. A committee operations manual will provide continuity for the committee as a succession planning document.





## Executive Committee Agenda Item

SUBJECT: Resolution Assignments		Month: January 2014	
CATEGORY: New Business		Attachment: YES	
REQUIRING: Joint Action		TYPE OF BOARD CONSIDERATION:	
PRIORITY: High		Consent/Routine	
		First Reading	X
		Action	X
		Information	

Please note: Staff will complete the grey areas.

### DESIRED OUTCOME:

The Executive Committee will consider for approval the assignments of the 2013 Fall Plenary Session Resolutions.

### BACKGROUND:

Immediately following each plenary sessions, the Resolutions Committee chair is required to bring forward the resolutions for assignment to individuals or groups, specifically the resolution’s manual states,

At the first Executive Committee meeting following the Plenary Session, the Resolutions Chair will add to the agenda for discussion the resolution assignments, including the resolutions referred by the body. The Executive Committee will approve the resolution assignments and assign the referred resolutions to members of the Executive Committee or standing committees to complete the tasks included in the referral. Prior to the next Plenary Session, the Resolutions Chair will monitor the work on the referred resolutions and ensure that any revised resolutions are submitted to the Executive Committee in time for review and recommendation to Area meetings per the timeline assigned in the referral.

The President has suggested assignments for the resolutions as noted on the attached spreadsheet. The Executive Committee will consider for approval these assignments.

In addition, there has been some confusion about referred resolution 2.11 and its amendments as the intent of the body was unclear. The Senate’s parliamentarian was asked for an opinion about the intent of the body and how the referred resolution should be handled. He has provided his advice in the attached document. The Executive Committee will consider the parliamentarian’s advice and provide direction to the Resolutions Committee chair.

<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.

David Mezzera, PRP  
Professional Registered Parliamentarian  
308 El Camino Real  
Vallejo, CA. 94590  
(707) 552-2900  
ca-parliamentarian@comcast.net

**Parliamentary Assistance for:  
Executive Committee, Academic Senate for California Community Colleges**

**Question:** How should the Executive Committee deal with Fall 2013 Resolution 2.11 and its two amendments, which were referred to Exec by the plenary session delegates?

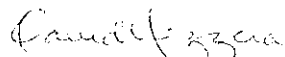
**Resolution Procedures:**

- Microphones #10====> No resolution or amendments to the resolutions may be introduced from the floor.
- Motions to Refer to Executive Committee ====> Motions should specify whether Exec is to: research and report back, or research and take action.

**Plenary Session Debate:** During the discussion on Res. 2.11 and its amendments, there was a sense that delegates generally agreed with the sentiment of the resolution and portions of the amendments. Other portions of the amendments caused some concern, as did the wording of the resolution if both amendments passed. Since the amendments themselves could not be further amended from the floor - Rule # 10 above - a delegate (Kathy Kelly?) proposed that the resolution and its amendments be referred to Exec. After some tweaking of the motion to refer (due to concern about the timing of Exec to research and then not report back until the next plenary session), the motion adopted by the assembly was to refer to Exec who was tasked with rewriting the resolution at its next meeting, incorporating the advantageous parts of the two amendments, thus perfecting the resolution, and then publishing the resolution as the will of the assembly. This motion to refer falls under the second clause of the procedure to refer (ie. research and take action). The assembly's vote made it clear that they were giving Exec the power to perfect the resolution and publish it as an adopted policy of the Academic Senate.

**Options:** At its next Executive Committee meeting, Exec should carry out the will of the delegates and perfect the resolution, keeping in mind the intent of the original author and authors of the amendments and the positive discussion points made by the delegates in debate. Two results would then be possible: (1) If Exec believes by majority concurrence that this task has satisfactorily been carried out to reflect the wishes of the assembly, then Exec should publish the resultant revised resolution; or (2) if Exec feels that their attempt to rewrite the resolution has not resulted in a true reflection of the will of the assembly, they may deem that they have researched the matter and the action they intend to take would be to report back to the next plenary session with a revised resolution to begin the deliberation process anew.

**Answer:** In response to the question posed above, work should be completed at the next Executive Committee meeting to rewrite Resolution 2.11 and a decision should be reached either to publish the resultant resolution as the will of the fall plenary session or report back to the spring plenary session with a proposed resolution as if it were an original proposal.

  
David Mezzera, Parliamentarian

Reso #	Year	Title and Link	Assigned	in Collaboration
2.01	F13	<u>ASCC Statement on Accreditation</u>	president	
2.02	F13	<u>Request of ACCJC to Model Effective Self-Evaluation Practices</u>	president	
2.03	F13	<u>Sufficient Advance Notice for Changes to Required ACCJC Annual Reports</u>	president	
2.04	F13	<u>Employ the Term "Action Required" Rather Than "Recommendation" for Evaluation Findings</u>	president	
2.05	F13	<u>Responding to Draft ACCJC Accreditation Standards as They Relate to Libraries and Learning Support Services</u>	president	
2.06	F13	<u>Equitable Access to College Resources for Part-Time Faculty</u>	president	
2.07	F13	<u>Extend Deadline for CCSF to Meet Accreditation Standards</u>	president	
2.08	F13	<u>ACCJC Transparency and Limitations on Standards</u>	president	
2.09	F13	<u>Resolution Affirming Support for Diversity and Equity in Accreditation Standards</u>	president	
2.1	F13	<u>Request of the ACCJC to Evaluate and Improve Inter-rater Reliability of Visiting Teams</u>	president	
3.01	F13	<u>Demographic Data Collection of Multiple Identities</u>	president	Student equity TF, hiring and eval TF, CO liaisons to equity committee
5.01	F13	<u>Request of CCCCO to Alter Definition of "Apportionment"</u>	vice president	
7.01	F13	<u>Academic Senate Participation in the Online Course Exchange</u>	president	

7.02	F13	<u>Request of CCCC to Provide Faculty Obligation</u>	Consultation Council	
		<u>Number Data</u>	reps	
7.03	F13	<u>Concurrent Credit/Not-For-Credit Enrollment</u>	SACC	
8.01	F13	<u>Counselors as Discipline Experts</u>	president's update	
9.01	F13	<u>Associate Degrees for Transfer (ADT) Development and Implementation Guidelines</u>	ICW	
9.02	F13	<u>Modify Title 5 Language to Include Credit by Examination Processes into §55051</u>	SACC	
10.01	F13	<u>Adding Currency Requirements in the Disciplines List</u>	S and P	
12.01	F13	<u>Community College Faculty Exchanges</u>	vice president	
13.01	F13	<u>Campus Safety and Emergency Preparedness</u>	president's update	
15.01	F13	<u>Explore Potential Impacts of Endorsing Leap General Education Outcomes</u>	Curriculum Committee	
18.01	F13	<u>Use of Multiple Measures in Common Statewide Assessment Exams</u>	OEI, EPI, CAI liaisons	
<b>REFERRED RESOLUTIONS</b>				
2.11	F13	<u>Reinserting terms "Academic Senate" and "Curriculum" in Standard IV, Criterion A.4</u>	Resolutions Cmte	
2.11.01	F13	<u>Amend Resolution 2.11 F13</u>	Resolutions Cmte	
2.11.02	F13	<u>Amend Resolution 2.11 F13</u>	Resolutions Cmte	
9.03	F13	<u>Datamart Progress Tracking for California Community College ESL Coding</u>	Resolutions Cmte	
12.02	F13	<u>CTE Faculty Professional Development</u>	Resolutions Cmte	
12.03	F13	<u>Faculty Professional Development</u>	Resolutions Cmte	
12.03.01	F13	<u>Amend Resolution 12.03 F13</u>	Resolutions Cmte	
12.03.02	F13	<u>Amend Resolution 12.03 F13</u>	Resolutions Cmte	

November 11, 2013

To: Beth Smith, President, ASCCC  
From: John Freitas, Chair, Resolutions Committee  
Re: Referred Resolution 2.05 F13 and amendments 2.05.01 F13 and 2.05.02 F13

Resolution 2.05 F13 and was referred to the executive committee, along with amendments 2.05.01 F13 and 2.05.02 F13 (both approved by the body), in order that the best of the two amendments approved by the body be combined/clarified, and that action be taken within 30 days or by the next executive committee meeting, whichever is first. However, the amendments are really complementary. In other words, none of the language in 2.05.02 conflicts with the language in 2.05.01. Furthermore, the body approved both amendments, and one did not render the other moot. Therefore, in my opinion, the two amendments can easily be combined into one perfected resolved statement that the Senate President can use as an Academic Senate position. That perfected resolution is

***2.05 F13 Reinserting terms “Academic Senate” and “Curriculum” in Standard IV, Criterion A.4***

*Whereas, For more than 20 years, Title 5 §53200(b) has recognized academic senates as “organizations whose primary function is to make recommendations with respect to academic and professional matters”, including curriculum;*

*Whereas, The proposed revision to Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standard IV, criterion A.4 (as of November 7, 2013) has completely eliminated any reference to academic senates and curriculum committees and has replaced it with the following wording:*

*Faculty and academic administrators, through well-defined structures and processes, have responsibility for recommendations about curriculum and student learning programs and services; and*

*Whereas, While the ACCJC has previously taken the position that not all states have academic senates, the primacy of faculty in determining curriculum and student learning outcomes is universal but that primacy is not clear in the proposed standard;*

*Resolved, That the Academic Senate for California Community Colleges urge the Accrediting Commission for Community and Junior Colleges to revise Standard IV, criterion A.4 to read:*

*Faculty ~~and academic administrators~~, through well-defined structures and processes, including those established by state and local laws and regulations such as academic senates and curriculum committees, have primary responsibility for recommendations about curriculum and student learning programs and services with support from academic administrators as appropriate.*

Contact: Karolyn Hanna, Santa Barbara City College

Please see below for the original resolution and amendments, with referral instructions.

1. Original resolution

**2.05 F13 Reinserting terms “Academic Senate” and “Curriculum” in Standard IV, Criterion A.4**

Whereas, For more than 20 years, Title 5 §53200(b) has recognized academic senates as “organizations whose primary function is to make recommendations with respect to academic and professional matters”, including curriculum;

Whereas, The proposed revision to Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standard IV, criterion A.4 (as of November 7, 2013) has completely eliminated any reference to academic senates and curriculum committees and has replaced it with the following wording:

Faculty and academic administrators, through well-defined structures and processes, have responsibility for recommendations about curriculum and student learning programs and services; and

Whereas, While the ACCJC has previously taken the position that not all states have academic senates, the primacy of faculty in determining curriculum and student learning outcomes is universal but that primacy is not clear in the proposed standard;

Resolved, That the Academic Senate for California Community Colleges urge the Accrediting Commission for Community and Junior Colleges to revise Standard IV, criterion A.4 to read:

~~Faculty and academic administrators~~, through well-defined structures and processes such as academic senates and curriculum committees, have responsibility for recommendations about curriculum and student learning programs and services.

Contact: Karolyn Hanna, Santa Barbara City College

**MSR**

**RESOLUTION AND AMENDMENTS REFERRED TO EXECUTIVE COMMITTEE; USE THE BEST OF THE RESOLVEDS IN THE AMENDMENTS (INCLUDING PRIMARY AND CLARIFICATION OF THE WORD SUPPORT)**

**AND TAKE ACTION ON THE RESOLUTION IN 30 DAYS OR THE NEXT EXECUTIVE COMMITTEE MEETING, WHICHEVER IS FIRST**

2. Both amendments approved by the body on November 9, 2013

**2.05.01 F13 Amend Resolution 2.05 F13**

Amend resolved to read:

Resolved, That the Academic Senate for California Community Colleges urge the Accrediting Commission for Community and Junior Colleges to revise Standard IV, criterion A.4 to read:

Faculty and academic administrators, through well-defined structures and processes, including those established by state and local laws and regulations such as academic senates and curriculum committees, have responsibility for recommendations about curriculum and student learning programs and services.

Contact: Mark Yeager, MiraCosta College

**MSR**

**REFERRED TO EXEC (SEE ORIGINAL RESOLUTION)**

**2.05.02 F13 Amend Resolution 2.05 F13**

Amend resolved to read:

Resolved, That the Academic Senate for California Community Colleges urge the Accrediting Commission for Community and Junior Colleges to revise Standard IV, criterion A.4 to read:

Faculty and academic administrators, through well-defined structures and processes, such as academic senates and curriculum committees, have primary responsibility for recommendations about curriculum and student learning programs and services with support from academic administrators as appropriate.

Contact: Carrie Roberson, Butte College

**MSR**

**REFERRED TO EXEC (SEE ORIGINAL RESOLUTION)**

3. If the amendments are combined, the perfected resolved becomes:

Resolved, That the Academic Senate for California Community Colleges urge the Accrediting Commission for Community and Junior Colleges to revise Standard IV, criterion A.4 to read:

Faculty and academic administrators, through well-defined structures and processes, including those established by state and local laws and regulations such as academic senates and curriculum committees, have primary responsibility for recommendations about curriculum and student learning programs and services with support from academic administrators as appropriate.

4. The entire perfected resolution is then:

**2.05 F13 Reinserting terms “Academic Senate” and “Curriculum” in Standard IV, Criterion A.4**

Whereas, For more than 20 years, Title 5 §53200(b) has recognized academic senates as “organizations whose primary function is to make recommendations with respect to academic and professional matters”, including curriculum;

Whereas, The proposed revision to Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standard IV, criterion A.4 (as of November 7, 2013) has completely eliminated any reference to academic senates and curriculum committees and has replaced it with the following wording:

Faculty and academic administrators, through well-defined structures and processes, have responsibility for recommendations about curriculum and student learning programs and services; and

Whereas, While the ACCJC has previously taken the position that not all states have academic senates, the primacy of faculty in determining curriculum and student learning outcomes is universal but that primacy is not clear in the proposed standard;

Resolved, That the Academic Senate for California Community Colleges urge the Accrediting Commission for Community and Junior Colleges to revise Standard IV, criterion A.4 to read:

Faculty and academic administrators, through well-defined structures and processes, including those established by state and local laws and regulations such as academic senates and curriculum committees, have primary responsibility for recommendations about curriculum and student learning programs and services with support from academic administrators as appropriate.

Contact: Karolyn Hanna, Santa Barbara City College



Fall 2013 Referred Resolutions with Amendments:

2.11 F13 Reinserting terms “Academic Senate” and “Curriculum” in Standard IV, Criterion A.4

2.11.01 F13 Amend Resolution 2.05 F13

2.11.02 F13 Amend Resolution 2.05 F13

MSR: Resolution and amendments referred to executive committee; use the best of the resolved statements (including primary and clarification of the word support) and take action on the resolution in 30 days or the next Executive Committee meeting, whichever is first.

Resolution 2.11 F13 was referred to the Executive Committee along with amendments 2.11.01 and 2.11.02 with the instruction to incorporate the amendments with the resolution to create a perfected resolution. Both amendments were approved by the body. The reason for referring the resolution and the approved amendments was that the body liked both amendments and felt they both could be incorporated into the resolution. The parliamentary ruling had been that amendment 2.11.02 would supersede amendment 2.11.01. J. Freitas worked with resolution and amendment contacts and all parties agreed that the amendments were complementary and could both be incorporated into the resolution to perfect it. President Beth Smith agreed with the proposed perfected resolution. The referral instructions were for action within 30 days or by the next Executive Committee meeting, whichever comes first. Please see the supporting document for the full text of the original resolution and the amendments, as well as the memo to President Beth Smith regarding the disposition of 2.11 F13 (original number was 2.05 F13). The perfected resolution is given below (strikethroughs and underlines included):

**2.11 F13 Reinserting terms “Academic Senate” and “Curriculum” in Standard IV, Criterion A.4**

*Whereas, For more than 20 years, Title 5 §53200(b) has recognized academic senates as “organizations whose primary function is to make recommendations with respect to academic and professional matters”, including curriculum;*

*Whereas, The proposed revision to Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standard IV, criterion A.4 (as of November 7, 2013) has completely eliminated any reference to academic senates and curriculum committees and has replaced it with the following wording:*

*Faculty and academic administrators, through well-defined structures and processes, have responsibility for recommendations about curriculum and student learning programs and services; and*

*Whereas, While the ACCJC has previously taken the position that not all states have academic senates, the primacy of faculty in determining curriculum and student learning outcomes is universal but that primacy is not clear in the proposed standard;*

*Resolved, That the Academic Senate for California Community Colleges urge the Accrediting Commission for Community and Junior Colleges to revise Standard IV, criterion A.4 to read:*

*Faculty ~~and academic administrators~~, through well-defined structures and processes, including those established by state and local laws and regulations such as academic senates and curriculum committees, have primary responsibility for recommendations about curriculum and student learning programs and services with support from academic administrators as appropriate.*

*Contact: Karolyn Hanna, Santa Barbara City College*



## Executive Committee Agenda Item

SUBJECT: Spring Session Planning		Month: January 2014	
		<b>Item No: III. F</b>	
		Attachment: YES	
<b>CATEGORY:</b>	<b>New Business</b>	TYPE OF BOARD CONSIDERATION:	
<b>REQUESTED BY:</b>	<b>Beth Smith/Julie Adams</b>	Consent/Routine	
		First Reading	X
<b>STAFF REVIEW<sup>1</sup>:</b>	<b>Tonya Davis</b>	Action	X
		Information	

*Please note: Staff will complete the grey areas.*

**DESIRED OUTCOME:**

The Executive Committee will consider for approval the theme for the Spring Plenary Session and discuss keynote presentations and potential breakout topics.

**BACKGROUND:**

The timeline for planning for the Spring Plenary session is aggressive with the theme approved at this meeting, breakout topics due by the January/February meeting deadline, and presenters and breakout descriptions due in March (see attached timeline). The Executive Committee will review the feedback from the Fall 2013 Plenary Session and discuss the planning for the Spring 2014 Plenary Session and approve the theme.

Notes:

- Theme (approved this meeting): The theme is needed for advertisement purposes and to provide our constituents and members with an idea about the focus of our event.
- Breakout topics (due January 15): At the January/February meeting, the Executive Committee will approve the preliminary program. Proposed breakout topics will be sent to the executive director by January 15, 2014. Prior to the meeting, the executive director and president will draft a preliminary schedule for discussion by the Executive Committee. At the February/March meeting, the Executive Committee will consider the draft program, suggest changes, and then approve the program for posting on the website and sending out via email. Please note that the breakout topics submitted should not be the final titles – instead topics (e.g., accreditation, faculty development, general education) should provide potential attendees with an idea about what will be discussed during the event.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.

- Possible Executive Committee resolutions are also due to the Resolutions chair by February 12. In preparing resolutions, please do your research. The following are questions to consider draft a resolution:
  - Are there existing resolutions or positions (in papers)? If so, does this resolution overturn a position and do I want to do that?
  - Is the issue a concern statewide?
  - Is there research to support a possible position?
  - Do we have the resources to accomplish the task required if the resolution were to pass?
  - Who else should I discuss this topic with to inform the draft resolution?

Please note: You do not need to wait until the deadline to submit a resolution. We would prefer that you send in any draft resolutions prior to the February 12 date. This will allow both the Resolutions Committee Chair and executive director to review the resolution for format, clarity, prior positions, implications for the Senate, etc.

# **2013 Fall Plenary Session Event Feedback**

**Venue: Irvine Marriott**

## **Attendee Summary Responses:**

The Attendee survey asked 53 questions to seek feedback about their experiences during the event. In response to questions about which General Session topics were the most useful, 79% of the participants responded favorably with Friday Keynote "Scorecard, Salary Surfer, and what's Next – Scripting the Future of Technology." Comments ranged from excellent to insightful to best presentation in 3 years. Many asked that Patrick Perry be invited to speak again.

Thursday's General Session comments were that there wasn't enough time for the ACCJC presentation and that more information regarding the new accreditation standards. Most commented that this session seemed like it was more for ACCJC to claim they provided an opportunity for faculty feedback, but this didn't happen because the information provided was incomplete and the time to provide feedback limited - lots of disappointment regarding this session.

As for the breakouts, half of the participants (51%) strongly agreed that the topics presented were relevant, and almost half (44%) thought there was enough time devoted to each topic. Participants didn't necessarily identify one or two topics of interest, but instead found accreditation, basic skills, C-ID and TMC, mission creep, MOOCs and professional development as the most interesting topics covered this year. As for least interesting topics, again, no specific topics were clearly identified, however, there were a few comments regarding how many breakouts didn't really have an agenda and came across more as an opportunity for the presenter to receive input on the topic they were presenting. One participant commented that they understand that this is useful for the Executive Committee, but comes across as lazy to the attendee especially when there are no handouts or real dialog between participants.

The topics missing were very detailed, but what stood out was the request for sessions on adjunct faculty at community colleges, ADT – development, implementation and impact, update on resolutions from past sessions and more time to discuss current resolutions, and more time to discuss current and pending legislation. Other suggestions that stood out were providing an opportunity for curriculum support staff to get together to discuss issues germane to their workflow and a session for new curriculum chairs providing a step-by-step guide and details of how to run a committee meeting.

New this year at Session was exhibitors. 64% of participants did not see a value in having exhibitors participate at Session. Most were not interested in visiting with exhibitors as they were at Plenary to learn and network. Some mentioned that if there had been more time to spend with them, they might have, but the time between breakouts is spent conversing with colleagues about issues happening on their campuses and catching up.

We must have the onsite registration process nailed down because 100% of the participants responded "Yes" to the question regarding was the registration material pickup at the Marriott

smooth. And we must be getting the online registration process easier to navigate as 96% of participants felt it was easy to navigate and understand.

Entire survey results can be found at

[https://www.surveymonkey.com/sr.aspx?sm=dDV1uB86nda2gbso9MtoI53ibg7R\\_2bl6pWYnlHDXxP5s\\_3d](https://www.surveymonkey.com/sr.aspx?sm=dDV1uB86nda2gbso9MtoI53ibg7R_2bl6pWYnlHDXxP5s_3d)

and

[https://www.surveymonkey.com/sr.aspx?sm=J67wUfXx5E3r37EzAJ13Rk4sh\\_2fvuDzG5N5I\\_2fBkp6DBc\\_3d](https://www.surveymonkey.com/sr.aspx?sm=J67wUfXx5E3r37EzAJ13Rk4sh_2fvuDzG5N5I_2fBkp6DBc_3d)

The survey was done in two parts. The original survey had an unforeseen glitch. One part of the survey captured the overall impressions of Session and the other survey captured the specifics of the sessions.

### **Staff Recommendations:**

#### **Resolutions**

There were comments about giving more time to discuss resolutions and to having information from the resolution authors to allow for better understanding of the need of the resolution.

Here are some suggestions for consideration:

Poster Presentation – maybe Thursday nights President Reception could incorporate a poster presentation of all the resolutions with an opportunity for the author to post additional information and be available to discuss their resolution with attendees. This could be a webpage as well.

Additional printed material in Resolution Packet – Have authors provide a one paragraph description of the reason for the resolution to give more context to the issue. Also provide pro and con comments to allow for discussion beforehand on college campuses and area meetings.

#### **Online Materials**

While most understood that it is hard to provide presentations ahead a time, there was still a desire to have an idea of what the breakouts were going to cover. Presenters should be asked to provide a draft outline of their presentation if they are unable to provide a PowerPoint prior to Session. Attendees really just want to know what is going to be covered so they can plan their time to attend the breakouts that interest them or fit a need the most.

#### **Expert Advice**

There was one comment about having an opportunity to meet with experts on specific areas that senate leadership might need help with and the suggestion was to have a “Doctor is In” booth. For those ASCCC leaders who are not facilitating or presenting, maybe we could create an area that attendees could come to seek answers to questions not being covered at Session. It could be as structured by having appointment to ensure the leader has access or it could be a communal area where attendees come knowing there will be leaders on hand ready to provide guidance.

## 2014 Spring Session Deadlines

### **DUE January 15, 2014 (Executive Committee deadline):**

- Draft papers -- first reading
- Possible Breakout Topics – send to Julie
- Area meeting information – send to Holly

*January 31-February 1, 2014 Executive Committee Meeting*

### **SAVE the DATE Emailed: February 7, 2014**

### **DUE February 12, 2014 (Executive Committee deadline):**

- Pre-session resolutions to John Freitas (Resolution Chair)
- Draft papers – second reading

*February 28- March 1, 2014 Executive Committee Meeting*

### **DUE March 7, 2014**

- A/V Needs to Tonya
- Presenter List due to Beth/Julie

### **DUE March 14, 2014**

- Second Session Packet emailed and posted on the website. This includes preliminary schedule, Executive Committee resolutions, and any draft papers.
- Room availability guarantee expires

### **DUE March 17, 2014**

Final breakout descriptions due to Julie

*March 21-22, 2014 Area Meetings*

### **DUE MARCH 22 (Area A and B) and 23 (Area C and D)**

- Deadline for Area Meeting resolutions to Julie/John
- Early Registration expires
- Final changes to the program

### **DUE March 26, 2014**

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- Deadline for any print requests to Tonya
- All presentations, handouts, and material due for posting to website to Holly

**Spring Session:** April 9-12, 2014

SFO Westin







## Executive Committee Agenda Item

SUBJECT: Survey of Automatic Awarding of Degrees		Month: January 2014	
		<b>Item No: III. G</b>	
		Attachment: YES	
<b>CATEGORY:</b>	<b>New Business</b>	TYPE OF BOARD CONSIDERATION:	
<b>REQUESTED BY:</b>	<b>David Morse</b>	Consent/Routine	
		First Reading	
<b>STAFF REVIEW<sup>1</sup>:</b>	<b>Julie Adams</b>	Action	X
		Information	

*Please note: Staff will complete the grey areas.*

**DESIRED OUTCOME:**

The Executive Committee will discuss and consider for approval sending out the survey on automatic awarding of degrees

**BACKGROUND:**

*(Please include the following components: issue, implication, analysis, relevant ASCCC positions/resolutions/policies, or any other useful data or information.)*

Resolution 13.01 F12 asked the ASCCC to do a study on the positive and negative aspects of automatic awarding of degrees. The resolution was assigned last year to the Governance and Internal Policy Committee, which developed a survey on the topic. The survey was reviewed twice by the Executive Committee last year. This year the resolution was passed on to the Technology Task Force. The Task Force has reviewed the survey and still feels it would be useful. Since the Executive Committee has seen the survey before, the task force is asking for approval to send it out to the field.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.



**Survey on Automatic Awarding of Earned Degrees or Certificates (i.e. without student petition or request for the degree)**

- Does your campus or any program on your campus automatically award earned degrees or certificates to eligible students?

- Yes
- No

(Choice on the first question will link to different survey question sequence.)

- *If yes:*

- What process is used for awarding the degrees or certificates?
- Does your system contain an automatic trigger through which an earned degree is awarded?

Yes

No

If yes, what is the trigger for the degree to be awarded?

- Does your campus use any degree auditing software (E.g. DegreeWorks)?

Yes

No

If yes, which one?

- How often do you audit student records for awarding degrees or certificates?

- A. End of each term?
- B. End of each year?
- C. Other? (Please specify)

- When are earned degrees or certificates awarded without student petition or request? Check all that apply.

- A. Fall
- B. Spring
- C. Summer
- D. Other

- How soon after the audit is the degree or certificate awarded?

Immediately

The next term

Other (please specify)

- Do you have evidence that students with financial aid awards have been harmed in this process? If so, in what ways?
- Have you encountered any problems or negative consequences as a result of auto-awarding? If so, what are they?
- What messaging or communication to students about the awarding of the degrees or certificates is used? Check all that apply.

Email

Mailed letter

Text

Other (please specify)

- *If no:*

- Has your college considered awarding degrees or certificates without student petition or request for the degrees?

Yes

No

If not, what are the reasons for not doing so?

- If you use degree auditing software but do not auto-award degrees or certificates, how is the data used?
- Can you think of any instances where the automatic awarding of degrees or certificates could be detrimental? If so, please explain.

*The Task Force recommends that the survey be sent to academic senate presidents and that they be asked to forward it to the appropriate individuals on their campuses.*



## Executive Committee Agenda Item

SUBJECT: Public Relations	Month: January 2014	
	Attachment: Yes	
	TYPE OF BOARD CONSIDERATION:	
	Consent/Routine	
	First Reading	X
	Action	
	Information	

*Please note: Staff will complete the grey areas.*

**DESIRED OUTCOME:**

**The Executive Committee will provide direction to IPC about whether or not the Senate should have a policy on how, when, or who receives gifts from the Senate Executive Committee.**

**BACKGROUND:**

During the fall plenary session, several members noted that new Executive Committee members, Committee members and guests received amenities from the Senate, specifically the executive director. This has been a practice since the current executive director has been at the Senate. The executive director negotiates with hotels to provide free amenities for VIPs, as is usual practice for most hotels. In the past, these amenities were given to all Executive Committee members. About five years ago, the executive director changed this process to instead provide amenities to others who have served the Senate exceptionally. Some past recipients are Manuel Baca, Brice Harris, Jack Scott, Karolyn Hanna, Doug Sabiston, Mike McHargue and this year examples are Craig Rutan (who serves on about 3 – 4 committees/advisory groups and was exceptional at the Curriculum Institute), Marty Hittelman, and new Executive Committee members. The gifting of these amenities is just a way to show appreciation for hard work, service, or provide encouragement. Ensuring that organization members and guest are shown appreciation (Member and External Relations) is a common practice for nonprofit executive directors and is included in the job description of the Senate’s Executive Director.

The Executive Committee will discuss this practice and provide IPC with direction.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





## Executive Committee Agenda Item

SUBJECT: Spring Curriculum Regional Meetings	Month: January 2014	
	<del>Item Number</del>	
	Attachment: YES!	
	TYPE OF BOARD CONSIDERATION:	
	Consent/Routine	
	First Reading	
	Action	X
	Information	X

*Please note: Staff will complete the grey areas.*

**DESIRED OUTCOME:**

The Executive Committee is asked to approve the spring curriculum regional meetings tentatively scheduled for Friday, November 7 in the north (location to be determined) and Friday, November 14 in the south (tentative host San Diego Continuing Ed).

**BACKGROUND:**

*Spring regionals were planned to bring topics to the field before the field comes to Plenary with specific emphasis on curriculum. Potential topics include Unit Creep, NonCredit/Credit delineation, Rigorous Content Review, and IGETC for STEM and CID.*

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.







## Executive Committee Agenda Item

SUBJECT: Vocational Leadership Professional Development		Month: January 2014	
		Item No: III.J	
		Attachment: YES	
CATEGORY:	New Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Wheeler North	Consent/Routine	
STAFF REVIEW <sup>1</sup> :	Julie Adams	First Reading	X
		Action	X
		Information	

*Please note: Staff will complete the grey areas.*

**DESIRED OUTCOME:**

The Executive Committee will be updated on activities related to the Senate’s Perkins grant for professional development for vocational education faculty and consider for approval regional meetings.

**BACKGROUND:**

The Senate has participated in the Perkins funding since (2000). In past years, the grant required the Senate to hold a Vocational Education Leadership Institute. In 2011, the Senate partnered with the American Association for Community Colleges' Workforce Development Institute, and in 2012 and 2013, we partnered with CCCAOE. Over these years, we have seen the attendance dwindle from over 100 faculty to 74 in 2012, and only 37 in 2013. In addition, the attendees at the event have generally attended several Vocational Leadership Institutes in the past so we may not actually be growing many new leaders in this area. This year the Chancellor’s Office changed the requirements of the grant, which does not fund the Vocational Education Institute but instead requires us to provide more of a statewide coordinated effort (see attached work plan).

Given the confusion at the fall plenary session, below is the history of our work planning professional development for vocational education faculty.

- In March and reported in April, the Budget and Finance Committee recommended that the Senate apply for the Perkins 1B leadership grant but to “implement other, more effective ways to engage and inform CTE leaders.” [See April 2013, IV. F. agenda item background information and VII.A.I Budget Committee minutes].
- In May, the Executive Committee discussed priorities for 2013-14. As noted on IV. G. Agenda Item background information, the status of the Perkins 1B grant funding was unknown during the discussion. The minutes from this meeting reflect the priorities for 2013 – 14 as discussed by the Executive Committee and the Vocational Leadership Institute was not listed as a priority. The Executive Committee agreed, because of funding constraints, that the event would be held only if funding was provided through the Perkins 1B grant.
- In June, the outgoing president, incoming president, SB70 chair (North), and executive director worked with CO staff to develop a plan which would continue to support the goals of the Vocational Education Institute while also providing us with a greater opportunity to effect change other than holding a conference—which again last year was not well attended (only 37 people).
- In June and July President B. Smith and I discussed the Perkins 1B funds and the need to connect to the Regional Consortium. The president appointed North to lead this work as the SB70 Coordinator. In addition, a group of CTE faculty members has been formed with many attending the CCCAOE Conference and the Regional Consortia meetings. Sid Burks was also appointed to facilitate the group as he, now faculty, was past president of CCCAOE and as such developed a large number of contacts statewide.

<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.

- The final plan work plan was accepted by the Chancellor’s Office in August.
- In August, the Executive Committee meeting dates and calendar reflected that at that point, we would not hold a Vocational Education Institute as the only institutes listed were the Accreditation, Academic Academy, Faculty Leadership, and Curriculum Institute.

**Proposal**

As noted in the work plan, the grant requires us to develop more regional coordination by collaborating with the regional consortia and sector navigators in fostering the state’s leadership development priorities. Specifically, this collaboration will take the form of the following activities. One proposed activity is to hold several one-day events (north and south) for the purpose of recruiting and developing CTE faculty leaders and to create opportunities for CTE Faculty, EWD Sector Navigators, Deputy Sector Navigators, CTE Regional Consortia Leaders and CCCCO Staff to network and become informed about the roles each group plays in the state. Currently, many of these listed groups above do not actively have experience working in the academic/consultation environments central to community colleges, which to some degree also applies to many new CTE faculty. This work has the potential to provide great benefit for each one of these groups as they become better able to engage in local processes.

**Goal**

The goal of the grant this year is to better align with and support the CCCCO CTE/EWD division restructuring under the “Doing What Matters” campaign. The objectives noted below are intended to both develop and support CTE faculty so they can participate more actively in leadership roles regionally and statewide.

**Content Objectives**

Objectives would to provide professional development in the following content areas:

- Regional coordination of CTE curriculum and other innovative strategies
- Collegial consultation and local college governance
- Curriculum processes (local and state) as they relate to CTE faculty
- C-ID, TMCs/1440 and CTE model curriculum
- SCP and articulation
- CBE and dual enrollment
- Sector and regional operations—history, communication, collaboration, etc
- CTE accountability metrics and other data efforts impacting CTE
- Others

**Networking objectives**

The idea would be to bring together several groups who do not normally meet to provide them with exposure in the areas noted above. One flaw in similar efforts has been the requirement for each of these groups to meet separately in different venues such as on campus, at conferences, or other activities. The key goal is to develop our CTE faculty leaders to become informed participants in the ongoing dialog with many of state players.

The Executive Committee will discuss plans for regional meetings based on implementation of the attached work plan and provide advice about the topics and other ways to accomplish the workplan.

## Attachment

### Perkins 1b Work Plan Scope of Work

In response to the need for more regional coordination, the Academic Senate proposes to collaborate with the regional consortia and sector navigators in fostering the state's leadership development priorities. Specifically, this collaboration will take the form of the following activities:

1. Performance Accountability
  - Provide training on, and collect and distribute effective practices for use of research tools available, such as the CCC Wage Tracker, Curriculum Inventory, Launch Board, and others.
2. Curriculum Development and Improvement
  - Create teams of faculty who will provide guidance and assistance to faculty, administrators, and sector navigators with respect to:
    - Developing curriculum to meet industry needs, including establishing and sharing model curriculum
    - Improving program review processes
    - Researching regional college and program needs
    - Improving industry advisory processes
    - Assisting with developing regional articulation efforts
    - Developing conjoint programs
    - Coordinating regional curriculum and instructional delivery through model curriculum
    - Developing articulation and other credit earning/granting processes
3. Professional Development
  - Develop leadership training for faculty, administrators, and sector navigators in areas noted above. This training can be provided to local colleges, regional events, or statewide venues such as presentations at CCCAOE, CCLC, and the Student Success Conference. The teams of faculty will serve as both a resource and as trainers.
4. Student Support Structures
  - Work with the sector navigators and local student services representatives to identify ways to improve student success, including increased focus on articulation and coherent pathways, appropriate assessment, placement, and educational planning of entering students coming directly from high schools, from any level of under-preparedness, or displaced workers seeking retraining, placing students in jobs and helping them to develop job acquisition skills, developing the skills of incumbent workers, all of which will strengthen the region's economy.
5. Partnership Development
  - Establish a faculty point of contact for Chancellor's Office staff and navigators.
  - Identify key faculty who are knowledgeable in the following sectors:
    - Advanced Manufacturing
    - Advanced Transportation & Renewables
    - Energy (Efficiency) & Utility
    - Health
    - Life Sciences/Biotech
    - Information & Communication Technologies (ICT)/Digital Media
    - Global Trade & Logistics

- Agriculture, Water, & Environmental Technologies
- Retail/Hospitality/Tourism 'Learn and Earn'
- Small Business
  
- Create an advisory group of these key faculty leaders to participate in a variety of CTE and economic development activities across the state, including presentations at CCCAOE conferences, Academic Senate events, regional events, and other related conferences.
- Appoint faculty to attend regional consortia and other system advisory meetings.
- Established and expand existing partnerships with CDE, Adult Education providers, Centers of Excellence, ROCP, Career Academies, CTE-oriented state-funded projects, High Schools and other secondary and postsecondary institutions.



## Executive Committee Agenda Item

SUBJECT: Vocational Education Institute		Month: January 2014	
		Item No: III. K	
		Attachment: YES / NO	
CATEGORY:	New Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	X

*Please note: Staff will complete the grey areas.*

### DESIRED OUTCOME:

The Executive Committee will discuss and consider for approval planning for future events to serve CTE faculty or explicit professional development goals.

### BACKGROUND:

*This topic arose at the Fall Plenary Session. It seems prudent to have a more lengthy discussion regarding the Senate's position and goals regarding CTE professional development.*

Discuss the professional development goals and trajectory for CTE programs and faculty given that the Vocational Education Institute is not happening this year. The Executive Committee may wish to take action regarding planning for future events to serve CTE faculty or explicit professional development goals.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





## Executive Committee Agenda Item

SUBJECT: Vacancy in Area A Representative		Month: January 2014	
		Item No: III. L	
		Attachment: NO	
CATEGORY:	New Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Beth Smith	Consent/Routine	
STAFF REVIEW <sup>1</sup> :	Julie Adams	First Reading	X
		Action	X
		Information	

*Please note: Staff will complete the grey areas.*

**DESIRED OUTCOME:**

The Executive Committee will consider for approval whether to fill the Area A vacancy or assign members to complete the duties of the Area A Representative for spring.

**BACKGROUND:**

*(Please include the following components: issue, implication, analysis, relevant ASCCC positions/resolutions/policies, or any other useful data or information.)*

*According to the Senate Rules section of the bylaws, there is a process for filling a vacancy:*

II. Vacancies on the Executive Committee

A. Vacancies on the Executive Committee may be filled by interim appointment in accordance with Executive Committee procedures. Appointees shall be selected from nominations submitted by Member Senates in the area in which the vacancy occurs. Nominees must meet the requirements for serving on the Executive Committee as defined in Article IV, Section 2.

B. Positions filled by appointment shall be filled by election at the next plenary session.

Given the extended timeframe required for conducting a request for nominations from local senates and past history of one interim appointment when a vacancy has occurred, the Executive Committee and body will be well served by reassigning current Exec members to fulfill the duties of the Area A Representative for the remainder of the 2013-14 academic year.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.







## Executive Committee Agenda Item

SUBJECT: Posting Research on ASCCC Website		Month: January 2014	
		Item No: III: M	
		Attachment: YES / NO	
CATEGORY:	New Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Beth Smith	Consent/Routine	
STAFF REVIEW <sup>1</sup> :	Julie Adams	First Reading	X
		Action	X
		Information	

*Please note: Staff will complete the grey areas.*

**DESIRED OUTCOME:**

The Executive Committee will approve creating a webpage on the ASCCC site for pertinent research for the field.

**BACKGROUND:**

*(Please include the following components: issue, implication, analysis, relevant ASCCC positions/resolutions/policies, or any other useful data or information.)*

With more faculty focused on the use of data and evidence, we can better serve the field with a webpage where links to recent research can be located. Requests for links to studies or reports come across all our emails regularly. For example, a study was conducted on the results of the EAP in the community colleges, but the data are not posted anywhere for easy access. In addition, there are other reports or studies that are relevant to our work, such as the West Ed report on multiple measures that would be useful to the field if it were easily found. If the links are included in the President's Update, they are often difficult to track down later when local senate presidents need to find them.

For a process to determine which research goes on the webpage, the links to the suggested reports or studies could be sent to the president for review prior to posting. Or, a list of proposed links could be included with the Exec agenda for approval by the Executive Committee each month.

The page can include a disclaimer saying that the Senate only provides links to research and does not endorse or support the results, methodologies, or researchers or authors of the reports.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





## Executive Committee Agenda Item

SUBJECT: Expense Reimbursement Policy		Month: January 2014	
		Item No: III. N	
		Attachment: YES	
CATEGORY:	New Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	X

*Please note: Staff will complete the grey areas.*

**DESIRED OUTCOME:**

The Executive Committee will discuss the current travel policy and suggest that the Budget and Finance Committee consider review and possible modifications.

**BACKGROUND:**

The ASCCC Expense Policy was last updated in April 2012 (see attached) and may require some revision regarding the balance between the interest in minimizing cost and the interest in maximizing efficient use of time. The Executive Committee should evaluate the Expense Policy for efficiency and effectiveness both from a fiscal and human resources perspective, and may wish to make recommendations for improvement.

**STAFF BACKGROUND:**

At its March 2012 Executive Committee meeting, members approved the current expense reimbursement policy to be consistent with state reimbursement policies since most of the Senate’s funds are reimbursed from grants. In discussing this item, members should consider that any changes to the policy could potentially affect the Senate’s bottom line as the reimbursement may not be funded by state agencies.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





**Academic Senate**  
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

**EXPENSE REIMBURSEMENT FORM**

Date Received

Office Use Only

R

Please note: a reimbursement request must be received at the Academic Senate Office no later than,

- 30 days following the event for which the expenses were incurred, AND
- **No** later July 15<sup>th</sup> for all events occurring between June 16<sup>th</sup>-30<sup>th</sup>.

Requests received after the applicable deadline will NOT be honored.

Print clearly and complete in full.

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Street Address: \_\_\_\_\_ City & Zip: \_\_\_\_\_  
 Day Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_  
 Purpose of Travel: \_\_\_\_\_ School/College: \_\_\_\_\_  
 Dates of Travel: \_\_\_\_\_ Person in Charge of Meeting: \_\_\_\_\_  
 Destination / Address: \_\_\_\_\_

**TRAVEL EXPENSES**

Date	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Line Total
	/	/	/	/	/	/	/	
Breakfast								
Lunch								
Dinner								
Lodging								
Shuttle/Taxi								
Airfare								
Mileage = #x\$0.51/mi								
Parking								
Other								
Incidentals*								
Total (#) Miles Driven								Total \$

Check here if the Academic Senate was used to make flight arrangements. Do not include in costs above.

**OTHER EXPENSES:** Must include full description below to be eligible for reimbursement:

\_\_\_\_\_

\_\_\_\_\_

**Your Signature:** \_\_\_\_\_  
 (I certify that I incurred the costs above and all original receipts and reports are attached, as necessary, and that all expenses submitted are for business related to Academic Senate activities.)

ASCCC Review: \_\_\_\_\_

ASCCC Approval: \_\_\_\_\_

Return to:  
 Academic Senate for California Community Colleges  
 555 Capitol Mall, Suite 525, Sacramento, CA 95814  
 Phone: (916) 445-4753 / Fax: (916) 323-9867

FOR OFFICE USE ONLY	
Account	Amount

\* Incidentals permitted for ASCCC Executive Committee Only. (#) Attach MapQuest, or similar printout, to support total miles requested for reimbursement.

**ACADEMIC SENATE FOR  
CALIFORNIA COMMUNITY COLLEGES  
EXPENSE POLICY**

The expense policy of the Academic Senate (AS) is designed to recognize the fact that faculty members serving this organization are volunteers who receive no direct compensation for their efforts. Therefore, it is the intent of the AS to reimburse those expenses that members are mandated to undertake while serving in an official capacity on behalf of the AS. The policies listed below are intended to provide ease of use and administration while maintaining prudent accountability.

**I. Reimbursement Procedures**

- A. All claims for reimbursement shall be submitted on standard Senate Expense Reimbursement Forms.
- B. Original receipts or clear copies of them are required as documentation of all claimed expenses of an amount greater than \$10.00 in order for them to be reimbursed.
- C. Claiming an expense does not guarantee reimbursement. **NO PERSON MAY ENCUMBER AN EXPENSE ON BEHALF OF THE AS IN EXCESS OF \$200.00 WITHOUT PRIOR APPROVAL OF THE PRESIDENT OR EXECUTIVE DIRECTOR.**
- D. Members may be reimbursed for supplies, postage, equipment, hosted functions, and other miscellaneous charges necessary for the completion of official business with prior approval from the Executive Director.
- E. Members may be reimbursed for business calls. For reimbursement, calls must be clearly identified on the original bill or a copy. Further documentation may be requested.
- F. Eligible travel expenses and registration fees incurred while attending an authorized conference, convention, or business meeting within California will be reimbursed.
- G. All out-of-state travel must be pre-approved by the Executive Committee.
- H. Reimbursement requests must be received at the Senate Office in a timely manner (*no more than 30 days following the event AND, no later than July 15<sup>th</sup> for all events occurring during June 16<sup>th</sup> - 30<sup>th</sup> of each fiscal year*). Eligible expenses will be approved within approximately two weeks of receipt, unless precluded by a budgetary shortfall. Please note: Requests received after the applicable deadline will NOT be approved for payment.
- I. With the exception of meetings where the President or the Executive Director is present, a **written report** of the meeting must be submitted to the Executive Assistant by the primary Senate representative at the meeting before reimbursement for travel expenses may be made to anyone for that meeting.

**II. Travel**

- A. A person is expected to neither gain nor lose money while traveling on AS business.
- B. **The Senate's reimbursement policy is, for air travel between cities for which the State of California rate is available; to reimburse the lesser amount between the State of California Rate or itinerary rate no matter what amount the faculty member actually pays**, unless there is other prior approval by the Executive Director.
- C. With advance notice (3 weeks preferred), the AS office will book travel arrangements on your behalf and handle payment so that you do not need to be reimbursed.
- D. Travel will be reimbursed in accordance with the following:
  - 1. When personal contact is the most efficient method of conducting AS business.
  - 2. When the most economical method of transportation is selected. For airline travel, individual effort to obtain YCAL or advance purchase lower fares is expected.
  - 3. When attendance at a conference or meeting is limited to persons concerned with the topics discussed or the business to be transacted.
  - 4. When travel is scheduled to avoid backtracking and duplicate travel whenever possible.
  - 5. When appropriate receipts and reports have been submitted.
- E. Committee members are expected to use economy lots. Door-to-door shuttle services may also be more cost effective than paying parking costs. Members who handle their own travel arrangements must consider whether utilizing shuttle services will result in more economical travel plans.
- F. Travel Expense Reimbursement Rates: Claims may include only actual expenses incurred and are limited as follows:

1. Breakfast	\$6.00	4. Lodging	\$84.00 (\$110 in LA & SD, \$140 in Alameda, SF, Santa Clara, San Mateo)
2. Lunch	\$10.00 (if travel > 24 hours)	5. Mileage	\$.51 per mile based on January 1 <sup>st</sup> , 2012 Government Rate
3. Dinner	\$18.00	6. Incidentals	Exec Committee members \$6.00/day (if travel > 24 hours)
- H. When travel arrangements require a member to leave home before 6:00 a.m. or return later than 7:00 p.m., s/he may be reimbursed for the appropriate meal expenses provided AS has not provided breakfast and/or dinner that day.
- I. Mileage Reimbursement – A printed route map with total mileage **must be attached** to the reimbursement request. MapQuest or similar online programs may be used to document your route and mileage for reimbursement support. You are responsible for identifying the total miles travelled and requested for reimbursement on your request form.



## Executive Committee Agenda Item

SUBJECT: Financial Report		Month: January 2014	
		Item No: III: O	
		Attachment: YES	
CATEGORY:	New Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Wheeler North and Julie Adams	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

### DESIRED OUTCOME:

The Executive Committee will receive a report on the Senate's finance and consider for approval modifications to the adopted budget.

### BACKGROUND:

(Please include the following components: issue, implication, analysis, relevant ASCCC positions/resolutions/policies, or any other useful data or information.)

The following information is provided for discussion of the budget performance:

SCP Work Plan and Budget Status: The SCP Work Plan has been approved. We are still waiting for approval of the budget. Once the budget is approved the financial statements will be changed to reflect the approved budget.

Legal Fees: The current budget does not have funds for legal fees. Thus, funds are being spent from the reserves. The Budget and Finance Committee will need to discuss the budget and make a recommendation at the January/February meeting. Currently, legal costs for June – November total \$1,422.

Conferences: The conference line item in the budget is over by 100% (\$4000 to \$8000). The costs captured in this item are for faculty attendances at the following conferences: CCLC, RP, FACCC, SSSP, and Hispanic Serving Institutions.

Membership Dues: As of November, most colleges have paid their dues. The following seven colleges have not paid: Antelope Valley, Evergreen Valley, LACCD, Monterey Peninsula, Pasadena City, San Joaquin Delta, and Santa Rosa Junior for a total of \$35,214.

<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.

## Events Report:

- Curriculum
  - Attendees: 329
  - Waiting list: 20
  - Net revenue: \$ 115,033
  - Waived fees: \$3,200
  - Note: This was the first time that the Curriculum Institute was not bundled (registration and room rate combined for one rate). In reviewing the past attendance, I would suggest that the number of attendees increased because of the location (Anaheim – many hotel choices) and the rate. I would assume individuals thought that the rate of \$385 is much better than the usual \$725 rate. They could drive in or find a cheaper hotel location than past events. Staff plans to monitor this event to see if next year in Southern California results in the same outcome.
  
- Fall Session
  - Attendees: 291
  - Net revenue: \$25,356
  - Waived fees: \$9,125
  - Exhibitors: \$1,750
  - Note: The feedback regarding the venue and location was positive. Staff reported that the banquets and sales staff were easy to work with. The hotel has offered a two-year contract maintaining the 2013 menu rates, and only a \$2 increase in the room rate each year. In addition, several other items will be discounted (i.e., AV) or removed (i.e., power costs). As of the preparation, staff is in negotiations with the hotel and will sign a contract before the end of the year to secure the best possible rate for the Senate.

## Salaries and Benefits:

Moved \$80,206 from salaries and benefits to professional services to properly account for CFO services.

C-ID System: Currently, funds for C-ID are only available for paying stipends. Based on a report this month, staff anticipates that in January, the Senate will pay out over \$100,000 in stipends to primary and regular reviewers.

The Executive Committee will review the budget performance and provide guidance to the Budget and Finance Committee or staff to address any issues.



## Academic Senate for CA Community College

## Income Statement

	5 Months Nov/13 =====	Annual Budget ===	Unused =====
Income			
REVENUE	(\$23,543.63)	\$0.00	\$23,543.63
Membership Dues	313,108.70	296,995.00	(16,113.70)
Fall Session	92,070.00	75,000.00	(17,070.00)
Spring Session	0.00	75,000.00	75,000.00
Accreditation	14,600.00	42,350.00	27,750.00
Curriculum Institute	116,140.00	136,700.00	20,560.00
Academic Academy	3,450.00	33,000.00	29,550.00
FEDERAL GRANTS			
Vocational Ed	0.00	100,000.00	100,000.00
	-----	-----	-----
TOTAL FEDERAL GRANTS	0.00	100,000.00	100,000.00
	-----	-----	-----
STATE GRANTS			
Governor's Grant	468,000.00	468,000.00	0.00
C-ID	0.00	192,308.00	192,308.00
SB-70 - SCP	116,183.00	938,738.00	822,555.00
	-----	-----	-----
TOTAL STATE GRANTS	584,183.00	1,599,046.00	1,014,863.00
	-----	-----	-----
DISTRICT GRANTS			
NonCredit Taskforce	0.00	10,000.00	10,000.00
ICAS Competency Statements	0.00	45,000.00	45,000.00
	-----	-----	-----
TOTAL DISTRICT GRANTS	0.00	55,000.00	55,000.00
	-----	-----	-----
In-Kind Income	0.00	20,000.00	20,000.00
Interest Income	90.58	0.00	(90.58)
	-----	-----	-----
TOTAL Income	1,100,098.65	2,433,091.00	1,332,992.35
	-----	-----	-----
Expenses			
REASSIGN TIME			
President, Senate	0.00	46,224.00	46,224.00
Vice President, Senate	0.00	10,580.00	10,580.00
Secretary, Senate	0.00	12,558.00	12,558.00
Treasurer, Senate	0.00	8,161.00	8,161.00
Faculty Coordinator, C-ID	0.00	13,000.00	13,000.00
Faculty Coordinator, SB70	0.00	104,715.00	104,715.00
Executive Board, Senate	0.00	109,418.00	109,418.00
	-----	-----	-----
TOTAL REASSIGN TIME	0.00	304,656.00	304,656.00
	-----	-----	-----
STIPENDS			
Stipends, C-ID	1,911.00	69,000.00	67,089.00
Stipends, SB70	0.00	21,900.00	21,900.00
	-----	-----	-----
TOTAL STIPENDS	1,911.00	90,900.00	88,989.00
	-----	-----	-----

EXECUTIVE ACTIVITIES

Exec Meetings, Senate	27,579.15	60,000.00	32,420.85
Orientation, Senate	2,609.08	0.00	(2,609.08)
Technical Assistance, Senate	(545.25)	0.00	545.25
Local Senate Visits, Senate	108.49	1,000.00	891.51
Field Activities, Senate	110.83	10,000.00	9,889.17
Regional Meetings, Senate	226.80	0.00	(226.80)
Area Meetings	970.25	0.00	(970.25)
Committees, Senate	8,645.74	29,000.00	20,354.26
	-----	-----	-----
TOTAL EXECUTIVE ACTIVITIES	39,705.09	100,000.00	60,294.91
	-----	-----	-----
CHANCELLOR'S OFFICE			
CO Task Forces, Senate	44.00	0.00	(44.00)
CO Advisory Groups, Senate	422.96	0.00	(422.96)
CO Consultation, Senate	8,580.19	30,000.00	21,419.81
CO Board of Governors, Senate	3,302.47	5,000.00	1,697.53
	-----	-----	-----
TOTAL CHANCELLOR'S OFFICE	12,349.62	35,000.00	22,650.38
	-----	-----	-----
GROUPS			
FACCC, Senate	272.97	1,500.00	1,227.03
ICAS, Senate	2,522.83	6,000.00	3,477.17
RP Group, Senate	236.70	2,500.00	2,263.30
	-----	-----	-----
TOTAL GROUPS	3,032.50	10,000.00	6,967.50
	-----	-----	-----
CONFERENCES			
Registration, Senate	2,604.01	4,000.00	1,395.99
Hotel, Senate	3,994.03	0.00	(3,994.03)
Travel, Senate	1,911.71	0.00	(1,911.71)
	-----	-----	-----
TOTAL CONFERENCES	8,509.75	4,000.00	(4,509.75)
	-----	-----	-----
SCP Conferences and Presentations	1,621.70	0.00	(1,621.70)
	-----	-----	-----
PLENARY SESSION			
Fall Session	8,847.87	60,225.00	51,377.13
Spring Session	0.00	66,540.00	66,540.00
	-----	-----	-----
TOTAL PLENARY SESSION	8,847.87	126,765.00	117,917.13
	-----	-----	-----
INSTITUTES			
Academic Academy	3,000.00	33,000.00	30,000.00
Accreditation Institute	0.00	35,720.00	35,720.00
Curriculum Institute	43,598.57	94,295.00	50,696.43
Faculty Leadership	1,500.00	0.00	(1,500.00)
Vocational Leadership	2,072.56	100,000.00	97,927.44
	-----	-----	-----
TOTAL INSTITUTES	50,171.13	263,015.00	212,843.87
	-----	-----	-----
GRANT MEETINGS			
Grant Meetings, C-ID - 5000	3,464.84	10,708.00	7,243.16
Grant Meetings, SCP - 5000	11,266.73	543,081.00	531,814.27
Grant Meetings, Competency Statements	0.00	45,000.00	45,000.00
	-----	-----	-----
TOTAL GRANT MEETINGS	14,731.57	598,789.00	584,057.43
	-----	-----	-----
Website, Senate	36.56	70,000.00	69,963.44
Website, C-ID - 4000	1,300.00	32,000.00	30,700.00

Website, SCP - 4000	20,248.74	200,000.00	179,751.26
Publications	11,950.09	20,000.00	8,049.91
STAFF SALARIES AND BENEFITS			
Staff Salaries	101,590.55	248,869.00	147,278.45
Staff Salaries, C-ID - 2000	25,996.69	48,000.00	22,003.31
Staff Salaries, SCP - 2000	126,400.14	55,366.00	(71,034.14)
Benefits	23,703.54	28,033.00	4,329.46
Benefits, C-ID - 3000	5,179.39	9,200.00	4,020.61
Benefits, SCP - 3000	23,776.12	8,000.00	(15,776.12)
Benefits - Flex	3,697.63	0.00	(3,697.63)
Staff Training/Development	318.68	7,000.00	6,681.32
Payroll Processing	446.63	3,144.00	2,697.37
Payroll Taxes - Employer	1,818.04	5,408.00	3,589.96
	-----	-----	-----
TOTAL STAFF SALARIES AND BENEFITS	312,927.41	413,020.00	100,092.59
	-----	-----	-----
EQUIPMENT			
Equipment Lease/Rental	1,419.08	7,860.00	6,440.92
Equipment Purchase	12.18	15,000.00	14,987.82
Maintenance	531.72	1,620.00	1,088.28
Repairs	(53.21)	0.00	53.21
Parking	2,765.37	4,275.00	1,509.63
	-----	-----	-----
TOTAL EQUIPMENT	4,675.14	28,755.00	24,079.86
	-----	-----	-----
OFFICE			
Insurance	375.00	9,210.00	8,835.00
Office Phones - Office	162.19	1,800.00	1,637.81
Phones - Remote	962.71	6,780.00	5,817.29
Internet	68.85	0.00	(68.85)
Postage/Shipping	143.93	0.00	(143.93)
Subscriptions	872.61	2,000.00	1,127.39
Rent/Lease	18,430.83	87,919.00	69,488.17
Supplies	812.01	3,324.00	2,511.99
Supplies, C-ID - 4000	444.22	2,000.00	1,555.78
Supplies, SCP - 4000	2,741.83	5,676.00	2,934.17
Copying	0.00	20,000.00	20,000.00
Professional Services	23,459.00	22,800.00	(659.00)
Other Operating, C-ID - 5000	8,368.30	8,400.00	31.70
Other Operating, SCP - 5000	42,423.00	0.00	(42,423.00)
Remote Office Space	528.32	564.00	35.68
	-----	-----	-----
TOTAL OFFICE	99,792.80	170,473.00	70,680.20
	-----	-----	-----
BUSINESS			
Bad Debt Expense	355.00	0.00	(355.00)
Bank/Finance Charges	218.95	240.00	21.05
Depreciation Expense	0.00	2,200.00	2,200.00
Credit Card Processing Fees	2,419.67	0.00	(2,419.67)
Uncategorized Expense	(36.77)	0.00	36.77
	-----	-----	-----
TOTAL BUSINESS	2,956.85	2,440.00	(516.85)
	-----	-----	-----
TOTAL Expenses	594,767.82	2,469,813.00	1,875,045.18
	-----	-----	-----
***** OPERATING PROFIT	505,330.83	(36,722.00)	(542,052.83)
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***** NET PROFIT	\$505,330.83	(\$36,722.00)	(\$542,052.83)
	=====	=====	=====





## Executive Committee Agenda Item

SUBJECT: Board of Governors Faculty Nomination Interview		Month: January 2014	
		<b>Item No: III. P</b>	
		Attachment: YES	
<b>CATEGORY:</b>	<b>New Business</b>	TYPE OF BOARD CONSIDERATION:	
<b>REQUESTED BY:</b>	<b>Beth Smith</b>	Consent/Routine	
<b>STAFF REVIEW<sup>1</sup>:</b>	<b>Julie Adams</b>	First Reading	X
		Action	X
		Information	

*Please note: Staff will complete the grey areas.*

**DESIRED OUTCOME:**

**The Executive Committee will approve which candidates to interview for the faculty positions on the Board of Governors during the January/February Executive Committee meeting.**

**BACKGROUND:**

Each year, the Academic Senate calls for nominations for the faculty Board of Governors position. This year, the call was due October 31. The process (attached) calls for the Executive Committee to interview potential candidates. In December 2013, the Executive Committee revised the process to allow the president to pre-screen the applications and make a recommendation about whom to interview or not. The Senate Office received seven applications. Of these seven applications, the officers are recommending that the following three individuals be interviewed: Charles (Kale) Braden (Cosumnes River College); Timothy Charles Brown (Riverside City College); and John Gerhold (Bakersfield College).

As also noted in the process, the Executive Committee may decide to send forward the name of a sitting Board of Governors member without an interview. The officers recommend that Manuel Baca (Rio Hondo College) and Joseph Bielanski (Berkeley City College) be sent forward without an interview. In addition, the process states that the Executive Committee may decide not to interview individuals who have been interviewed by 2/3 majority of sitting Executive Committee members who participated in that previous interview session. The officers are recommending that Johnny Terry (Sierra College) be forwarded without an interview.

Finally, based on the paper screening, the officers have determined that one faculty member does not have the statewide experience necessary to serve on the Board of Governor. Thus, they are recommending that this individual not be interviewed. The application will be shared privately with the Executive Committee to protect the individual privacy.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.



**Academic Senate for California Community Colleges**  
**Board of Governors – Faculty Appointee Nomination**

**Policy and Procedures**

**Policy**

Each year by January 31<sup>st</sup> the President of the Academic Senate will present to the Governor of the State of California a list of at least three faculty nominees to fill any vacant California Community Colleges Board of Governors faculty member positions. The names submitted may be that of those of sitting Board of Governors members.

**Procedures**

1. The Senate Office will implement the Board of Governors (BoG) faculty member nomination process in September, closing on October 31<sup>st</sup>.
2. The Senate Office will promote recruitment of nominees via the website or other publications as appropriate.
3. Candidate interviews will be conducted by the Executive Committee during its December Executive Committee meeting.
4. The President will forward the list of nominees to the Governor by January 31<sup>st</sup>.

**Process**

Each year the President of the Academic Senate or his/her designee shall initiate and oversee the recruitment and selection process to ensure timely submission of nominees to the Governor's Office.

1. QUALIFICATIONS

a. Required:

- i. Tenured faculty member.
- ii. Extensive and sustained leadership experience in an academic environment.
- iii. Demonstrate understanding of California community college issues at a state level.
- iv. Demonstrate ability to present a reasoned argument in educational policy through interview questions presented by the Executive Committee.
- v. Demonstrated understanding of the role of the BoG.
- vi. Upon appointment, agree to resign from the executive board of any statewide community college organization. The Academic Senate will only forward the name of those candidates who agree to this requirement.
- vii.

b. Desirable:

- i. Academic senate leadership experience at local level such as senate officer, Executive Committee member, or committee chair.
- ii. Experience at statewide level such as Academic Senate committees, Chancellor's Office advisory committee, or other statewide faculty organization.

2. REQUIREMENTS

- a. Any college or district senate or an Executive Committee member of the Academic Senate for California Community Colleges may endorse a candidate for nomination. A letter of support from the candidate's local senate is desirable.
- b. Applicants must submit a letter of intent, an application, a resume, and a statement of why he/she would be an effective member of the Board of Governors, which includes,

but is not limited to a commitment to students and the mission of community colleges, and a reference to qualifications for the position.

- c. Any faculty member previously considered who wishes to be reconsidered must submit a letter of intent and may update his/her application if necessary.

### 3. PROCESS AND TIMELINE

- a. In early September, the Senate Office will send out an announcement letter to each campus through the senate president. At the same time, previous nominees will receive an announcement inviting them to reactivate their file.
- b. The application process for potential nominees will close by October 31<sup>st</sup>.

### 4. RECRUITMENT PROCESS

- a. The Executive Committee, Outreach and Recruitment, Standards and Practices and Local Senates Committees will recruit candidates for nomination to the Board of Governors.

### 5. INTERVIEWS

- a. **September:** The Executive Committee will determine whether or not to seek nominations for the Board of Governors taking into consideration the Governor's appointment process and the need to submit names.
- b. **October/November:** The Senate Office will initially screen the applications to assess if the candidates meet the nomination requirements and will be responsible for scheduling interviews for qualified candidates. The Officers and Executive Director will paper screen the applications based on criteria listed in the qualifications section of this process and determine who will be interviewed by the Executive Committee.
- c. **November:** The President of the Academic Senate shall develop questions that the Executive Committee will use in the interviews of candidates. The President may use questions suggested by Executive Committee members. To preserve the confidentiality of the process and to ensure fairness to nominees, the Executive Committee will review the interview questions in closed session.
- d. **December:** Unless otherwise noted, all candidates must be interviewed by the Executive Committee to be considered for nomination to the Governor.
  - i. The President, in consultation with the Executive Committee, may elect to not interview past candidates who were selected to be forwarded to the Governor if there is a 2/3 majority of sitting Executive Committee members who participated in that previous interview session. The Executive Committee would still consider whether or not to send the candidate's name forward to the Governor for appointment.
  - ii. The Executive Committee may decide to send forward the name of a sitting Board of Governors member without an interview.
  - iii. The Executive Committee will ask each interviewed candidate the same questions; however, follow up questions are allowed.
  - iv. After all interviews are completed the Executive Committee will select at least three candidates, by majority vote, for recommendation to the Governor's Office as nominees to fill the Board of Governors appointment(s).
- e. If three candidates are not selected, the Executive Committee will reopen the process and actively recruit new candidates for nominations.

Note: nominee selection is not comparative. One, several, or all candidates may be selected to be forwarded for nomination.



6. INTERVIEW RECUSAL

Any Executive Committee member may elect to recuse him/herself from the process.

- a. The recused member may sit in as a non-participating observer. If desired, the minutes will note that the member was recused.
- b. The recused member may elect to recuse him/herself from one or all of the interviews.

Note: Recusal shall mean noninvolvement of an Executive Committee member in any discussion of, and decision regarding, the relevant matter to ensure that the member's independence of judgment is not compromised, that the public's confidence in the integrity of the Executive Committee is preserved, and that the Senate's mission is protected.

7. NOTIFICATION PROCESS

- a. The Academic Senate Office will notify candidates whether their names will be forwarded to the Governor's Office the week following the interviews.
- b. The President will transmit the Executive Committee's recommendations to the Governor's Office by January 31<sup>st</sup>.
- c. Candidates forwarded to the Governor will be informed about the process for submitting applications to the Governor's office, including how to submit a Governor's application and expectations of interviews with the Governor's staff.

8. REVIEW PROCESS

The Standards and Practices Committee will review the process yearly and recommend any changes by May.

Approved: August 12, 2011  
Revised: December 26, 2011  
Approved: February 3, 2012





## Executive Committee Agenda Item

SUBJECT: Part-time Paper Revision		Month: January 2014	
		Item No: V. A	
		Attachment: YES	
CATEGORY:	First Reading	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

### DESIRED OUTCOME:

The Executive Committee will discuss and consider for approval a proposal and outline for the revision of the part-time paper.

### BACKGROUND:

*(Please include the following components: issue, implication, analysis, relevant ASCCC positions/resolutions/policies, or any other useful data or information.)*

Resolution 19.07 S13 called for an update of the paper *Part-time Faculty: A Principled Perspective*. A task force has met and, following the new directions from the Executive Committee, has developed the attached outline and proposal.

<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.



ASCCC Prompts for Paper Development  
July 15, 2013

Paper topic: Part-time Faculty

Proposed completion date: Fall 2014

1. Is this a new paper, a revision of, or an update to an existing senate paper?

It is an update of an existing paper. Because the original paper contains a great deal of historical material which is still useful and does not need to be rewritten, the task force agreed that we should acknowledge the original paper as still containing useful information and see this one as a supplement rather than as a replacement.

2. Is this paper resolution driven? If so, please copy and paste the resolution below. If no, skip to question number 4.

**19.07 S13 UPDATE THE 2002 PAPER PART TIME FACULTY: A PRINCIPLED PERSPECTIVE**

Whereas, Over a decade has passed since the publication of the 2002 Academic Senate paper Part-Time Faculty: A Principled Perspective;

Whereas, Expectations of and demands placed upon part-time faculty have increased dramatically since 2002, particularly due to revised accreditation standards, increased state and federal demands for institutional accountability, and unprecedented budgetary pressures;

Whereas, A 2008 Rostrum article, "Part-time Faculty: Where Are We Now," written in part to measure progress made since 2002, laments "the existence of an enormous cadre of [part time] faculty who are not on anyone's radar" and closes by stating "the time is ripe for change"; and

Whereas, Despite the fact that the Fall 2010 Plenary Session hosted several breakouts dedicated to part-time issues, a 2011 survey, reported in a 2012 Rostrum article (Effective Practices: Part-Time Faculty and Local Academic Senates), revealed that, a decade later, part-time faculty participation in nearly every aspect of shared governance, curriculum development, and student success initiatives continues to be unacceptably low, low enough that the paper concludes "local senates might be well served to explore ways to incentivize the participation of part-time faculty";

Resolved, That the Academic Senate for California Community Colleges create a task force consisting of both full- and part-time faculty charged with updating the 2002 paper Part-Time Faculty: A Principled Perspective to reflect progress achieved and challenges remaining with respect to the original paper's policy-level recommendations and best practice suggestions for local senates, and to

make further recommendations related to the status of part-time faculty as needed by the Spring 2014 Plenary Session.

3. If the paper is requested by resolution, do you believe that the paper as requested by the resolution is feasible? Yes

- If no, why do you believe the paper is not feasible?
- Would a white paper, Rostrum article, session breakout, or some other form of communication to the field be more appropriate or effective?

No. The paper is more than feasible and appropriate, and the task force is anxious to work on it.

- If the paper is feasible but the resolution does not provide clear direction, how will you find the focus? What information or direction will you need from Exec to complete the work?

Not an issue. The direction is clear.

4. If the paper is not requested by resolution, what is the justification for writing the paper? Where and how did the idea for the paper originate?

N/A

5. List the main points, topics, or section headers of the paper. Please describe any relevant data to be included in the content of the paper or data that is necessary to complete the paper. You may include this information in outline form if appropriate.

I. Introduction

- a. Update the history section
- b. How did we do on the recommendations of the last paper?

II. Suggested union role v. senate role in representing PT faculty

III. PT Parity and Professionalization

- a. Pay, benefits
- b. Participation
  - i. Academic Senate membership.
  - ii. How do you get PT to participate in college governance and other activities
  - iii. PT participation in department meetings and department activities such as curriculum development
  - iv. Role in voting for department or division chair

IV. Issues involving FT hiring— or lack thereof

- a. Credit for service in terms of years in the district and participation in shared governance
  - b. Should part-timers get priority?
  - c. Addressing both part-time who want to become FT and those who do not. Identifying and defining categories, addressing assumptions.
- V. Professional development
- a. Participating in non-classroom activities and responsibilities
  - b. Participating in pedagogical practice
  - c. Access to conference funds
- VI. Best Practices regarding PT faculty
- a. Office space including district computer and posted office hours
  - b. Evaluations for both full and part time faculty should have the same criteria, & follow the same procedures.
- VII. Conclusions and Recommendations

Note: Consciousness of counseling faculty and librarians and of good use of data should be included throughout the paper. This especially important with the Student Success Task Force recommendations being implemented.

6. Do you plan to include appendices in the paper? If so, what type? Provide an example, if appropriate.

The committee did discuss the need for best practices regarding part-time faculty, so appendices seem likely. They would most probably be in the form of local policies or practices that seem like good examples, but other may be possible.

7. Do you need to gather information from the field (i.e., in the form of a survey or other) to inform the content of the paper?

Regarding data, the task force is looking at external research and articles that may be included. The ASCCC just did a survey regarding part-time faculty three years ago, so that information may well be useful. The task force may also decide that a more recent and more inclusive survey of current part time faculty would be valuable.

8. Do you have other information, comments, questions, or concerns?

No.







## Executive Committee Agenda Item

SUBJECT: Multiple Measures Paper		Month: January 2014	
		Item No: V	
		Attachment: YES	
CATEGORY:	First Reading	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Michelle Grimes-Hillman	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Information	

*Please note: Staff will complete the grey areas.*

**DESIRED OUTCOME:**

The Executive Committee will review the first draft of the Multiple Measures Paper.

**BACKGROUND:**

*(Please include the following components: issue, implication, analysis, relevant ASCCC positions/resolutions/policies, or any other useful data or information.)*

At its October meeting, Executive Committee members reviewed and approved the outline of the Multiple Measures paper. The Executive Committee will review the first draft and provide feedback for the final draft.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.



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## Multiple Measures in Assessment:

### What They Are, How to Use Them Effectively, and How to Navigate Multiple Measures in the Age of Common Assessment

#### 7 Introduction

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Assessing a student’s ability to be successful in courses and programs is an important and necessary aspect of student success. Two major practices exist to evaluate predict a student’s likelihood of succeeding in a course or program: 1) Successful completion of prerequisite and/or advisory courses (as documented on Course Outlines of Record) and/or 2) assessment tests for placement. These two methods are often taken as proxies for having acquired needed entrance knowledge and skills. Although student abilities may be demonstrated by completing coursework or taking an assessment exam, a student may also possess necessary course or program skills as the result of work experience or military training. The question of whether California community colleges should use multiple measures in their assessment processes has been answered; they must! Title 5 § 55502(i) is quite clear, “Multiple measures’ are a **required** component of a district’s assessment system and refer to the use of more than one assessment measure in order to assess the student. [emphasis added].“ The requirement to use multiple measures is reiterated in Title 5 § 55522(a) , While multiple measures have always been required by Title 5, adequate research into the accuracy of these measures has not been readily available to inform educational decisions. Locally colleges experience with subjective measures. This paper addresses the broader issue beyond simply evaluating a transcript for previous coursework or limiting placement based on an exam; it examines the use of multiple measures (in addition to placement tests) as a way to improve our overall assessment of students’ abilities.

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Academic senates, which have responsibility for making recommendations about the academic and professional matter of “standards or policies regarding student preparation and success,” play an important role facilitating and developing recommendations about multiple measures assessment.

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With respect to assessment, additional measures may include placement tests from different vendors or groups, but such measures need not be data gathered exclusively from subject matter exams. These measures could include results from a variety of quantitative and qualitative sources such as high school and/or college GPA, a motivational inventory, academic status, or self-assessment. In this paper, the *use of multiple measures for assessment*, or simply *multiple measures*, refers to a process in which colleges rely on more than a single factor to determine student readiness for a course or program. The purpose of this paper is to:

- 43 • review the value of and reasons to use multiple measures in California  
44 community colleges for placing students into the curriculum;
- 45 • address the role of the academic senate, discipline faculty, and counselors  
46 in multiple measures assessment;
- 47 • provide some guidance about best practices for implementing multiple  
48 measures in order to increase accurate placement.

49  
50 We also hope to explore the implications of the state’s framework for multiple measures on  
51 efforts to implement a common assessment across the state.  
52

### 53 **Regulatory Framework**

#### 54 Regulatory Guidelines for multiple measures

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56 Although it might not be well known or well understand, the question of whether colleges  
57 should use multiple measures in California community colleges has been answered; they  
58 must. Title 5 § 55502(i) is quite clear, “Multiple measures’ are a **required** component of  
59 a district’s assessment system and refer to the use of more than one assessment measure  
60 in order to assess the student. [emphasis added].“ The requirement to use multiple  
61 measures is reiterated in Title 5 § 55522(a) , “When using an English, mathematics, or  
62 ESL assessment test for placement, it must be used with one or more other measures to  
63 comprise multiple measures.” Thus, the question of California community colleges and  
64 districts is not whether to use multiple measures, but which measures to use and how to  
65 use them.

66 Colleges have a wide range of latitude in what types of multiple measures may be used in  
67 their assessment process. In addition to assessment tests, Title 5 § 55502(i) notes that  
68 additional measures may include “interviews, holistic scoring processes, attitude surveys,  
69 vocational or career aptitude and interest inventories, high school or college transcripts,  
70 specialized certificates or licenses, education and employment histories, and military  
71 training and experience.” Furthermore, Title 5 § 55522(a)(2) allows the Chancellor’s  
72 Office to “identify other measures of a student’s college readiness that community  
73 college districts may use for student placement into the college’s curriculum.”

74 As noted in these Title 5 sections, the initial assessment process must consist of multiple  
75 measures, meaning that all the various measures must be collected and evaluated prior to  
76 determining the student’s placement. Colleges that rely only on assessment tests for  
77 initial placement, but then allow other measures to be considered on appeal of the  
78 placement decision are not employing a multiple measures approach to placement.  
79 Instead they have a single measure placement approach with a multiple measures appeals  
80 process.

81 Although assessment processes are most commonly employed to place students in  
82 appropriate English, mathematics, or English as a Second Language (ESL) courses, a  
83 college may have assessment processes for other sequential courses in the curriculum  
84 (e.g., Chemistry). Since Title 5 § 55502(i) indicates that multiple measures are a required  
85 component of a college or district’s assessment system, colleges must also implement  
86 multiple measures of assessment for any subject in which there is an assessment process  
87 and these measures should be determined using data that provides knowledge about each  
88 measure’s usefulness and accuracy

#### 89 Regulatory Discussion on Assessment Tests

90 Of the set of possible multiple measures, Title 5 places the most stringent guidelines on  
91 assessment tests for placement. Using guidelines prepared by the Chancellor’s Office,  
92 districts and colleges must validate all assessment tests to ensure that the tests are being  
93 used in a proper manner and that the tests show little or no cultural or linguistic bias.  
94 (Title 5 § 55522(a)(1). In general, with minor exceptions, the following mandates and  
95 restrictions apply to all assessment tests:

- 96 • Assessment test procedures must be clearly communicated to students including  
97 the availability of sample tests, how assessment test results will inform placement  
98 decisions, and any limits that the college or district places on retakes of the  
99 assessment test. [§ 55522(b)]
- 100
- 101 • Assessment tests must be approved by the Chancellor’s Office. [§ 55522(c)(1)]
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- 103 • Assessment tests may not be used in a manner or for a purpose other than that for  
104 which it was developed or otherwise validated. [§ 55522(c)(2)]
- 105
- 106 • Assessment tests may not be used to deny admission to a college. [§ 55522(c)(3)]
- 107
- 108 • Assessment tests may not be used to exclude students from any particular course  
109 or educational program, except that districts may establish appropriate  
110 prerequisites. [§ 55522(c)(4)]
- 111

112 Although there are no specific guidelines in Title 5 about reviewing and evaluating other  
113 assessment measures, Title 5 § 55522(c)(5) includes a blanket prohibition that no  
114 “Student Success and Support Program practice which has the effect of subjecting any  
115 person to unlawful discrimination” is permitted. Colleges and districts should scrutinize  
116 assessment processes to ensure against discrimination and bias. One of the multiple  
117 measures does not need to be an assessment test but with the proposed creation of a

118 common assessment tied to matriculation funding, it is likely that most colleges will  
119 utilize the statewide assessment. Statewide assessment will be address later in the paper.

## 120 **The Case for Multiple Measures**

121 Limiting assessment to a placement test, an exam with content and skills questions from  
122 several courses in a curricular sequence, represents a single and potentially unsuitable  
123 measure of student learning. Assessment of foundational skills like writing, reading, and  
124 computation, for example, may be problematic if limited to transcript evaluation because  
125 students may have returned to college after a long break.

126  
127 The drawbacks of relying exclusively on a single, high stakes exam or test for placement  
128 decisions are well known. Even the best of students may do poorly taking an exam on  
129 content they may not have engaged with for months or even years. Poor scores for these  
130 students lead to the problem of underplacement, placing students in courses considerably  
131 below their true knowledge and skill level. On the other end of the spectrum, since many  
132 placement exams rely on multiple choice items, students who are strategic about guessing  
133 and eliminating wrong answers may achieve high scores, without having a solid grasp of  
134 the subject's underlying principles. High scores for such students lead to overplacement,  
135 students being placed in courses beyond their skill set. As a way to reduce under- and  
136 overplacement of students when a single placement test is used, assessment experts  
137 recommend that placement decisions rely on additional measures of student knowledge,  
138 motivation, and performance (Scott-Clayton, 2012; WestED, 2012)

139  
140 There are a variety of benefits to embracing the use of multiple measures in the  
141 assessment process. One benefit relates to the sheer number of students who are assessed  
142 into developmental courses. A 2010 study of a quarter of a million students at 57  
143 community colleges nationwide reports that 59 percent of students were “referred to  
144 developmental math and 33 percent were referred to developmental English (Bailey,  
145 Jeong, & Cho, 1010 as cited by Scott,-Clayton, 2010, p. 1). Other studies have found that  
146 “half of all undergraduates will take one or more remedial courses” and that “among  
147 those who take any [remedial courses] the average is 2.6 remedial courses” (Clayton,  
148 Crosta, & Belfield, 2012, p.1). The cost of all this remediation has been estimated to be  
149 nearly \$7 billion dollars per year in the United States (Clayton, Crosta, & Belfield, 2012,  
150 p.1). Other costs related to the impact of remediation on the courses students are able to  
151 enroll in are not included in this estimate. Clearly, there is an opportunity cost associated  
152 with the emphasis on remediation. In 2012-13, California, 1,415,595 tests were  
153 administered in 2012-2013(CCCO Datamart). This number represents tests not students.  
154 Chancellor’s Office report on Basic Skills Accountability (November 2012) documents  
155 the percent of credit and noncredit assessment (see Appendix X) in Mathematics,  
156 English, Reading, and ESL. An inspection of the percentage of students that place 1 to 2

157 level below transfer level courses implies is at least 25%. Since such large numbers of  
158 students are assessed into remedial coursework, improvements to the accuracy of  
159 community college placements can significantly improve student success.

160 The purpose of multiple measures is to increase the predictive ability of the assessment  
161 process, so colleges have better determine how well a student is likely to perform in a  
162 particular course or program. Research suggests that using multiple measures can  
163 increase the accuracy of the placement process over a single placement test. Findings  
164 from a recent predictive model study that examined placements and success rates for  
165 42,000 first time entrants to a large urban community college system suggests that the use  
166 of multiple measures when determining student placements “could reduce severe  
167 misplacements by about 15 percent without changing the remediation rate, or could  
168 reduce the remediation rate by 8 to 12 percentage points while maintaining or increasing  
169 success rates in college-level courses” (Scott-Clayton, 2012, p. 38). Scott-Clayton (2012)  
170 also notes that the benefits of using multiple measures rather than relying on assessment  
171 tests alone are particularly strong for English placements because the use of placement  
172 tests alone seems to be more accurate for math placements than for English placements  
173 (p. 37). The study also reported that an estimated 25-33 percent of students who are  
174 incorrectly over or under assessed (p. 37) when additional measures are not included in  
175 the assessment process. Other studies have reported similar problems with assessments.  
176 Clayton, Crosta, & Belfield (2012) note that “roughly one in four test-takers in math and  
177 one in three test-takers in English are severely mis-assigned, with severe under-  
178 placements in remediation much more common than severe over-placements in college-  
179 level coursework.” (p. 4). If 25% of the students in California are misplaced, then  
180 100,000 students are misplaced.

181 Since the inaccuracy of placement tests used in isolation often results in students being  
182 inaccurately placed into remediation when they were prepared for college-level work, it  
183 is also important to consider the benefits of better placements for these students. Clayton,  
184 Crosta, & Belfield note that “prepared students who are assigned to remediation may  
185 garner little or no educational benefit, but incur additional tuition and time costs and may  
186 be discouraged from or delayed in their degree plans. Indeed, several studies using  
187 regression-discontinuity (RD) analysis to compare students just above and just below  
188 remedial test score cutoffs have generally found null to negative impacts of remediation  
189 for these ‘marginal’ students” (p. 2).

190 Another important benefit of using multiple measures in the assessment process relates to  
191 the role improved placement can have on our planning processes. By improving the  
192 accuracy of our placement process, we can collect better data and use that data to impact  
193 everything from scheduling to educational planning. For example, discussions at the  
194 local college about how many courses at each level should be offered.

195 Additionally, the use of multiple measures may help community colleges to tailor the  
196 common assessment instrument currently being developed to meet local needs. Local  
197 community colleges may control the use of validated local multiple measures that local  
198 colleges determine are relevant for student placement in their communities.

199 While the use of multiple measures is supported by the research on community college  
200 placement processes, integrating the use of multiple measures into placement processes is  
201 not without costs. Multiple measures need to be carefully examined and matched to the  
202 needs of particular college communities, so local colleges will have to extend resources  
203 and time to validate their measures. Discipline faculty, counseling faculty and the local  
204 senate need to be sure that selected multiple measures contribute meaningfully to the  
205 assessment process. This means discipline faculty, counseling faculty, and senates need  
206 to spend time evaluating how the use of multiple measures fits into existing assessment  
207 processes and building in periodic review of how well multiple measures are working.

208 Local colleges may also struggle to collect and use some data without help from the  
209 chancellor's office and some data may not be available for all students.

210 Furthermore, there is some question about how locally validated multiple measures will  
211 impact the portability of the common assessment. Since portability of community  
212 college assessment was a major driving force behind the movement toward a common  
213 assessment, it's important to note the potential costs of multiple measures that may or  
214 may not impact portability. Some multiple measures may simply be too difficult or  
215 costly to obtain or may restrict the portability of the common assessment too much.

216 "Moreover, assigning truly unprepared students directly to college-level coursework  
217 implies a different, but no less important set of potential costs. First, there is strong  
218 evidence of peer effects in higher education, meaning that truly unprepared students who  
219 are incorrectly assigned to college-level coursework might not only do worse  
220 academically than they would have otherwise, they might depress the achievement of  
221 their better-prepared peers" (Sacerdote, 2001; Zimmerman, 2003; Winston &  
222 Zimmerman, 2004; Carrell, Fullerton & West, 2009, as cited by Clayton, Crosta, &  
223 Belfield, 2012, p.2).

224

## 225 ***Pros and Cons of Individual Assessment Measures***

226 Below is a table looking at the various multiple measures discussed thus far with regard  
227 to pros and cons using our classification of multiple measures types.

228 NOTE: We should show which of these are the most useful for which applications – Janet Fulks will  
229 follow up.

230 Might be better to have two charts 1) for remedial and 2) one for college level.

231 In the paper reference some of the most important ones and stick the charts into appendix.



Measure	Pros	Cons	Additional notes
<b>Assessment using a standardized test</b>			
<ul style="list-style-type: none"> <li>• English test score</li> <li>• Reading test score</li> <li>• Math test score (or math level)</li> </ul>	Standardized and comparable among students	A single high stakes test which may not reflect all the student's abilities	Requires cut score validation  Accuracy may vary greatly with test  Alignment with curriculum may affect content validity
<ul style="list-style-type: none"> <li>• California Standards Test</li> </ul>	Standardized and comparable among students that have taken the test	A single high stakes test which may not reflect all the student's abilities	LBCC study indicated little correlation with actual outcomes in LBCC courses
<b>Prior high school educational achievement</b>			
<ul style="list-style-type: none"> <li>• High school GPA (self-reported)</li> </ul>	Provides an aggregate measure of student achievement and motivation	May not be reported accurately	May be affected by the regency with which the skills or knowledge were acquired
<ul style="list-style-type: none"> <li>• High school (transcript)</li> </ul>	Provides an aggregate measure of student achievement and motivation	concerns about high school GPA inflation	LBCC reported high correlation with course outcomes.  May be affected by the regency with which the skills or knowledge were acquired
<ul style="list-style-type: none"> <li>• Highest level of math, English or ESL</li> </ul>	Provides discipline specific	Concerns about high school GPA inflation	May be affected by the regency with which the skills or

Measure	Pros	Cons	Additional notes
	information about motivation and achievement		knowledge were acquired
<ul style="list-style-type: none"> <li>• Advancement Placement course work AP or International Baccalaureate coursework in HS</li> </ul>	Provides discipline specific information about motivation and achievement	Concerns about high school GPA inflation	May be affected by the regency with which the skills or knowledge were acquired
<b>Demographics and socioeconomic status</b>			
<ul style="list-style-type: none"> <li>• Age</li> </ul>			Data is inconsistent here at time showing better success in younger age groups and other times in older students
<ul style="list-style-type: none"> <li>• Units planned</li> </ul>	Evidence suggests that Full-time status results in better success	Evidence suggests that Part-time status results in poorer success	
<ul style="list-style-type: none"> <li>• No. of hours employed</li> </ul>	Directly relates to student effort in CCSSE	Must be self-reported - accuracy	What are the direct correlations? How many hours cause an affect
<ul style="list-style-type: none"> <li>• First Generation status (highest level of parental education)</li> </ul>	Provides insight into student support needs	Does not directly relate to skills and knowledge	Currently not objectively measurable other than status (parent highest 8 <sup>th</sup> grade, 10 grade, HS, college). Need data to determine whether impact is

Measure	Pros	Cons	Additional notes
			consistent
<ul style="list-style-type: none"> <li>Socioeconomic status (PELL grant or BOG recipient)</li> </ul>	Provides insight into student support needs	Does not directly relate to skills and knowledge	Complex variable influenced by work hours and family responsibilities
<ul style="list-style-type: none"> <li>Parenthood or direct family responsibilities</li> </ul>	Provides insight into student support needs	Must be self-reported - accuracy	What are the direct correlations? How many hours cause an affect
<p>Understanding motivational and maturity factors of students CCRC paper: “demographic variables such as gender, age, race, or ethnicity, which may have predictive value but would be unethical to consider in placement decisions” There is fear that these socioeconomic factors may result in unethical placement (bias) on the other hand these factors provide excellent prognostic data concerning the student service needs that then result in greater success.</p>			
<b>Prior college record</b>			
<ul style="list-style-type: none"> <li>Full-time vs. Part-time status</li> </ul>	CCSSE reports greater success among Full-time students regardless of other factors		Complex variable influenced by work hours and family responsibilities
<ul style="list-style-type: none"> <li>Last college coursework or completion of a degree</li> </ul>	Provides equivalent academic comparison	Time since last course is important. Alignment of course content to target course is important	Time elapsed (regency) influences later success also degrees and coursework may not provide content validity for later success
<ul style="list-style-type: none"> <li>Highest level of courses</li> </ul>	Provides background in academic rigor	Time since last course is important.	Time elapsed influences later success

Measure	Pros	Cons	Additional notes
<ul style="list-style-type: none"> <li>Degrees or certifications</li> </ul>	Completion of a series of study provides an aggregate measure of the students ability to complete academic goals in the same way a HS diploma provides information relevant to attendance and overall life success	Not all degrees and certificates provide the same level of information	Some military training or proprietary schools have a lower degree of rigor or focus on skills without background
<b>Affective measures</b>			
<ul style="list-style-type: none"> <li>Motivation (self-reported)</li> </ul>	Provides students own assessment of motivation level	Self-reported information is very subjective	Level of honesty may vary and motivation may vary based on circumstances
<ul style="list-style-type: none"> <li>Declaration of a major</li> </ul>	Research indicates this correlates with success	Declaration of a major is only helpful if it is a committed declaration	There are accuracy problems in the selection, recording and changing of a major
<b>Other measurable factors that contribute to academic success</b>			
<ul style="list-style-type: none"> <li>orientation</li> </ul>	Correlated with success	Depends upon rigor, content and engagement during orientation	Many different qualities of orientation methods found; difference between online and F2F

Measure	Pros	Cons	Additional notes
<ul style="list-style-type: none"> <li>computer skills</li> </ul>	Predictor of successor	Digital gap measurement	
<ul style="list-style-type: none"> <li>student education plan</li> </ul>	Correlated with success	Depends upon rigor, content and alignment with student goals	SEP vary widely with regards to quality and investment
<ul style="list-style-type: none"> <li>Employment history</li> </ul>	Direct knowledge and skills correlation results in great success	There may be an alignment of employment and course expectations which do not result in success	May contribute to maturity

233

#### 234 **Relationship Between Prerequisites and Assessment for Placement**

235 One way in which multiple measures assessment may be used is to establish a  
 236 prerequisite. As a condition of enrollment, a prerequisite is intended to specifically  
 237 identify the skills or body of knowledge a student must have in order to be successful in  
 238 the target course, and Title 5 indicates that colleges must use assessment tests with  
 239 additional measures to indicate the student’s mastery of those skills/abilities. In some  
 240 cases it may be more appropriate to use an assessment test and additional measures  
 241 together to establish an advisory, which is merely recommended, rather than actually  
 242 limiting enrollment via prerequisite. This decision is left to the discretion of discipline  
 243 faculty.

244 Although prerequisites have long been a useful tool with which faculty can increase the  
 245 likelihood of student success in their courses, recent events have brought a renewed sense  
 246 of importance and interest in their use. Notably, the final recommendations from the  
 247 Student Success Task Force include Recommendation 3.3, incentivizing students to  
 248 “begin addressing basic skills deficiencies in the first year.” Data support the fact that  
 249 students who take their remedial courses in the first term are more successful in ALL  
 250 subsequent courses. (need citation – JF has data from her college)

251 One way to accomplish this is to implement appropriate prerequisites in math, English  
 252 and reading. This has prompted faculty to reexamine their local student demographics

253 and curriculum with the goal of using prerequisites implementation to increase their local  
254 student success via early basic skills remediation.

255 The second recent event prompting renewed attention to prerequisites was adoption of  
256 revised Title 5 regulations regarding prerequisites, (Title 5 §55003), by the Board of  
257 Governors in March 2011. From a multiple measures standpoint, one of the most  
258 significant revisions was the clarification that the requirement for the use of multiple  
259 measures is not satisfied by simply using two highly-correlated assessment instruments  
260 (Title 5 §55003(k)). That is, although we may use two assessment tests to determine  
261 placement/readiness, the two tests may not both be measuring essentially the same (i.e.  
262 highly correlated) knowledge, skills, and abilities. The currently accepted standard for  
263 “highly correlated” is a correlation of 0.75 or higher.

#### 264 **Making Placement Decisions With Multiple Measures**

265 Perhaps it goes without saying that measures should be scrutinized and adopted based on  
266 available data rather than ease and portability alone. One way to address this issue is to  
267 have each college create a process to validate all measures (including testing). However,  
268 it seems unlikely that every college will be readily able to provide logistical regression  
269 models for their own student population. This suggests that, to some extent a statewide  
270 examination of these individual measures and their reliability should be conducted and made  
271 accessible to individual colleges. However, recognition of the unique curriculum  
272 alignment factors and local populations places a heavy responsibility on the local colleges  
273 to review the data and use it appropriately.

274 Faculty will need to consider how to best use available, validated data. Research  
275 indicates that the factors should be weighted based upon the measurability and reliability  
276 to predict success, and it is important to appropriately weight objective skills differently  
277 from self-reported motivation (Need citation – Sorrows paper?). In addition, curriculum  
278 faculty must be actively involved in discussions to help validate the alignment of the  
279 methods to the requirements of the coursework as well as the curriculum content  
280 (WestEd, 2012). Decisions should be informed by contextual information and checked  
281 with factual outcomes of the placement decisions (data indicating what students were  
282 placed in what courses by what measures and what rates of success. This is often referred  
283 to as content validity.

284 Some other states are developing ways to provide validated data to local community  
285 colleges while building in some consistency in how multiple measures are weighted.  
286 Faculty should have access to validated data. It is important that content discipline faculty  
287 do not give up the opportunity to have conversations and allow the local researcher to make  
288 decisions “A number of New Jersey’s community colleges have begun utilizing “decision  
289 zones”—a range of scores below the state-agreed-upon cutoff scores within which  
290 colleges can use additional measures to determine placement. An example of weighted

291 multiple measures are currently being worked out in New Jersey. “The state will track  
292 outcomes for the different measures and use their findings to further inform statewide  
293 policy improvements. Additionally, the New Jersey Department of Education plans to  
294 match high school graduation and college readiness standards. Under this system,  
295 students who meet proficiency levels on the state high school exit exam, SAT, ACT, or  
296 newly developed end-of course assessments will be permitted to enroll directly in college  
297 coursework.” (CCRC RESEARCH OVERVIEW, 2013, p. 5).

298 Locally, colleges (in consultation with their senates) should have a documented process  
299 that involves discipline-specific faculty and student affairs areas. Discussions should  
300 include at a minimum, content of courses, level of rigor, college-level skill requirements  
301 (such as writing, research, expectations, hours of work outside of class, etc). The process  
302 should include built-in mechanisms to collect data relevant to the placement and success.  
303 This work usually requires the involvement of a researcher that is “on-the-ground” and  
304 part of the discussions versus one located in a distant office.

305

#### 306 **Multiple Measures in Conjunction With a Common Assessment Test**

307 It is an important value of the Board of Governor’s BOG that placement results are  
308 portable among the colleges. This can be accomplished to some extent with common  
309 assessment and individualized cut scores, but the requirement to integrate this with  
310 multiple measures is a challenge. The goal of this paper and the ongoing research is to  
311 describe a multiple measures approach that is both portable and accurate.

312 If differing multiple measures assessment processes are used among the California  
313 Community Colleges, this might affect ease of student movement within CCC/UC/CSU  
314 systems. There may be ways to equate placement (using CB 21 or other outcomes), and  
315 these should be further explored to ensure that students that move within the system are  
316 not constantly tested and placed differently by different institutions. (This is particularly  
317 relevant due to the number of students taking online courses).

#### 318 **The role of Academic Senates, discipline faculty, and counseling faculty in policy** 319 **and procedure development.**

320 Whereas the regulatory framework of Title 5 provides colleges and districts with  
321 information about what has to be done (and not done) with respect to multiple measures  
322 assessment, it does not tell colleges and districts what measures to use or how to interpret  
323 measures individually or when aggregated. The professional judgment of discipline  
324 faculty and counselors is required to fashion a multiple measures assessment process that  
325 maximizes students’ likelihood of success in the courses in which they are placed.

326 Academic senates, which have responsibility for making recommendations about the  
327 academic and professional matter of “standards or policies regarding student preparation  
328 and success,” play an important role facilitating and developing recommendations about  
329 multiple measures assessment. The purpose of this section is to provide context and  
330 structure for academic senate leaders, discipline faculty, and counselors as they develop  
331 local multiple measures policies and procedures.

332 Unanswered questions.....What does EXEC expect to see in this section

333

334

### 335 **Recommendations for Local Senates**

336 • Ensure that assessment procedures and how placement decisions are made are  
337 clearly communicated to students. Students should be informed about the entire  
338 set of multiple measures that are being used to assess their level of knowledge and  
339 skill and how those multiple measures will be analyzed.

340

341 • Ensure that multiple measures are applied consistently for all students.

342

343

344 • Collect multiple measures before students complete assessment tests or as part of  
345 the assessment test process so that multiple measures are being applied to all  
346 students who are assessed, not just those who “appeal” their assessments.

347

348 • Use measures that have a high degree of predictive validity. This may require  
349 longitudinal analysis of the predictive value of specific measures within service  
350 areas. Some communities may find relatively high predictive validity for high  
351 school math grades whereas in other communities that measure may be less  
352 useful.

353

354 • Involve discussions by the whole local senates and discipline faculty at each  
355 college.

356 • Create a local selection of validated measures policy and data.

357

358 • Include periodic review of multiple measures assessment policies

359

360 • Provide discipline faculty and counselors with information on multiple measures  
361 and the role that multiple measures can play in accurate placement.

362



- 363       • Avoid processes that make it seem like counseling is overriding assessment  
364       results.  
365  
366       • Make weighting of multiple measures transparent and research based.

367

368   **References**

369

370   CCRC RESEARCH OVERVIEW Designing Meaningful Developmental Reform

371   February 2013

372   [http://ccrc.tc.columbia.edu/media/k2/attachments/designing-meaningful-developmental-](http://ccrc.tc.columbia.edu/media/k2/attachments/designing-meaningful-developmental-reform-research-overview.pdf)  
373   [reform-research-overview.pdf](http://ccrc.tc.columbia.edu/media/k2/attachments/designing-meaningful-developmental-reform-research-overview.pdf))

374

375   A Framework for Evaluating the Technical Quality of Multiple Measures Used in

376   California Community College Placement Rachel Lagunoff, Hillary Michaels,

377   Patricia Morris, and Pamela Yeagley at WESTEd

378   [http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/Assessment/CCCCOMulti-](http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/Assessment/CCCCOMultipleMeasuresFramework2012.pdf)  
379   [pleMeasuresFramework2012.pdf](http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/Assessment/CCCCOMultipleMeasuresFramework2012.pdf)

380   Predicting Success in College: The Importance of Placement Tests and High

381   School Transcripts (February 2012) Belfield and Crosta

382

383   [http://ccrc.tc.columbia.edu/media/k2/attachments/predicting-success-placement-](http://ccrc.tc.columbia.edu/media/k2/attachments/predicting-success-placement-tests-transcripts.pdf)  
384   [tests-transcripts.pdf](http://ccrc.tc.columbia.edu/media/k2/attachments/predicting-success-placement-tests-transcripts.pdf)

385

386   Designing Meaningful Developmental Reform

387   [http://ccrc.tc.columbia.edu/media/k2/attachments/designing-meaningful-](http://ccrc.tc.columbia.edu/media/k2/attachments/designing-meaningful-developmental-reform-research-overview.pdf)

388   [developmental-reform-research-overview.pdf](http://ccrc.tc.columbia.edu/media/k2/attachments/designing-meaningful-developmental-reform-research-overview.pdf)

389   *(This is a good article on the problems with reform in developmental education*  
390   *particularly with reference to placement. The brief shows a large placement error*  
391   *rate produced by using standardized tests by themselves (30% in English and*  
392   *25%% in Math). That error is reduced (in half) by adding HS grades)*

393 Do High-Stakes Placement Exams Predict College Success? By: **Judith Scott-**  
394 **Clayton**

395 [http://ccrc.tc.columbia.edu/publications/high-stakes-placement-exams-](http://ccrc.tc.columbia.edu/publications/high-stakes-placement-exams-predict.html)  
396 [predict.html](http://ccrc.tc.columbia.edu/publications/high-stakes-placement-exams-predict.html)

397 Improving the Targeting of Treatment: Evidence from College Remediation  
398 Clayton. Crosta. Belfield Oct 2012 National Bureau of Economic Research  
399 (*Discusses the cost of misplacement on a National Scale.*)  
400 [www.aeaweb.org/aea/2013conference/program/retrieve.php?pdfid=106](http://www.aeaweb.org/aea/2013conference/program/retrieve.php?pdfid=106)

401

402 Why Traditional Placement Testing Is Being Replaced by Multiple Measures By  
403 *Brad Bostian* Leadership Extract League of Innovation December 2012, Volume 25,  
404 Number 12

405 [http://league.org/blog/post.cfm/why-traditional-placement-testing-is-being-](http://league.org/blog/post.cfm/why-traditional-placement-testing-is-being-replaced-by-multiple-measures)  
406 [replaced-by-multiple-measures](http://league.org/blog/post.cfm/why-traditional-placement-testing-is-being-replaced-by-multiple-measures)

407 Multiple Measures Placement – Improving Placement Accuracy with  
408 ACCUPLACER and Background Information (College Board) *The company*  
409 *solution to their inaccuracy*

410 [http://professionals.collegeboard.com/profdownload/improving-placement-](http://professionals.collegeboard.com/profdownload/improving-placement-accuracy-with-accuplacer-and-background-information.pdf)  
411 [accuracy-with-accuplacer-and-background-information.pdf](http://professionals.collegeboard.com/profdownload/improving-placement-accuracy-with-accuplacer-and-background-information.pdf)

412 Meaningful Access and Support (August 2013) Martha E. Casazza and Sharon  
413 L. Silverman

414

415 [http://www.cladea.net/white\\_paper\\_meaningful\\_access.pdf](http://www.cladea.net/white_paper_meaningful_access.pdf)

416 “This paper is a call to action for U.S. colleges and universities and higher  
417 education policymakers to provide meaningful access and academic support for  
418 all students. Meaningful access and academic support are imperative to increase  
419 graduation rates, develop an educated workforce, strengthen the economy, and  
420 compete globally.”

421

422 NADE resolution on Placement Testing Dec 2010 – A Standing and revised resolution

423 [http://www.nade.net/site/documents/publications/Resolutions/New/Resolution%20%20](http://www.nade.net/site/documents/publications/Resolutions/New/Resolution%20%20Mandatory%20Testing%20and%20Placement%20Final%202.2.11.pdf)  
424 [Mandatory%20Testing%20and%20Placement%20Final%202.2.11.pdf](http://www.nade.net/site/documents/publications/Resolutions/New/Resolution%20%20Mandatory%20Testing%20and%20Placement%20Final%202.2.11.pdf)

425 [Basic Skills Accountability \(CCCCO.Nov 2012\)](#)

426 | <http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/Basic%20Skills/2012>  
427 | [/REPORT\\_BASICSKILLS\\_FINAL\\_110112.pdf](http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/Basic%20Skills/2012)

428 | Research and Practice Group (RP) Perspectives, March 2012, p 3-4)

429 |

430 | CCCAssess: Centralizing Student Assessment in the California Community Colleges,  
431 | CCCCCO, 2011

432 |

433  
434 Appendix  
435 Basic Skills Accountability (CCCCO, Nov 2012)

436 **Table C1**  
437 **Percentage of Credit and Noncredit Assessments**  
438 **in Mathematics Levels (Fall 2010)**

439  
440  
441 **Assessed at:**  
442 **Transfer Level 14.6%**  
443 **1 Level Below Transfer 20.6%**  
444 **2 Levels Below Transfer 24.2%**  
445 **3 Levels Below Transfer 20.1%**  
446 **4 Levels Below Transfer 18.7%**  
447 **5 Levels Below Transfer 1.9%**  
448 **6 Levels Below Transfer 0.0%**

449 **Table C2**  
450 **Percentage of Credit and Noncredit Assessments**  
451 **in English Writing Levels (Fall 2010)**

452  
453  
454 **Assessed at:**  
455 **Transfer Level 28.4%**  
456 **1 Level Below Transfer 35.1%**  
457 **2 Levels Below Transfer 20.3%**  
458 **3 Levels Below Transfer 13.8%**  
459 **4 Levels Below Transfer 1.7%**  
460 **5 Levels Below Transfer 0.6%**  
461 **6 Levels Below Transfer 0.0%**  
462 **7 Levels Below Transfer 0.0%**

463 18 | California Community Colleges Chancellor's Office

464 **Table C3**  
465 **Percentage of Credit and Noncredit Assessments**  
466 **in English Reading Levels (Fall 2010)**

467  
468  
469  
470  
471 **Assessed at:**  
472 **Transfer Level 37.8%**  
473 **1 Level Below Transfer 28.1%**  
474 **2 Levels Below Transfer 19.6%**  
475 **3 Levels Below Transfer 11.1%**  
476 **4 Levels Below Transfer 2.6%**  
477 **5 Levels Below Transfer 0.8%**

478 **Table C4**  
479 **Percentage of Credit and Noncredit Assessments**  
480 **in ESL Writing Levels (Fall 2010)**

481  
482  
483 **Assessed at:**  
484 **Transfer Level 5.2%**  
485 **1 Level Below Transfer 14.5%**  
486 **2 Levels Below Transfer 18.6%**  
487 **3 Levels Below Transfer 21.7%**  
488 **4 Levels Below Transfer 17.0%**  
489 **5 Levels Below Transfer 14.1%**  
490 **6 Levels Below Transfer 8.8%**  
491 **Basic Skills Accountability 2 0 1 2 | 19**

492  
493 **Table C5**  
494 **Percentage of Credit and Noncredit Assessments**  
495 **in ESL Reading Levels (Fall 2010)**

496  
497  
498 **Assessed at:**  
499 **Transfer Level 7.6%**  
500 **1 Level Below Transfer 19.0%**  
501 **2 Levels Below Transfer 14.9%**  
502 **3 Levels Below Transfer 20.8%**  
503 **4 Levels Below Transfer 14.5%**  
504 **5 Levels Below Transfer 13.5%**  
505 **6 Levels Below Transfer 9.7%**

506 **Table C6**  
507 **Percentage of Credit and Noncredit Assessments**  
508 **in Integrated ESL Levels (Fall 2010)**

509  
510  
511  
512  
513 **Assessed at:**  
514 **Transfer Level 3.6%**  
515 **1 Level Below Transfer 11.4%**  
516 **2 Levels Below Transfer 13.0%**  
517 **3 Levels Below Transfer 15.4%**  
518 **4 Levels Below Transfer 13.3%**  
519 **5 Levels Below Transfer 14.5%**  
520 **6 Levels Below Transfer 11.1%**  
521 **7 Levels Below Transfer 9.9%**  
522 **8 Levels Below Transfer 7.9%**  
523





## Executive Committee Agenda Item

SUBJECT: Discipline List Handbook		Month: January 2014	
		Item No: V. C	
		Attachment: Yes	
CATEGORY:	First Reading	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Michelle Grimes-Hillman	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

**DESIRED OUTCOME:**

The Executive Committee will consider for approval the proposed Discipline List Handbook and provide feedback.

**BACKGROUND:**

*(Please include the following components: issue, implication, analysis, relevant ASCCC positions/resolutions/policies, or any other useful data or information.)* At its October meeting, the Executive Committee approved the paper outline for the Disciplines List Handbook prepared by the Standards and Practices Committee. The Standards and Practice Committee pulled together information from current Senate publications and Disciplines List process into one document as called upon by resolution 10.07 S13 (see resolves below).

Resolved, That the Academic Senate for California Community Colleges consolidate the information in the three Disciplines List Process documents, and pertinent information from the paper, Disciplines List Review Process (Academic Senate Standards and Practices Committee, 2004) to create a Disciplines List Process Faculty Handbook to ensure all pertinent information to the process is consistent, housed in one place, and can be used by both faculty at large and the Standards, Equity, Access, and Practice Committee to ensure clarity and effectiveness of the process; and

Resolved, That the Academic Senate for California Community Colleges work to perfect the Disciplines List Process so that it is more inclusive and thorough to ensure that recommendations to the Board of Governors are based on the perspective of a broad group of faculty and not the voices of a few.

Within this document, the S&P Committee also makes specific recommendations to improve the process as noted in red. The Executive Committee will discuss the Handbook and provide feedback to the Committee.

---

<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





## Disciplines List Handbook

### Purpose

In spring of 2013, the delegates passed resolution 10.07 requesting that the Academic Senate for California Community Colleges (ASCCC) consolidate information related to the Disciplines List Process to ensure that all pertinent information to the process is consistent, housed in one place, and can be used by both faculty at large and the Standards and Practice Committee (S&P). In response to this resolution and to the need to ensure that the process is clear and effectiveness, the S&P Committee prepared this handbook to provide faculty members with a guide to the disciplines review process.

### Background

The California Community Colleges System replaced its former credentialing system with a system of Minimum Qualifications in 1990. The document listing the minimum qualifications (*Minimum Qualifications for Faculty and Administrators in California Community Colleges*) is commonly called the Disciplines List. Discipline faculty members recommend changes or additions to the list, and the Academic Senate facilitates hearings and voting on the changes. Once the process has been completed, the Academic Senate consults with the Chancellor's Office on the changes and additions, and a recommendation is forwarded to the Consultation Council and the Board of Governors for adoption.

In the late 80s, the Academic Senate developed a process for determining the initial minimum qualifications for faculty to teach at a California community college. Since that time, the ASCCC developed and continuously refines the review process to determine the disciplines. Currently, every two years, the ASCCC conducts a process to determine what changes, if any, are needed to bring the Disciplines Lists up to date. Local academic senates, colleges and districts, students, other interested parties, and Chancellor's Office staff are solicited for recommendations to change the Disciplines Lists.

Recently, delegates raised concern regarding the Discipline List Revision process and passed the following resolution:

#### 10.07 S13 Improvements to the Disciplines List Process

Whereas, The Academic Senate for California Community Colleges reviews the Disciplines List in the Minimum Qualifications for Faculty and Administrators in California Community Colleges every two years to recommend additions and changes to the Board of Governors;

Whereas, During every two-year cycle the Academic Senate evaluates the process used to revise the disciplines list and makes modifications as necessary (e.g., recommending a new category requiring a "Specific Bachelor's degree or Associate Degree List" during the last review);

Whereas, Transparency, awareness, participation, and a thorough understanding of the Disciplines List review process is difficult since the process only occurs every two years; and

Whereas, While the current Discipline List Revision Process provides directions and timelines to the field, there is limited information about the entire process including the roles and responsibilities of Senate committees and how the Executive Committee makes determinations;

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Resolved, That the Academic Senate for California Community Colleges consolidate the information in the three Disciplines List Process documents, and pertinent information from the paper, *Disciplines List Review Process* (Academic Senate Standards and Practices Committee, 2004) to create a *Disciplines List Process Faculty Handbook* to ensure all pertinent information to the process is consistent, housed in one place, and can be used by both faculty at large and the Standards, Equity, Access, and Practice Committee to ensure clarity and effectiveness of the process; and

Resolved, That the Academic Senate for California Community Colleges work to perfect the *Disciplines List Process* so that it is more inclusive and thorough to ensure that recommendations to the Board of Governors are based on the perspective of a broad group of faculty and not the voices of a few.

### Process

#### *History*<sup>1</sup>

Below is a chronological listing of the development of the *Disciplines List*:

- The complete disciplines list was designed to replace the system of credentials that was in force until June 30, 1990.
- The relevant sections of Education Code were adopted by the Legislature in September 1988 as part of AB 1725, the community college reform bill.
- Significant amendments were made by AB 2155 and SB 1590 (1989), SB 2298 (1990), and SB 343 (1993). Faculty internship programs were authorized by SB 9 (1991).
- The *Disciplines List* was adopted in July 1989 and has been revised 11 times (1990, 1991, 1993, 1996, 1999, 2002, 2005, 2007, 2009, 2011, and 2013)<sup>2</sup>.
- Separate from the *Disciplines List*, Title 5 regulations specify minimum qualifications for certain other faculty members, including health service professionals, non-credit instructors, apprenticeship instructors, DSPS personnel, EOPS personnel, learning assistance and tutoring coordinators, and work experience coordinators.

Prior to 1989, the California Community College Board of Governors delegated the *Disciplines List* Revision process to the Academic Senate and adopted the following Title 5 language.

Title 5 87357 (a) [Minimum Qualifications for Faculty]

In establishing and maintaining minimum qualifications pursuant to Section 87356, the board of governors shall do all of the following:

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<sup>1</sup> The full history of the *Disciplines List* Revision process is provided in the ASCCC adopted 2004 publication *Discipline List Review Process* found on the Senate's website at <http://asccc.org/sites/default/files/DisciplinesListReview2004.pdf>

<sup>2</sup> Archived editions of the *Disciplines List* are available on the ASCCC website at <http://asccc.org/disciplines-list-archives>.

## Disciplines List Handbook

(1) With regard to minimum qualifications for faculty, consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate, and with regard to minimum qualifications for instructional or student service administrators, consult with, and rely primarily on the advice and judgment of, an appropriate statewide organization of administrators. In either case, the board of governors shall provide a reasonable opportunity for comment by other statewide representative groups.

(2) The board of governors shall establish a process to review at least every three years the continued appropriateness of the minimum qualifications, and the adequacy of the means by which they are administered. The process shall provide for the appointment of a representative group of community college faculty, administrators, students, and trustees to conduct or otherwise assist in the review, including particularly, representatives of academic senates, collective bargaining organizations, and statewide faculty associations. In addition, the group shall be broadly representative of academic and vocational programs in the curriculum from both urban and rural districts, and representative of ethnic minority communities.

(b) The board-of governors, relying primarily upon the advice and judgment of the statewide Academic Senate, shall prescribe by regulation a working definition of the term “discipline” and shall prepare and maintain a list of disciplines that are “reasonably related” to one another, as that phrase is used in the minimum qualifications. The initial list shall be distributed to the community college districts by July 1, 1989, for their use in applying the minimum qualifications for hire.

In formulating advice and recommendations to the board of governors regarding the definition of the term “discipline,” the statewide Academic Senate shall consult with appropriate statewide organizations representing administrators and faculty collective bargaining agents. The statewide Academic Senate shall incorporate the advice of those groups into its recommendations to the board of governors, particularly as it relates to the practical ramifications of any proposed definition of the term “discipline” on issues of reassignment, transfer, and reduction in force.

The board of governors, relying primarily upon the advice and judgment of the statewide Academic Senate, shall prepare and maintain a list of disciplines in which the master’s degree is not generally expected or available. The initial list shall be distributed to the community college districts by July 1, 1989, for their use in applying the minimum qualifications for hire.

### *Disciplines List Timeline, Forms, and Questions*

In February, every year, the Senate will distribute the Disciplines List Process to the field. A packet of information about the process including procedure and timeline are sent to a wide variety of

## Disciplines List Handbook

constituents including local senate presidents, college presidents, chief instructional officers, curriculum chairs, personnel officers, and discipline professional organizations informing them of the opportunity to propose a change to the Disciplines List. At this point, local senates and disciplines groups may begin submitting proposal.

**Local Senate proposal:** Any faculty member may initiate a proposal to change the Disciplines List. The local senate must approve and forward any such proposal, which is demonstrated by the signature of the local senate president to acknowledge local senate support.

**Recognized Discipline or professional organization:** Any member of a statewide organization that represents a discipline or profession may initiate a proposal to change the Disciplines List. The members of the organization should discuss proposals. The governing body of the organization must approve the recommendation. The organization's president must sign the Disciplines List Change Proposal Form and submit through a local senate for discussion and consideration.

Beginning in March, the Discipline Process and any proposed changes are discussed at the state level including discussions at Area meetings, plenary breakout sessions, and reinforced by *Rostrum* articles or other communications.

### *Proposals*

Any Disciplines List proposal must be submitted on the appropriate form (see Appendix). As noted on the form, the proposal must have the following evidence. This evidence is essential because it provides the S&P Committee, the Executive Committee, and the delegates with the rationale about why the change is need as well as inform the field that the research has been completed to ensure that the change is necessary.

#### Required evidence

- Statement of support from professional organization
- Titles of degrees from CSU/UC
- Geographical information (state representative)
- Discipline seconder from another district
- Advantages for or challenges with the proposal
- Impact across the state

### *Submission*

Once a proposal is received by the Senate Office, it is reviewed to ensure that all the information is complete and includes the revision, contact information, appropriate signature and rationale. The Senate Office will also check to ensure that the proposal has not previously been considered and rejected by the delegates at a plenary session or, if it has, it is supported by a new rationale. The proposal is then sent to the Standards and Practice Committee (S&P) Chair to review the Senate Office information and to ensure that the proposal does not exceed the scope of the Disciplines List review process as well as to verify that the proposal is not being submitted to deal with a district-specific

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problem that does not apply broadly. If there are any concerns with the proposal, the S&P Chair, working with the S&P Committee, will immediately follow up with the individual.

A proposal must be presented to the field and heard twice by delegates during a hearing at a plenary session.

### Roles and Responsibilities

#### *Author*

In an effort to ensure that the proposal process is smooth and efficient, the author of the proposal should ensure that the proposal is clear and complete. A complete proposal will provide all the information requested on the form including any existing language for revisions to the Discipline List or new language for adding a discipline to the Disciplines List. The evidence provided should provide for the need for the change, degrees offered by CSU/UC or other universities, and any other criteria needed to provide background to those who may or may not be familiar with the issue. The author should also respond immediately (within 72 hours) to any requests for information from the S&P chair or committee member. This is extremely important because if questions or requests for information are not provided in a timely manner, the proposal will not be put forward to a hearing. Finally, the author must be present (or send an informed designee) to both hearings where the proposal is presented.

#### *S&P Chair*

The S&P Committee Chair should have a clear understanding of the Disciplines List Revision Process, as his/her job is to ensure that the process is efficient and the proposals are logical. Specific responsibilities include:

- Work with Senate Staff to begin the process
- Oversee the process
- Initiate the review of all proposals
- Contact the author for clarity
- Educate the Executive Committee
- Facilitate the S&P Committee work
- Draft *Rostrum* articles
- Prepare the Executive Committee agenda item for the Disciplines List Revision process and proposals for discussion/action during each meeting. This item will include summary report and resolutions when appropriate.

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### *Senate Staff*

- Work with the S&P Committee Chair to prepare correspondence
- Send communication to CEO, CIOs, Curriculum chairs, local senate presidents, professional organizations, and human resources offices
- Provide clear expectations via timelines developed by the S&P Committee
- Advertise in the *Rostrum*, on website, and via listservs (senate president, curriculum chairs, as well as C-ID discipline and Chancellor's Office listservs)
- Work with S&P Committee Chair to prepare digest for the Consultation Council and agenda item for the Board of Governors
- Work with S&P Committee Chair to updated the MQ document
- Work with the Chancellor's Office staff to ensure that the final MQ document is published and available online

### *Standards and Practices Committee*

One of the major responsibilities of the S&P Committee is to oversee the Disciplines List Revision process. Specifically related to this process, the Committee will:

- Receive, review, and work with author to clarify proposals
- Prepare proposal summary report for dissemination to field
- Facilitate hearings
- Collect input and hearing information
- Summarize proposal and prepare report for the Executive Committee and field

In addition, the S&P Committee is responsible for understanding the Discipline List Revision Process and educating the field, local senates, delegates, and the Executive Committee regarding the process and procedures for revising the Discipline's List. This training includes but is not limited to webinars, breakouts at plenary sessions and other events (Leadership, Curriculum, etc.), regional events, or technical faculty visits.

### *Executive Committee*

The Executive Committee is responsible for making the final recommendation to the delegate for whether or not to send the Disciplines List Revision forward. Hence, it is their responsibility to understand the process, procedures, and expectations. This may require that each meeting during the Disciplines List Review, the S&P Committee Chair will provide Executive Committee members each meeting with training about the process and information about specific proposals. Since many of the Executive Committee members may not have experience with specific disciplines, their task is not to approve the revision to the Disciplines List but instead to confirm that the process for revising the discipline has been followed. Once they have confirmed that the process has been followed, they will approve sending a resolution forward to the body for discussion and adoption on whether or not to

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send the revision forward to the Board of Governors for consideration. If an Executive Committee member does have experience in the discipline, he or she should work with his/her college and/or discipline group to inform the discussion. This is important to reduce the confusion about the role of the Executive Committee, particularly since the Executive Committee is not approving the revision but instead only sending the proposal to the body for discussion and debate.

During Disciplines List Hearings, the role of the Executive Committee is to help inform the delegates about the disciplines list process and not to support or reject proposals. Thus, Executive Committee members should only attend meetings for this purpose, as well as to listen to the discussions about the proposal to inform their participation during the resolution conversation. If they are an expert in a certain discipline, they should avoid speaking during the hearing to reduce the confusion. Instead, they should be a conduit for informing others in their discipline area about the proposal, the hearing and any other venue.

### Question and Answers<sup>3</sup> [need to update the following examples]

The following examples provide reasons and conditions that may establish a need for change to the Disciplines List. The intent of these comments is to provide direction for preparing or reviewing a proposal to change the minimum qualifications for a discipline.

#### *Proposals to Update Language to Reflect New Terminology*

**Condition:** A degree is no longer awarded under the exact name used in the disciplines list. For example, for many universities, what previously was called *Speech* is now called *Speech Communication*.

**Comment:** These types of changes are straightforward proposals. As a matter of bookkeeping, there would likely be little debate and delegates at a plenary session of the Academic Senate would approve forwarding the recommendation to the Board of Governors.

#### *Proposals to Create a New Discipline*

**Condition:** A completely new field has developed that truly is not covered in any existing discipline. For example, *multimedia* (non-master's list) was added in 1999 when it was established as a discipline.

**Comment:** The proposal would need to demonstrate that the proposed discipline requires its own status and does not belong under an existing discipline. For disciplines on the master's list, a master's degree in that discipline would need to be available from at least one public university in the state.

**Condition:** An area within an existing discipline has evolved such that it should have its own status as a separate discipline. For example, in the 2002 review the argument was made and accepted that *Sign Language/English interpreting* should be separated from *Sign Language*. They now are separate disciplines (on the non-master's list).

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<sup>3</sup> Many of the following questions and answers were included in the original ASCCC adopted 2004 publication *Disciplines List Revision Process*.

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**Comment:** The proposal will need to demonstrate that the newly proposed discipline is indeed distinct from the discipline in which it is presently included.

**Condition:** Two disciplines were originally considered so closely related that their minimum qualifications are identical. There is a contention that each should have its own status as a stand-alone discipline because the educational preparation for one may not in fact satisfy the requirements for the other. For example, physics and astronomy are listed as combined on the master's list: *Physics/Astronomy*. In the 2002 review, an argument was put forth that although those with a master's in astronomy must complete enough coursework in physics to have minimum qualifications in both disciplines, those with a Master's in Physics may not have had any coursework in astronomy and therefore may not have adequate preparation to teach astronomy. Thus, a proposal to separate astronomy from physics makes sense.

**Comment:** The proposal will need to demonstrate that the two disciplines do indeed require different minimum qualifications.

### *Proposals to Make an Existing Discipline's Minimum Qualifications MORE Restrictive*

**Condition:** To reconsider the appropriateness of a discipline's current minimum qualifications, specifically to make them MORE restrictive. For example, it has been argued that one who possesses a Master's in Creative Writing (usually a Master's in Fine Arts) should not be considered minimally qualified to teach all English courses.

**Comment:** Support for this type of proposal needs to be substantial and well documented. Essentially, this type of proposal argues that the original minimum qualifications are inadequate and that they need to be adjusted. Such action will result in decreasing the number of faculty considered qualified to teach in that discipline. The proposal should focus on making the actual case, rather than assuming that more restrictive minimum qualifications will necessarily improve the quality of teaching within the discipline.

### *Proposals to Make a Currently Existing Discipline's Minimum Qualifications LESS Restrictive*

**Condition:** To reconsider the appropriateness of a discipline's current minimum qualifications, specifically to make them LESS restrictive.

**Comment:** As with the proposal to make minimum qualifications more restrictive, the proposal should argue that the original minimum qualifications were too stringent and that they need to be adjusted. Such action will result in increasing the number of faculty considered qualified in that discipline. This proposal should focus on requirements needed to ensure that faculty are qualified to teach in the discipline (or provide services) and not on other expected effects such as increasing the hiring pool. Note that many of the reasons for changing the Disciplines List that have been previously rejected were requests to relax the standards. See the following section for conditions of proposals determined to be unacceptable.



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**Condition:** To institutionalize a qualification that is commonly used as an equivalency for a particular discipline.

**Comment:** Authors need to be careful with this one. “Because everyone is already doing it” is not a good reason. The proposal should take the position that expansion of the minimum qualifications for that discipline is appropriate because such qualification really does confer the expertise required to teach within the entire discipline.

**Condition:** A license, credential, or other certification *not already covered by Title 5* has become universally recognized as equivalent to an already named degree.

**Comment:** In the past, many proposals that have been received have **not** been advanced because they are already covered in Title 5. Check there first. For example, Section 53410.1 specifies that a bachelor’s degree plus certain professional licenses (i.e., Certified Public Accountant (CPA); Marriage, Family, and Child Counselor; Professional Engineer; Registered Dietician) may be accepted as equal to a master’s degree. Title 5 §53417 establishes requirements for licensure or credentials when that license or credential is required for program or course approval. If a license or other credential is not specified in this section of Title 5, then it may be an appropriate matter for the Senate to consider.

### *Request for a Change That Requires Change in Regulations*

**Condition:** A proposal is developed that is not covered by Title 5 Regulations but would require a change in the Title 5 language governing minimum qualifications for disciplines.

**Comment:** In the past, requiring a change in Title 5 has been considered grounds for **not** advancing a proposal. However, the fact that a proposal might go beyond a change in the Disciplines List and require other changes in Title 5, or even the Education Code, should not automatically disqualify it from consideration. The Academic Senate may recommend to the Board of Governors changes in minimum qualifications that require other such changes in regulation or even in law. It would be the prerogative of the Board of Governors to accept or reject such a recommendation. At a minimum, the Standards and Practices Committee or the Senate Executive Committee may be able to direct the problem to a body better able to resolve it.

### *Reasons Considered Unacceptable for Submitting Proposals*

**Condition:** A district is having trouble finding qualified candidates within a discipline area and expanding the minimum qualifications would remedy that problem.

**Comment:** This is a district-specific problem and should not be addressed by changing the minimum qualifications for the entire system. To do so could potentially compromise the quality of instruction and other services, as well as the professionalism of our faculty. Alternatives for addressing this problem, at the district level, include offering specific courses as fee-based “community service” or non-credit courses.

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**Condition:** A district is having trouble finding enough load for certain faculty members, and expanding the disciplines that person's degree qualifies him or her to teach will enable the district to fill their loads.

**Comment:** This also is a district-specific problem and should not be addressed by changing the minimum qualifications for the entire system.

**Condition:** A district would like to hire faculty specifically to teach pre-collegiate basic skills courses in mathematics or English and suggests that basic skills be recognized as a sub-discipline to facilitate that effort.

**Comment:** The Academic Senate has rejected Basic Skills as a separate discipline on numerous occasions. A proposed change that has been rejected may not be resubmitted unless it is supported by a substantially different rationale.

**Condition:** A new discipline is proposed on the basis of there being a TOP code for it.

**Comments:** TOP codes are developed by the Chancellor's Office as a tracking and bookkeeping mechanism. They are not related to the defined minimum qualifications on the Disciplines List.

The Academic Senate views the mandate to review the "appropriateness of minimum qualifications, and adequacy of the means by which they are administered" (Education Code §87357 (a) (2)), as a professional responsibility to be taken very seriously. Proposals to change minimum qualifications are carefully evaluated, disseminated statewide, and discussed with faculty and consultative groups in open hearings as well as at plenary sessions before decisions are made to endorse recommended changes and forward them to the Board of Governors. The Board of Governors has demonstrated its confidence in the integrity of this process, as evidenced by the fact that in the past fifteen years, (1989-2003) it has never rejected a recommendation from the Academic Senate to change minimum qualifications. The next section outlines the steps of the discipline review process.

More FAQs can be found on the ASCCC website at

[http://asccc.org/sites/default/files/Enclosure204\\_MQs\\_FAQs\\_September2008\\_0.doc](http://asccc.org/sites/default/files/Enclosure204_MQs_FAQs_September2008_0.doc).

### Resources

Relevant ASCCC papers, documents, *Rostrum* articles, Resolutions as well as relevant regulations, Education Code sections or other legal requirements are included in the appendix.

## CHECKLISTS

### ***Author's Check List***

The following provides a checklist to facilitate the development of a Disciplines List Revision Proposal. It is recommended that Author's use this list to ensure that all the requirements of the process have been met.

#### Check List

- Identified a discipline problem that affects colleges other than my local campus
- Reviewed the information about the Disciplines List Revision Process, particular the FAQs
- Discussed with people at other colleges, districts, and areas representing a cross section of to capture urban, suburban and rural colleges
- Discussed with local senate and professional organizations
- Developed a proposal using the approved form ensuring the following information is complete:
  - o Discipline Title (if a revision, please include existing title from the MQ document.
  - o Selected whether the proposal is for a new or revising an existing discipline
  - o Selected one of the following reasons for the proposal:
    1. Create a new discipline
    2. Update language in existing discipline to reflect new terminology
    3. Make minimum qualifications in existing discipline more restrictive
    4. Make minimum qualifications in existing discipline less restrictive
- Provided the proposed language ensuring to include either: the existing minimum qualification language and change using strikeouts and italics for revisions; OR the new language in a clear format similar to existing Disciplines List language.
- Provide the rational for the proposal including the following evidence:
  1. Statement of support from professional organization
  2. Titles of degrees from CSU/UC
  3. Geographical information (state representative)
  4. Discipline seconder from another district
  5. Advantages for or challenges with the proposal
  6. Impact across the state
- Complete contact information including home phone or cell
- Secured local senate approval of the proposal which is verified by the local senate president's signature
- Mailed proposal (or scanned and emailed) to the Senate Office
- Responded to requests within one week (via email or phone)
- Attended two hearing (or sent a designee)
- Received confirmation that the proposal was adopted or not

## CHECKLISTS

### *Standards and Practices Committee Chair*

#### *Ongoing*

- Receive and review proposals ensuring the following (note proposal submission is ongoing throughout the year):
  - The information on the proposal is complete and accurate
  - The proposal does not exceed the scope of the Disciplines List review process
  - This proposal has not previously been considered and rejected by the plenary session or, if it has, it is supported by a new rationale
  - The proposal is not being submitted to deal with a district-specific problem that does not apply broadly
  - Contact the author if any concerns or problems with the proposal are identified

#### *February*

- Work with Senate Office Staff and the S&P Committee to update information, develop timeline, and communicate to the field via email and website
- Draft *Rostrum* article on the process and timelines
- Submit an agenda item for the Executive Committee Agenda to provide members with a study session on the Disciplines List Revision process and their roles and responsibilities

#### *March*

- Work with Area Representatives to include the Disciplines List Revision process on their meeting agendas
- Include a breakout session and hearing is on the spring plenary session schedule

#### *April*

- Facilitate breakout session and hearing at the spring plenary session
- Record the hearing and collect names, colleges, and positions of individuals testifying

#### *May/June*

- Work with Senate Office Staff to develop a digest for the Consultation Council discussion. Note: the Council members will only comment on the process, not the recommendations.

#### *July*

- Work with Office Staff to submit an agenda item to the Chancellor's Office for first reading by the Board of Governors.

#### *September*

- Include a breakout session and hearing on the spring plenary session schedule
- Work with the Standards and Practices Committee to make a recommendation to the Executive Committee about which proposals should move forward or not ensuring to present all the pertinent information
- Remind the Executive Committee that they only verify that the process was followed and whether to move the proposal forward and not on the proposal itself.

## CHECKLISTS

- Prepare a summary document with any new or revised proposals including rationale and any testimony from the hearings that will assist the field in making a decision.
- Submit an agenda item to the Executive Committee for discussion and approval to move the proposals forward. Note: The Executive Committee will only consider moving forward proposals that have had two hearings.
- Work with Office Staff to submit an agenda item to the Chancellor's Office for second reading by the Board of Governors.

### *October*

- Work with Area Representatives to include the summary document on their agenda for discussion
- Draft a *Rostrum* article

### *November*

- Facilitate breakout session and hearing at the spring plenary session.
- Record the hearing and collect names of individuals testifying.

## CHECKLISTS

**DISCIPLINES LIST FORM**

**REVISIONS TO DISCIPLINES LIST**

**PLEASE TYPE**

*(Note: Only typed forms will be accepted.)*

**DATE SUBMITTED:** \_\_\_\_\_

**DISCIPLINES LIST TITLE:** \_\_\_\_\_

This proposal is for a  New discipline  
 Revision to existing discipline

Reason for the proposal  Create a new discipline  
 Update language in existing discipline to reflect new terminology  
 Make minimum qualifications in existing discipline more restrictive  
 Make minimum qualifications in existing discipline less restrictive

**PROPOSAL LANGUAGE:** (If this is an existing minimum qualification, please include the original language and change using strikeouts and *italics*).

**RATIONALE FOR THE PROPOSAL:**

*Please write a brief explanation of the proposal. Consider including the UC or CSU campus(es) where the degree is offered; changes within the profession or discipline; desire to clarify or eliminate confusion or ambiguity; continuous use of the equivalency process for hiring in this area; ensuring maximum degree of flexibility for the discipline; or other reasons. See the ASCCC paper Disciplines List Review Process (2004) for more information. Attachments are acceptable.*

Contact person (author of proposal) \_\_\_\_\_

Phone number (please provide at least two numbers) \_\_\_\_\_

Signature of College Academic Senate President \_\_\_\_\_

College \_\_\_\_\_

Email \_\_\_\_\_ Date approved by College Academic Senate \_\_\_\_\_

**OR**

Organization \_\_\_\_\_

President \_\_\_\_\_

Date Approved by Organization \_\_\_\_\_ Phone for President \_\_\_\_\_

**RETURN FORM TO:** The Academic Senate for California Community Colleges  
555 Capitol Mall, Suite 525, Sacramento, CA 95814  
Fax 916.323.9867 Email: [disciplineslist@asccc.org](mailto:disciplineslist@asccc.org)

## DISCIPLINES LIST PROPOSAL PROCESS

### How Changes Are Proposed?

There are two avenues for proposing changes: 1) through a local or district academic senate or 2) through a recognized organization\*. Although the process for new proposals remains the same, a procedure for resubmissions has been added. For more detailed information about the process, we highly suggest you review the document "Disciplines List Review Process", which can be accessed on our website at: <http://www.asccc.org/disciplines-list>. Each proposed change should be accompanied by a rationale and must have as its basis at least one of the following criteria:

1. changes within the profession or discipline
2. clarification or elimination of confusion and ambiguity
3. inclusion of new degrees
4. continual use of the equivalency process to hire under a specific discipline
5. assurance of the maximum degree of flexibility for the discipline while maintaining discipline integrity
6. other reason, as fully detailed and justified in the proposal

It is the responsibility of the initiator to include pertinent information concerning the proposed change. Failure to include a coherent rationale for the proposed change is grounds for rejection of the proposal.

### New proposed changes may be submitted:

1. **Through the local/district senate**
  - a. Any faculty member may initiate a proposal to change the Disciplines List.
  - b. Local academic senates should engage in discussion regarding the proposals among its faculty.
  - c. Local academic senates must approve any/all recommendations before forwarding them to the Academic Senate Office. This local senate president must sign the Discipline List Revision Form.
2. **Through a recognized discipline or professional organization**
  - a. Any member of the organization may initiate a proposal to change the Disciplines List.
  - b. The organization should hold hearings or engage in discussion regarding the proposals among its members.
  - c. The governing body of the organization must approve any/all recommendations before forwarding them to the Academic Senate Office. The president of the organization must sign the Discipline List Revision Form.

~~\*Recognized organization: an organization that is registered at the Chancellor's Office as representing a specific discipline, or a regional, state, national, or international organization with a formally adopted constitution or by-laws.~~

### Previously proposed changes that were not adopted at a plenary session, may be resubmitted:

Only if

1. a new justification and rationale are provided, *AND*
2. the Discipline List Revision Form is submitted to the Senate Office by the final deadline – September 30, 2012.
3. a resolution is passed at an Area meeting (prior to the second hearing in November 2012) to include the proposed change in the review and approval process, *OR*
4. through the regular resolution process at 2012 Fall Plenary Session, where the mover must seek approval at the Session to include the proposed change in the review and approval process.



**DISCIPLINES LIST REVIEW PROCESS**  
**Generic Timeline**

<b>Month/Year</b>	<b>Process</b>
February	<p><b>Distribution of Process to the field.</b> The Senate Office sends requests for proposals to local senate presidents, college presidents, chief instructional officers, curriculum chairs, personnel officers, and discipline professional organizations informing them of the opportunity to propose a change to the Disciplines List. The material contains information on the process and a timeline for submission.</p> <ul style="list-style-type: none"> <li>• <b>Rostrum</b> announcement and description of process</li> <li>• <b>Website</b> posting of announcement and description of process</li> </ul>
March	<p><b>Submission of Proposals.</b> Proposals may be submitted to the Senate Office:</p> <ul style="list-style-type: none"> <li>• <b>Through Local Senates:</b> Any faculty member may initiate a proposal to change the Disciplines List. The local senate must approve and forward any such proposals, with the signature of the local senate president to acknowledge local senate support, to the Senate Office.</li> <li>• <b>Through a recognized discipline or professional organization:</b> Any member of an organization that represents a discipline or profession may initiate a proposal to change the Disciplines List. The members of the organization should discuss proposals. The governing body of the organization must approve the recommendation. The organization’s president must sign the Disciplines List Change Proposal Form.</li> </ul> <p><b>Discipline process is reinforced through:</b></p> <ul style="list-style-type: none"> <li>• Discussions at Area Meetings</li> <li>• Breakout Discussion at Spring Plenary</li> <li>• Update in <i>Rostrum</i> on the process</li> </ul> <p><b>Initial review BEGINS when proposals are received and continues <u>the proposal has had two hears</u>.</b> The Senate Staff and the Standards &amp; Practices Committee perform an initial review of proposals using the following criteria:</p> <ul style="list-style-type: none"> <li>• The information on the proposal is complete and accurate.</li> <li>• The proposal does not exceed the scope of the Disciplines List review process.</li> <li>• This proposal has not previously been considered and rejected by the plenary session or, if it has, it is supported by a new rationale.</li> <li>• The proposal is not being submitted to deal with a district-specific problem that does not apply broadly.</li> </ul> <p><b>Revising Proposals with Problems.</b> Standards &amp; Practices Committee Chair will contact the maker of the proposal to help resolve the problem.</p> <ul style="list-style-type: none"> <li>• If problems are resolved to the satisfaction of the Committee, the proposal will be considered.</li> <li>• The maker may withdraw a proposal.</li> </ul>

## DISCIPLINES LIST REVIEW PROCESS

### Generic Timeline

April	<ul style="list-style-type: none"> <li>• Process reinforced at Area Meetings.</li> <li>• Prepare <i>Rostrum</i> Article on proposals and process.</li> </ul>
May/June	<p>Consultation with CIOs, CEOs, and COFO (bargaining units). Informal consultation with personnel officers. This is done through an item on the Consultation Council agenda. Council members comment on the process, not the recommendations.</p>
July	<p>Submit proposal to BOG (First reading): Each proposal adopted by the Senate is forwarded to the Board of Governors as a recommendation. The Board of Governors considers the recommendations of the Senate and formally acts on them. To date, the Board of Governors has accepted all recommendations of the Senate.</p>
September/ October	<ul style="list-style-type: none"> <li>• The summary document will be distributed and include all proposals (new and updated). Any testimony information will be included in the summary.</li> <li>• Discussed at Area Meetings.</li> <li>• Any interested party may submit written comments to the Committee, via the Senate Office.</li> </ul>
November	<ul style="list-style-type: none"> <li>• Fall Plenary Session—<u>Hearing</u> on process and any proposals received. All testimony is collected. <i>[Note: At a minimum proposals must be vetted at one of the statewide hearings]</i></li> <li>• Prepare <i>Rostrum</i> Article on proposals and process</li> </ul>
Ongoing	<p>Submission to Executive Committee.</p> <ul style="list-style-type: none"> <li>• The Standards &amp; Practices Committee presents the proposals and associated testimony to the Senate Executive Committee.</li> <li>• The Committee also presents its recommendations (to advance to Spring Plenary or to reject) along with the rationale for those recommendations and any other comments that may assist the Executive Committee in its deliberations.</li> <li>• The Senate Executive Committee considers each proposal and either forwards the proposal for consideration by the body at plenary session or rejects it.</li> <li>• If the Executive Committee rejects a proposal, anyone may still bring the proposal forward to plenary session by introducing a resolution “to reconsider” the proposed change at any of the Area meetings or at the plenary session.</li> <li>• If the Executive Committee rejects a proposal and the author does not bring it forward to the plenary session for reconsideration, the proposal may be reintroduced at a later date.</li> </ul>

## DISCIPLINES LIST REVIEW PROCESS RESOURCES

Page: <http://asccc.org/disciplines-list-archives>

AB 1725: <http://www.faccc.org/advocacy/bills/historical/ab1725.pdf>

Title 5: <http://www.cde.ca.gov/lr/fa/sf/title5regs.asp>

Education Code: <http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc>

Education Code 87360	<a href="http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=87001-88000&amp;file=87360">http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=87001-88000&amp;file=87360</a>
Education Code 87357	<a href="http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=87001-88000&amp;file=87355-87359.5">http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=87001-88000&amp;file=87355-87359.5</a>
Education Code 87610	<a href="http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=87001-88000&amp;file=87600-87612">http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=87001-88000&amp;file=87600-87612</a>
Education Code 70902	<a href="http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=70001-71000&amp;file=70900-70902">http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=70001-71000&amp;file=70900-70902</a>
Education Code 87150	<a href="http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=87001-88000&amp;file=87150-87154">http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=87001-88000&amp;file=87150-87154</a>

### ***Rostrum***

June	2013	It's Time to Integrate All Faculty Minimum Qualifications into the Disciplines List	<a href="http://asccc.org/content/it%E2%80%99s-time-integrate-all-faculty-minimum-qualifications-disciplines-list">http://asccc.org/content/it%E2%80%99s-time-integrate-all-faculty-minimum-qualifications-disciplines-list</a>
April	2001	Disciplines List Review Begins	<a href="http://asccc.org/node/176553">http://asccc.org/node/176553</a>
March	2013	Controversies at Disciplines List Hearings	<a href="http://asccc.org/node/176452">http://asccc.org/node/176452</a>
May	2007	Disciplines Lists - Breakout on the Structure ("Exploring New Approaches") and Hearing on Proposals	<a href="http://asccc.org/node/176745">http://asccc.org/node/176745</a>
February	2002	The Disciplines List Hearings	<a href="http://asccc.org/node/176540">http://asccc.org/node/176540</a>
October	1998	Disciplines List Revisions	<a href="http://asccc.org/node/176651">http://asccc.org/node/176651</a>
April	2013	Got Associate Degree Equivalency Guidelines?	<a href="http://asccc.org/content/got-associate-degree-equivalency-guidelines">http://asccc.org/content/got-associate-degree-equivalency-guidelines</a>
December	2008	Disciplines List Proposals: What Do They Want to Change Now?	<a href="http://asccc.org/content/disciplines-list-proposals-what-do-they-want-change-now">http://asccc.org/content/disciplines-list-proposals-what-do-they-want-change-now</a>
December	2010	Considerations for Moving Noncredit MQs from Title 5 to the Disciplines List	<a href="http://asccc.org/content/considerations-moving-noncredit-mqs-title-5-disciplines-list">http://asccc.org/content/considerations-moving-noncredit-mqs-title-5-disciplines-list</a>
September	2004	Discipline List Revision	<a href="http://asccc.org/node/176479">http://asccc.org/node/176479</a>

## DISCIPLINES LIST REVIEW PROCESS RESOURCES

March	2004	Disciplines List Review Preparation	<a href="http://asccc.org/node/176489">http://asccc.org/node/176489</a>
February	2006	The Time-Lines They Are A Changin': The New Disciplines List Review Process	<a href="http://asccc.org/node/176658">http://asccc.org/node/176658</a>
September	2008	Understanding Interdisciplinary Studies	<a href="http://asccc.org/content/understanding-interdisciplinary-studies">http://asccc.org/content/understanding-interdisciplinary-studies</a>
October	2001	Standards and Practices	<a href="http://asccc.org/node/176559">http://asccc.org/node/176559</a>
September	2010	Discipline Specialization	<a href="http://asccc.org/content/discipline-specialization">http://asccc.org/content/discipline-specialization</a>
September	2006	Government, Disciplines, and Accreditation	<a href="http://asccc.org/node/176702">http://asccc.org/node/176702</a>
March	2009	Challenge Your MQ Knowledge	<a href="http://asccc.org/content/challenge-your-mq-knowledge">http://asccc.org/content/challenge-your-mq-knowledge</a>
May	2011	Interdisciplinary? What were we thinking?	<a href="http://asccc.org/content/interdisciplinary-what-were-we-thinking">http://asccc.org/content/interdisciplinary-what-were-we-thinking</a>
February	2007	The Issue of Establishing Equivalency in Noncredit	<a href="http://asccc.org/node/176719">http://asccc.org/node/176719</a>
September	2009	"On the Other Hand. There Is No Other Hand"	<a href="http://asccc.org/content/other-hand-there-no-other-hand">http://asccc.org/content/other-hand-there-no-other-hand</a>
December	2007	MQs, Equivalencies and Eminence, Oh My!	<a href="http://asccc.org/content/mqs-equivalencies-and-eminence-oh-my">http://asccc.org/content/mqs-equivalencies-and-eminence-oh-my</a>
December	2003	Complications in Determining Faculty Minimum Qualifications	<a href="http://asccc.org/node/176524">http://asccc.org/node/176524</a>
December	2008	Just the Minimum Facts	<a href="http://asccc.org/content/just-minimum-facts">http://asccc.org/content/just-minimum-facts</a>
January	2010	It's Not FSAs	<a href="http://asccc.org/content/it%E2%80%99s-not-fsas">http://asccc.org/content/it%E2%80%99s-not-fsas</a>
April	2010	Minimum Qualifications Equivalency Standards and Criteria – A New Journey	<a href="http://asccc.org/content/minimum-qualifications-equivalency-standards-and-criteria-%E2%80%93-new-journey">http://asccc.org/content/minimum-qualifications-equivalency-standards-and-criteria-%E2%80%93-new-journey</a>
November	2011	Separating Learning Assistance and Tutoring	<a href="http://asccc.org/content/separating-learning-assistance-and-tutoring">http://asccc.org/content/separating-learning-assistance-and-tutoring</a>
April	1998	What is Needed to Realize the Vision of AB 1725?	<a href="http://asccc.org/node/176631">http://asccc.org/node/176631</a>
May	2008	Eminence-Do I Know It When I See It?	<a href="http://asccc.org/content/eminence-do-i-know-it-when-i-see-it">http://asccc.org/content/eminence-do-i-know-it-when-i-see-it</a>
December	2004	Survey of Equivalency Practices Reveals Problems	<a href="http://asccc.org/node/176467">http://asccc.org/node/176467</a>
November	2011	Transfer Model Curricula: Preserving the Integrity of Transfer Associate Degrees	<a href="http://asccc.org/content/transfer-model-curricula-preserving-integrity-transfer-associate-degrees">http://asccc.org/content/transfer-model-curricula-preserving-integrity-transfer-associate-degrees</a>
January	2010	Ethnic Studies Requirement: Understanding It and Fulfilling It.	<a href="http://asccc.org/content/ethnic-studies-requirement-understanding-it-and-fulfilling-it">http://asccc.org/content/ethnic-studies-requirement-understanding-it-and-fulfilling-it</a>
September	2007	Minimum Qualifications Audits	<a href="http://asccc.org/content/minimum-qualifications-audits">http://asccc.org/content/minimum-qualifications-audits</a>

## DISCIPLINES LIST REVIEW PROCESS RESOURCES

May	2005	On Red Stars, White Guys, and Trailer Trash; Non-random Musings on Owning our Symbols	<a href="http://asccc.org/node/176447">http://asccc.org/node/176447</a>
May	2001	The Integrated Interview – Re-thinking the Faculty Hiring Process	<a href="http://asccc.org/content/integrated-interview-%E2%80%93-re-thinking-faculty-hiring-process">http://asccc.org/content/integrated-interview-%E2%80%93-re-thinking-faculty-hiring-process</a>
December	2003	Equivalency Training	<a href="http://asccc.org/node/176525">http://asccc.org/node/176525</a>
January	1998	President's Message: Strengthening the Academic Senate Role in Governance	<a href="http://asccc.org/node/176620">http://asccc.org/node/176620</a>
May	2006	A Snapshot of Noncredit in the California Community Colleges	<a href="http://asccc.org/node/176686">http://asccc.org/node/176686</a>
March	2005	The Proposal to Increase Funding for Noncredit Instruction	<a href="http://asccc.org/node/176450">http://asccc.org/node/176450</a>
February	2012	Julie's Inbox	<a href="http://asccc.org/content/julie%E2%80%99s-inbox-3">http://asccc.org/content/julie%E2%80%99s-inbox-3</a>
February	2008	Have You Heard About the Two-Year Rule and Accreditation?	<a href="http://asccc.org/content/have-you-heard-about-two-year-rule-and-accreditation">http://asccc.org/content/have-you-heard-about-two-year-rule-and-accreditation</a>
October	1998	Overuse and Undercompensation of Part-Time Faculty in the California Community Colleges	<a href="http://asccc.org/node/176639">http://asccc.org/node/176639</a>
September	1997	California Citizen Commission on Higher Education	<a href="http://asccc.org/content/california-citizen-commission-higher-education">http://asccc.org/content/california-citizen-commission-higher-education</a>
September	2008	Academic Excellence: Why California's Community Colleges Need the 75/25 Full-Time Faculty Standard	<a href="http://asccc.org/content/academic-excellence-why-californias-community-colleges-need-7525-full-time-faculty-standard">http://asccc.org/content/academic-excellence-why-californias-community-colleges-need-7525-full-time-faculty-standard</a>
May	2005	Administrators in Our Midst: Retreat Rights and Evaluation	<a href="http://asccc.org/node/176442">http://asccc.org/node/176442</a>
November	2009	The Accelerated Learning College, California Leadership Alliance for Student Success, and Embracing Faculty Leadership	<a href="http://asccc.org/content/accelerated-learning-college-california-leadership-alliance-student-success-and-embracing-fa">http://asccc.org/content/accelerated-learning-college-california-leadership-alliance-student-success-and-embracing-fa</a>
February	2012	Noncredit and Credit Basic Skills - A Provocative Balance	<a href="http://asccc.org/content/noncredit-and-credit-basic-skills-provocative-balance">http://asccc.org/content/noncredit-and-credit-basic-skills-provocative-balance</a>
December	2007	Julie's Inbox	<a href="http://asccc.org/content/julies-inbox">http://asccc.org/content/julies-inbox</a>
May	2011	<a href="http://asccc.org/content/training-new-or-potential-faculty-whose-responsibility-it">http://asccc.org/content/training-new-or-potential-faculty-whose-responsibility-it</a>	<a href="http://asccc.org/content/training-new-or-potential-faculty-whose-responsibility-it">http://asccc.org/content/training-new-or-potential-faculty-whose-responsibility-it</a>
March	2011	Sustaining Sustainability: A Role for Curriculum	<a href="http://asccc.org/content/sustaining-sustainability-role-curriculum">http://asccc.org/content/sustaining-sustainability-role-curriculum</a>
May	2011	The Case for Course Completion as the Single Measure of Student Success	<a href="http://asccc.org/content/case-course-completion-single-measure-student-success">http://asccc.org/content/case-course-completion-single-measure-student-success</a>
November	2005	Blurring the Distinction Between Credit and Noncredit Dos and	<a href="http://asccc.org/node/176421">http://asccc.org/node/176421</a>

**DISCIPLINES LIST REVIEW PROCESS RESOURCES**

		Don'ts	
May	2005	The Forgotten Ones: Whom Do We Represent?	<a href="http://asccc.org/node/176445">http://asccc.org/node/176445</a>
February	2006	An Ounce of Prevention is Worth a Pound of Cure: Getting Ahead of the Enrollment Chase in Distance Education	<a href="http://asccc.org/node/176674">http://asccc.org/node/176674</a>
May	2007	CTE: A Five Year Plan to Help Link Planning to the Budget	<a href="http://asccc.org/node/176740">http://asccc.org/node/176740</a>
December	2006	To Diversify Faculty, Interrupt the Usual and Seize Opportunities	<a href="http://asccc.org/node/176706">http://asccc.org/node/176706</a>
December	2004	Occupational Programs. Everybody's Business	<a href="http://asccc.org/node/176461">http://asccc.org/node/176461</a>
December	2003	A Principled Perspective: Something to Act Upon Or, Making a List and Checking it Twice	<a href="http://asccc.org/node/176515">http://asccc.org/node/176515</a>
October	2003	Equity and Diversity. Implementation and the Role of Local Senates	<a href="http://asccc.org/node/176511">http://asccc.org/node/176511</a>
October	2003	Access? To What?	<a href="http://asccc.org/node/176502">http://asccc.org/node/176502</a>

**Publication**

Fall	2004	Disciplines List Review Process	<a href="http://asccc.org/node/174995">http://asccc.org/node/174995</a>
Recurrent	2012	Minimum Qualifications for Faculty and Administrators in the California Community Colleges	<a href="http://asccc.org/node/174932">http://asccc.org/node/174932</a>
Spring	2004	Qualifications For Faculty Service In The California Community Colleges: Minimum Qualifications, Placement Of Courses Within Disciplines, And Faculty Service Areas	<a href="http://asccc.org/node/174989">http://asccc.org/node/174989</a>
Fall	2006	Equivalence to the Minimum Qualifications	<a href="http://asccc.org/node/175009">http://asccc.org/node/175009</a>
Fall	1988	Sections of AB 1725 Affecting Academic Senates	<a href="http://asccc.org/node/174791">http://asccc.org/node/174791</a>
Spring	1999	Revised Equivalence to the Minimum	<a href="http://asccc.org/node/174924">http://asccc.org/node/174924</a>

## DISCIPLINES LIST REVIEW PROCESS RESOURCES

		Qualifications	
Fall	1989	Equivalence to the Minimum Qualifications	<a href="http://asccc.org/node/174923">http://asccc.org/node/174923</a>
Spring	1991	Hiring Effective Faculty: An Introduction	<a href="http://asccc.org/node/174929">http://asccc.org/node/174929</a>
Spring	1994	Placement of Courses within Disciplines	<a href="http://asccc.org/node/174858">http://asccc.org/node/174858</a>
Spring	1991	Basic Skills: Ad Hoc Basic Skills Committee Final Report	<a href="http://asccc.org/node/174842">http://asccc.org/node/174842</a>

### Breakout Materials

Fall	2012	Evolution and the Minimum Qualifications Disciplines List: Integrating Outliers Into the Disciplines List	<a href="http://asccc.org/content/evolution-and-minimum-qualifications-disciplines-list-integrating-outliers-disciplines-list">http://asccc.org/content/evolution-and-minimum-qualifications-disciplines-list-integrating-outliers-disciplines-list</a>
Spring	2013	Discipline List Process	<a href="http://asccc.org/content/discipline-list-process">http://asccc.org/content/discipline-list-process</a>
Spring	2012	Minimum Qualifications	<a href="http://asccc.org/content/minimum-qualifications-1">http://asccc.org/content/minimum-qualifications-1</a>
Fall	2010	Minimum Qualifications and Equivalencies Training	<a href="http://asccc.org/content/minimum-qualifications-and-equivalencies-training">http://asccc.org/content/minimum-qualifications-and-equivalencies-training</a>
Fall	2011	Minimum Qualifications	<a href="http://asccc.org/content/minimum-qualifications-0">http://asccc.org/content/minimum-qualifications-0</a>
Fall	2011	Hot Topics in Minimum Qualifications Related to Title 5	<a href="http://asccc.org/content/hot-topics-minimum-qualifications-related-title-5">http://asccc.org/content/hot-topics-minimum-qualifications-related-title-5</a>







## Executive Committee Agenda Item

SUBJECT: Leadership Pilot Module		Month: January 2014	
		Item No: V.D	
		Attachment: Yes	
CATEGORY:	First Reading	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Michelle Grimes-Hillman	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Information	

*Please note: Staff will complete the grey areas.*

**DESIRED OUTCOME:**

The Executive Committee will consider for approval developing a pilot project for providing a yearlong leadership program to faculty on California community colleges.

**BACKGROUND:**

In Fall 2012, resolution 19.01 F12 directed the Academic Senate to design a professional development college program. The resolved noted,

Resolved, That the Academic Senate for California Community Colleges design and implement a faculty Professional Development College Program that provides continuing education units for training related to the legislated purview of faculty in California community colleges to supplement local professional development offerings, including but not limited to training in research-based principles of effective instruction, and that supports the Student Success Task Force professional development recommendations and the work of the Chancellor’s Office Professional Development Committee, and promotes participatory governance in our colleges.

This year, the Executive Committee formed the Professional Development College Ad Hoc Task Force with this task. PDC has had several conversations about designing and implementing the Professional Development College program including holding a breakout at the 2013 Fall Plenary session. The Executive Committee will discuss a proposal to pilot a yearlong professional development training including possible structure and topics.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.

## Leadership Professional Development Module

The Leadership Professional Development pilot module would begin in June with about five faculty members who will be senate president within one-year (vice president elect, president elect, etc.). These individuals will be required to commit to one full year of activities and to report out via breakout session and/or *Rostrum* article about their experience with the pilot.

In coordination with the Executive Committee, PDC will prepare a special program and materials for the pilot attendees. These materials will be provide at the Leadership training and include such documents as Senate publications (adopted papers, *Rostrum* articles, regulations and code, and other relevant documents) along with learning outcomes, homework, and goals.

Pilot attendees will attend both fall and spring plenary sessions and regional meetings as scheduled. PDC, working with the Executive Committee, will prepare a special program for pilot attendees. This program will identify specific breakouts for them to attend – many of them our regular breakout sessions such as Nuts and Bolts, Minimum Qualifications, Delegate orientation, resolution voting, etc. The pilot attendees will receive the program as soon as the program is approved by the Executive Committee and available via the Senate website. The purpose of selecting specific breakout sessions is to ensure that the attendees receive the basic information for leadership preparation. PDC will also consider augmenting the training with additional sessions or resources by webinar, committee meetings, or regional training.

The pilot will conclude with a graduation ceremony at the June Leadership Institute. A forum will be provided for participants to share their experience, provide advice on improving the pilot, and any other feedback.

Using just the registration amounts of all the events combined, the registration costs of the pilot would be \$2,300, which is the full cost of attending each event. In an effort to make this appealing, the rate could be reduced for the pilot in an effort to gauge the true costs of such a program. The executive director suggests we charge \$1,995 as a bargain rate for anyone who is attending all the events.

### Summary

#### **Target Audience**

- Potential senate leaders (vice presidents or other officers)

#### **Timeline**

- Begin in June the day before the Leadership Institute – mandatory orientation and training
- Fall plenary session
- Accreditation Institute
- Spring Plenary
- Ends in June at the Leadership Institute

## Modality

- Webinar
- Events – in person and taped
- Committee attendance – based on interest

## Materials

- Senate publications
- Title 5 selected sections and Education Code
- Other related materials

## Funding

- One fee to cover registration and other costs
- Potential grant dollars to cover technology and reassigned time/stipends for faculty

## Other

- Attendees to receive a certificate or CEUs from an accredited university

## Possible Topics

- Logistics and Legality (agenda/running meetings)
  - How to lead a meeting
  - How to talk to the animals higher and lower on the food chain
  - Knowledge of: Brown Act, Title 5,
  - Agenda building (prioritizing, amount of attention/time, appropriate items)
  - Running effective meetings techniques
  - Nuts and Bolts (Senate, Union)
  - How Admin procedures, Title 5 and Ed Code, etc. work together
  - Jargon and Acronyms 101
  - Parliamentary Procedure 101
  - Robert's Rules of Order / Meeting Skills / Building Vision
- Governance
  - Budget (Read, Understand, Influence)
  - Understanding budgets
  - Coalition building
  - 10+1, Shared (Participatory) -- Governance (AB1725)
  - Resources module ("How to find it – How to use it") appropriate to leadership role
  - Technology related training
  - Technology must be A+
  - Chasing the Technology Train
- Communication
  - Community consensus building
  - Building Relationships (Admin/Senate-Union/Students) - Building Consensus
  - Public Speaking techniques
  - Relationship building

- Team-building
- Communication styles and skills
- Communication Management (Emails, Newsletters, Phone calls)
- Web page development
- Organizational communication skills (running meeting, basic public speaking)
- Conflict resolution
- Interpersonal and team dynamics (Industrial Psychology)
  
- Keeping Sane
  - Managing Fear and Anxiety
  - Professionalism
  - Time management
  - How to say “NO” and mean it
  - Succession planning
  - Ethics
  - Handling failure – epic failure as honest case study
  
- Serving and Growing Your Faculty
  - Understanding campus cultures
  - Faculty training for committees
  - Getting more out of the evaluation process
  - Diversity training (Aspects and Issues)
  - Show Diversity of Approaches
  - Faculty Academy (How to, Developing)
  - Recruiting new faculty (involvement at any level)
  - How your college / district works
  - Effective mentoring / identifying future leaders
  - Leadership development +incentives
  - Getting constituents together (Faculty advisors / counselors roles)
  - Implementing change-- Being a Change Agent
  - Engage faculty – “Lean In”
  - Faculty Engagement
  - Partnerships
  - Faculty – Admin Module – CIO 411/ RP – Leading /Middle – Appreciating Organizational Culture
  - Preparation for Tenure and Hiring Committee Service



## Executive Committee Agenda Item

SUBJECT: Internal Process Committee Policies		Month: January 2014	
		Item No: V. E.	
		Attachment: YES / NO	
CATEGORY:	First Reading	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	J. Bruno	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	Julle Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

### DESIRED OUTCOME:

The Executive Committee will be informed about the progress of the Internal Policy Committee in revising Executive Committee and ASCCC policies and provide feedback from the members on proposed revisions to existing and new policies.

### BACKGROUND:

*The Internal Process Committee has been tasked with revising existing and developing new Executive Committee policies. Currently, the IPC is reviewing the Executive Committee Policies document. The document includes the following policies:*

- 10.00 Code of Ethics and Conduct
- 11.00 Whistleblower
- 12.00 Harassment
- 13.00 Drug Free Environment
- 15.00 Academic Senate Positions
- 20.00 Conflict of Interest
- 22.00 Honoring Local Policies
- 24.00 Receiving Honoraria
- 30.00 Diversity
- 40.00 Honoring Faculty Leaders
- 50.00 Reassigned Time and Overload Assignments

*The IPC would like to engage in a holistic review of the policies to determine if revisions are needed to align policy with effective practices and to meet the requirements of the Bagley Keene Act. The IPC expects to provide the Executive Committee with a progress update, if not a revision of some of the policies, at the February meeting.*

<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.

*The committee has revised or developed the following policies and would like feedback from the Executive Committee on the drafts:*

- *Publications Guidelines*
- *Area Listserv*
- *Honoring Faculty*
- *Vendors*

# **PUBLICATIONS GUIDELINES**

DRAFT

December 6, 2013

The Academic Senate for California Community Colleges (ASCCC) produces its publications to provide statewide communication between ASCCC and local academic senates or other equivalent organizations in order to coordinate the actions and requests of the faculty of the California community colleges and to reflect the official views or position of the Academic Senate on statewide and local issues.

~~**Purpose:** To improve and strengthen communication between the Executive Committee of the Academic Senate and the local academic senates and to reflect the official views or position of the Academic Senate on Statewide statewide and local issues.~~

## Purpose

Publications, written or electronic, are designed:

- To improve and strengthen communication;
- To showcase academic research;
- To highlight the many creative talents of community college faculty;
- To promote discussion on academic and professional topics; and-
- To ensure clarity and professionalism, especially of adopted papers.

## Development of a Position Paper

All pPosition papers may ~~must~~ originate in Academic Senate committees as a result ~~by~~ of a resolution or ASCCC paper adopted ~~from~~ during a plenary session. Resolutions can be generated by the Senate committees, Executive Committee, or Senate grant advisory groups. Once ~~those~~ initiated, ~~passed by a plenary session calling for an Academic Senate position on a particular subject will follow these steps~~ will be followed:

1. The Executive Committee shall review the resolution for feasibility. On rare occasions, if the call for a paper is deemed not feasible, the Executive Committee shall report its decision and rationale to the delegates via *Rostrum* article, President's Update, or breakout next plenary session through its Resolution Status Report, a document that offers follow-up on resolutions passed at the previous plenary session and on any resolutions still unresolved from previous sessions. If deemed feasible, the Executive Committee shall assign the position paper either to a standing committee, a task force, ~~or to an ad hoc committee,~~ or ASCCC grant advisory group.

~~2. As part of the review of the resolution calling for the position paper, the Executive Committee shall normally communicate to the committee assigned to write the paper the direction which the position paper shall take; the Executive Committee may also suspend such direction, pending the findings of needed study, research, or surveys.~~

2. After appropriate study and deliberation, the assigned committee group shall communicate to the Executive Committee using the ASCCC Prompts for Paper Development

(See Appendix 1). These paper prompts provide background information including resolutions, feasibility, research needed/required, as well as a proposed approach or direction for the paper. Once the Executive Committee approves the approach, the next step is for the group to ~~the proposed an~~ outline for the paper with and include any significant background information. Drafts require at least two readings before approval by the Executive Committee. All drafts must be submitted through the normal agenda process.

~~During a full, substantive review at an Executive Committee meeting, Executive Committee members will return the outline or paper with their comments. Input from appropriate persons in the field on draft position papers may also be sought at the direction of the Academic Senate President.~~

~~Drafts require at least two readings before approval by the Executive Committee. Ideally, all drafts will must be received in time to be submitted through the normal agenda process. However, any drafts emailed to members must be received at least three days before the meeting.~~

3. During a full, substantive review at an Executive Committee meeting (the first reading), Executive Committee members will provide written and oral feedback regarding the outline. It is important for Executive Committee members to provide detailed feedback on the outline as this document will drive the work of the group. The group will not be well served if significant changes in direction are provided at a later date or during the next reading. Input from appropriate persons in the field on draft position papers may also be sought. However, draft papers should not be circulated to others outside of the Executive Committee or the group as this might cause confusion in the field.

~~At its the first reading, a position paper shall be reviewed in detail by the Executive Committee. Three actions are likely at the first-reading stage: (1) A vote will determine if the paper is ready to advance for a second reading. (2) If the suggested changes are substantive enough, the paper shall be returned to the committee group for additional revision and then resubmitted to the Executive Committee for further review. Only when determined by vote of approval will a paper be advanced to a second reading and its consideration by the field and proposal for adoption. (3) The general direction or findings of a paper may call for radical revision, necessitating a delay in its progress.~~

Sections of position papers or their outlines that have yet to be approved by the Executive Committee may be presented to plenary sessions for discussion only, not adoption. Such papers are to be marked "Draft For Discussion Only: Not an Official Position Paper of the Academic Senate" and shall bear the name of the writing group, the chair, and contributors to the draft.

- ~~4. At its the second reading, a position paper shall be reviewed only for minor technical changes. Approval by majority vote is required to advance the paper for adoption at the next plenary session.~~

~~Sections of pPosition papers or their outlines that have yet to be approved by the Executive Committee may be presented to plenary sessions for discussion only, not adoption. Such papers~~



are to be marked "Draft For Discussion Only: Not an Official Position Paper of the Academic Senate" and shall bear the name of the writing committee group, the committee's chair, and contributors to the draft.

Position papers that have been approved by the Executive Committee must be included in a mailing for the plenary session at which they will be considered for adoption. The vote of approval by the Executive Committee constitutes a resolution for adoption of the position paper by the plenary body. Papers will be considered the position of the Academic Senate only when adopted by a plenary body. These papers are marked "for adoption..."

All documents submitted for Academic Senate publication will follow the style sheet.

~~Publications, written or electronic, are designed:~~

- ~~• To improve and strengthen communication;~~
- ~~• To showcase academic research;~~
- ~~• To highlight the many creative talents of community college faculty;~~
- ~~• To promote discussion on academic and professional topics;~~
- ~~• To ensure clarity and professionalism, especially of adopted papers.~~

### **Authority/Responsibilities**

~~The Publications Committee is a standing committee of the Academic Senate. The Publications Executive Director Committee has is responsibility for the publication development and distribution of all Academic Senate publications, i.e. journals, newsletters, or articles, printed or electronic, representing the viewpoint of the Academic Senate. The President will make the final approval of all Academic Senate publications. After adoption of the paper, the Executive Director will review the document and work with the chair of the group to finalize the document for publication. At this point only typographical corrections or clarification can be made. Any changes other than these types will need to be reviewed by the Executive Committee and may ultimately need to go back to the body for correction. The Publications Committee will review, evaluate, and select final contributions for all authorized Academic Senate publications, written or electronic, with recommendations to be forwarded to the President to ensure that all material is appropriate for distribution under the name of the Academic Senate. Layout and production decisions will be the responsibility of the Executive Director working in conjunction with the Creative Director.~~

~~The Executive Director works with the Publications Committee Executive Committee the Creative Director to develop timelines for submission, production, and distribution. The Executive Director may also assist in editing or revising as directed by the Executive Committee Publications Committee and/or the President. The Publications Committee. NOTE: As you can see below, the responsibilities probably need to be divided between Exec or Exec/Exec Director/President. The responsibilities include:~~

- Soliciting contributions from the President, Executive Committee, and Community College Faculty.
- Developing timelines for submissions.
- Making recommendations on printing and distribution process.
- Making recommendations for layout and design.
- Attending Publications Committee Meetings as needed.

- Consulting on all preparations for the production of the *Rostrum* and *The Forum* prior to final approval by the President.

### **Editorial Guidelines for the *Rostrum***

- The *Rostrum* is a quarterly publication of the official voice of the Academic Senate, which provides information content to inform faculty and reflects the Academic Senate's position on Statewide about statewide and local issues as well as academic and professional matters. The articles published in the *Rostrum* do not necessarily represent the adopted positions of the Academic Senate. The Executive Committee will submit the majority of contributions for each edition and these articles primarily will reflect statewide activities and issues. *The Rostrum* may reflect the ideas and opinions of a diverse statewide faculty with submission from the field and as such any faculty may submit an article for publication.
- Articles are on topics that concern the academic and professional life of California community college faculty.
- Articles are short and clearly written, usually of no more than 1500 words.
- All articles must be of general interest to community college faculty.
- The Publications Committee Chair *Rostrum* content editor (faculty Executive Committee member) or the copy editor (Executive Director), in consultation with the President, may edit or rewrite articles for accuracy, tone, consistency, or length. Significant changes will be cleared with the author before publication.
- Letters to the Publications Committee ASCCC and unsolicited articles by faculty members are invited/welcomed.
- Manuscripts will be evaluated for appropriateness and interest.
- Deadline dates will be published and included on the Academic Senate website.
- There will be four (4) *Rostrums* produced and distributed each year, two of which will be devoted to reporting on fall and spring plenary sessions.
- Each issue of the *Rostrum* will be entered/published to on the Internet.

### **Other Official Publications/Documents**

The *Rostrum* is the an official Academic Senate publications. Recommendations for the development of "other" publications/official documents must be reviewed/considered by the Publications Committee ASCCC Executive Committee for publication. The Executive Committee may direct the initiator to take a resolution forward to delegates for deliberation. In rare instances, the Executive Committee can consider other official documents that are not adopted positions of the Senate. In this case, an agenda item will be brought forward to the Executive Committee with a rationale about why the information should be an official document of the Senate without a resolution.

The Executive Committee will use the following criteria in when c~~o~~n~~s~~idering if an "other" document should be an official document of the Senate~~ation will be based on the following~~ criteria:

- ~~Publication budgetary constraints~~
- ~~Requests from California community college faculty~~
- ~~Duplication of existing Academic Senate publication format and information~~
- ~~Impact on Timeline considerations~~

- ~~Production logistics/Resources~~
- ~~willPotential for eliciting-cause confusion (duplicating or contradicting)~~
- ~~goesContrary to against-an existing ASCCC position~~
- ~~May undermines the work of the Senate with system partners~~
- ~~May be pPrescriptive in nature and undermines the principle e-in nature that it goes against the tenet of local control~~
- ~~Its timeliness or timelessness of issue or topic and/or timeless~~

~~Recommendations for the establishment of procedures and guidelines will be submitted by the initiatorThe initiator for the development of "other" publications must submit the ASCCC Prompts for Paper Development. Upon the Executive committee's recommendation, the proposal will be forwarded to the President for consideration as an official Academic Senate publication.~~

### **Publication Guidelines**

~~All documents submitted for Academic Senate publication will follow the style sheet.~~

~~Publications, written or electronic, are designed:~~

- ~~To improve and strengthen communication;~~
- ~~To showcase academic research;~~
- ~~To highlight the many creative talents of community college faculty;~~
- ~~To promote discussion on academic and professional topics.~~
- ~~To ensure clarity and professionalism, especially of adopted papers.~~

**APPENDIX 1:**

ASCCC Prompts for Paper Development  
September 25, 2013

The purpose of this paper topic:

Proposed completion date:

1. Is this a new paper, a revision of, or an update to an existing senate paper?
2. Does the resolution ask for a paper? If so, please copy and paste the resolution below. If no, skip to question number 4.
3. Are there other resolutions or senate publications relevant to this effort? Are there other resources that should be taken into consideration when developing the paper?
4. If the paper is requested by resolution, do you believe that the paper as requested by the resolution is feasible? Yes      No
  - If no, why do you believe the paper is not feasible?
  - Would a white paper, Rostrum article, session breakout, or some other form of communication to the field be more appropriate or effective?
  - If the paper is feasible but the resolution does not provide clear direction, how will you find the focus? What information or direction will you need from Exec to complete the work?
5. If the paper is not requested by resolution, what is the justification for writing the paper? Where and how did the idea for the paper originate?
6. List the main points, topics, or section headers of the paper or a narrative describing the approach to the paper. Please describe any relevant data to be included in the content of the paper or data that is necessary to complete the paper. You may include this information in outline form if appropriate.
7. Do you plan to include appendices in the paper? If so, what type? Provide an example, if appropriate.
8. Do you need to gather information from the field (i.e., in the form of a survey or other) to inform the content of the paper?
9. Do you have other information, comments, questions, or concerns?

## Publications Style Sheet: Using Appropriate Modifications of APA Style Manual

The purpose of this quick style sheet is to make drafting papers easier for committee members and the publication process easier for the Academic Senate Office. To ensure timely and professional dissemination of our documents in both draft and final forms, we assist our readers when we provide similar appearances of our drafts, regardless of authorship. This document will offer you guidelines as you begin and as you divide your labors, reminding you of the final form toward which you aspire. Doing it "right" from the beginning will save you time both prior to adoption and after session as it heads for publication. Correcting the format before circulation saves your readers--on Exec and in the field--from spending time on editorial rather than substantive comments. Ultimately, your adopted document will not be accepted for publication unless it achieves these minimal standards, common in our profession and familiar to you.

ITEM	DETAIL	ILLUSTRATION
Margins	1"	
Font	Times New Roman	This is Times New Roman font. All illustrations in this column use this font to distinguish it from the details in left columns.
Size	12 pt.	
Indents	It is not necessary to indent the first line of each paragraph, since paragraph spacing (see below) creates the necessary visual separation between paragraphs	
Paragraph Spacing	Single space body text. Double space between paragraphs. Turn on automatic numbering mechanism: number consecutively throughout all pages (e.g., 1-2000)	<b>Drafting Stages</b> 1 If possible, during the drafting stage, it is often useful to 2 number each line automatically. This technique enables your 3 readers to comment quickly and eases discussion. 4
• Segments	Do not justify right margins.  Segments subheadings will help make these transitions. CENTERED ON TITLE PAGE IN UPPERCASE	Preparing the Final Draft for Publication The approved final draft for submission will return to single spaced text.
Titles		TITLE IS CENTERED IN UPPERCASE: SO IS ANY ELEMENT FOLLOWING THE TITLE'S COLON
Levels of Heading	First Level Header  Second Level Header  Third Level Header and Subsequent Levels	First Level is Flush Left, Upper and Lower Case  Second is Also Flush Left but is Underlined Too:
Running Headers	Clearly indicate draft status, abbreviated title, and perhaps indicating its number or date	Publication specialists will change font sizes and other strategies to indicate subsequent levels. word, ending with a period.
• Final Version	Shortened title + page	Academic Senate Technology Committee <b>DRAFT #6 10/31 Technology for Us 13</b>  Technology for Us 22

<b>ITEM</b>	<b>DETAIL</b>	<b>ILLUSTRATION</b>
In-Text Citations	<i>In-text citations, using the author's last name followed by date</i>	According to Levin (1999), new faculty members "are seldom prepared for their first assignments" (p. 98).
Footnote/ End Notes	<i>Use automatic end note or footnoting in Word: use "insert" function to place number close to referred element</i>	Though less frequently used, footnotes or endnotes can provide correlative information that, if included in the body of the text, would interrupt the flow of the argument. If using in-text citations, citations are not necessary in footnotes, according to experts <sup>1</sup> .
Use of • Bullets • Numeration • Other symbols	<p><i>Using these visual cues can help your reader identify key ideas; please work with the office staff in final drafting stages if you wish to include these features. Keep the following points in mind when working with bulleted or numbered texts.</i></p> <ul style="list-style-type: none"> <li>• <i>Try to use the same bullet style throughout the publication.</i></li> <li>• <i>Try to make the items parallel in their form (e.g., all verb forms, only nouns, prepositional phrases, etc.)</i></li> <li>• <i>Use the bullet or numbering icon to line up the text beneath the bullet as it appears here.</i></li> <li>• <i>Use bulleted or numbered lists sparingly as they decrease the flow of the document.</i></li> </ul>	<p>Authors wishing to use bullets should work on these features:</p> <ul style="list-style-type: none"> <li>• use a complete sentence to precede the introductory colon;</li> <li>• make all elements parallel in construction;</li> <li>• use all complete sentences (capitalized and followed with a period as you see in the column to the left) or, following a colon, begin with lower case letters and separate with semicolons as used in this list; and</li> <li>• conclude the list with a period.</li> </ul>
Tables/Figures/ Illustrations or Visuals	<i>Tables should follow the same layout as the rest of the publication. Avoid using tables in landscape layout when the rest of the document is vertical.</i>	<p>Tables, are generally labeled as Table 1, Table 2, etc., with a clear label and title above the illustration; the source appears below the table in a note such as the following.</p> <p><i>Note: From "Strategies 2000," by N. Meyerson, 1999, The Journal of Business Communication, 39, p. 240.</i></p> <p>Sketches, pie-charts and other visuals are usually listed as figures, as in Fig. 22. The label and caption appear below the illustration, flush left.</p>
Spacing	<i>Avoid two spaces after a period, column, etc.</i>	Two spaces after a period is a holdover from the days of monospaced fonts, like Courier and typewriters. They helped signal a pause. With proportional fonts, it's unnecessary and can make text hard to read.

<sup>1</sup> For a more thorough treatment of this information, consult D. Hacker's exercises at [www.dianahacker.com/writersref](http://www.dianahacker.com/writersref)

<b>ITEM</b>	<b>DETAIL</b>	<b>ILLUSTRATION</b>
Quotation Marks	Avoid straight quotation marks, if possible.	Most word processing programs, give you the option to use curly quotes. These may also be called smart quotes or typographer's quotes. In Word, these adjustments can be made through "Tools," "AutoCorrect" and "Autoformat" options.
<b>Ordering the Document</b>	<b>The contents appear in the following order.</b>	
Title Page	List Committee members for year(s) during which publication was written. The committee chair should always be listed first and identified as its chair. List college affiliation for each member, and identify title of any administrator (Vice President of Instruction) or student (CalSACCC)	
Table of Contents	Omit page numbers; the Publications Specialist will provide them during publication; list subheadings as they appear in the text, if used. Make sure the contents' headings and subheading are consistent with the table of contents.	
Abstract	Provide a 150-200 word synopsis of paper's purpose, any noteworthy methodology, the major content areas and general findings.	
Body Text	Refer to any initiating resolution(s)	
<ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Main Body</li> </ul>	May have separate sections with subheadings	
Recommendations to Local Senates	Always required; each recommendation draws upon specific comments contained or implied in the body of the paper and identifies responsible party	
End Notes	If endnotes were used rather than footnotes, they appear here.	
References	Alphabetic, bibliographic entries for all works actually used and cited in the text.  Note the hanging indent and modified-APA formatting of titles. Actual number of indented spaces will be fixed at publication.	Academic Senate for California Community Colleges (2003a). Consultation Council Task Force on Counseling. Sacramento: Author.  Academic Senate for California Community Colleges (2003b). The Impact of Computer Technology on Student Access and Success in the California Community Colleges. Sacramento: Author.  Heur, R.J., Jr. (1999). Keeping an open mind. In <i>Psychology of intelligence analysis</i> (chap.6). Retrieved July 7, 2001, from <a href="http://www.cia.gov/csi/books/19104/art9.html">http://www.cia.gov/csi/books/19104/art9.html</a>
Works Consulted (may or may not be present)	Bibliographic entries here include only those used for background and of use to others but not cited or used in the body of the text	
Glossary (use is optional)	Alphabetical order	
Appendices (use is optional)	Labeled A-Z, AA-ZZ; must be referenced specifically in the	

ITEM	DETAIL	ILLUSTRATION
optional)	text body and provide citation information on that Appendix page	
<b>Miscellaneous Stylistic Features</b>		
Using Quotations		In quoting longer passages of four or more typed lines, be certain to introduce or contextualize the forthcoming passage, then provide a marking indentation, as appears in <i>A Survey of Effective Practices in Basic Skills</i> (ASCCC, 2003):
<ul style="list-style-type: none"> <li>▪ Contextualizing</li> </ul>		<p>We began to acknowledge that we were now thinking from the merged view of the interconnections of teaching the reading/writing process. We had transformed our perspectives and our beliefs to the integrated model. (p. 6)</p>
<ul style="list-style-type: none"> <li>▪ Block Quotation</li> </ul>	<p><i>Block quotations, dropped down and indented as the model indicates, do not have quotation marks before or after the text. The spacing indicates to the reader what occurs.</i></p>	<p>Don't worry about additional stylistic features such as spacing or italicizing your quotations; those elements will be considered by the Publications Specialist. As Hacker (2004) would argue, the main purpose of using a quotation is to clarify whose views are being shared, and "which ideas are so remarkable as to require a signal that the ideas are not your own" (p. 328).</p>
<ul style="list-style-type: none"> <li>▪ Single Quotations</li> </ul>	<p><i>Single quotation will be contextualized and distinguished by quotation marks but will reflect the grammatical context of the sentence.</i></p>	<p>By using plural nouns (<i>they, all, many</i>), writers help readers avoid confusing he/she pronoun shifts, or verb agreement problems. Whatever pronoun is selected, authors will seek consistency throughout the text to avoid gender-loaded language.</p>
Gender-Neutral Language, Plurals		
Spell-check and proof document prior to any circulation	Need more be said?	
Numbers		Only four students in that particular major eventually transferred to that university, although 1,037 students indicated their intent to do so when they first registered. Five hundred students later declared a similar major at other universities.
<ul style="list-style-type: none"> <li>▪ 10 and less</li> <li>▪ &lt; 10</li> </ul>	<p><i>Use words for numbers ten and less than ten, numerals for numbers 11 and greater. Do not begin a sentence with a numeral—spell out or reorder the wording.</i></p>	The Academic Senate for California Community Colleges (ASCCC) has taken no official position on this specific proposal. However, four ASCCC papers offer relevant recommendations: first . . .
Abbreviations	<p><i>Use the full term completely at its first appearance in the text; then use the acronym only throughout the remainder of the text.</i></p>	



## HOW TO USE THE SENATE LISTSERV

As a form of communication to the field, Area representatives can post to the Area listservs. The following procedure will facilitate the use of the Area listservs.

### Policy for Using the Listserv

The ASCCC provides a listserv to each Area representative to communicate with the Area's colleges. Staff maintains these listservs or individuals voluntarily sign up via the Senate website. Area representatives should only use the listserv to communicate Senate information and not information specific to colleges. Instead, Area representatives can direct faculty to join the unofficial Google Group (cccsenates@googlegroups.com) and send specific questions to that list.

When using the listserv, Area representatives should be mindful to use appropriate listserv etiquette such as avoiding emoticons, sarcasm, and other language that could be misconstrued. The following is a list of types of documents to be shared via the listserv. If you receive a request to send something that is not on this list, please check with the President or Executive Director before forwarding out on the listserv:

- Area meeting agendas, materials, draft resolutions, notes
- Senate event reminders or updates—plenary session, institutes, regional meetings
- Award notifications specific to your area (i.e., request for readers)—Exemplary, Hayward, Diversity

Area representatives, however, should be careful not to duplicate information sent to the Senate President listserv as many of the delegates on that listserv are also on the Area listserv. Information sent via the Area listserv should be unique to the Area. For example, information that all Areas need to know (i.e., Discipline's List Revision additional background information), should be sent via the Senate President listserv and not the Area listservs. Area representatives should consider whether or not the information would benefit all areas and share with other Areas or send to the Executive Director to send to other listservs.

### Procedure for using the Area Representative Listserv

Area representatives will develop a message and email with the address to his/her area listserv (AreaA@listserv.ccnex.net, AreaB@listserv.ccnex.net, AreaC@listserv.ccnex.net, or AreaD@listserv.ccnex.net). This is the same way that you would compose any other email and can also include attachments or links as necessary.

Once the message is composed and sent to your area listserv address, you will receive the following message from the CCC Technology Center LISTSERV Server with the following message:

For security reasons, the AREA list has been configured to request positive confirmation of messages posted to the list. You must now confirm that the enclosed message did originate from you. To do so, simply reply to the present message and type "OK" (without the quotes) in the text of your message, **or click on the link below**. If this does not work, or if the message did NOT originate from you, contact the list owner for assistance.

To APPROVE the message: [**CLICK ON THE LINK**].

Once you confirm that the message did originate from you, click on the provided link and you will then receive the message. If you don't receive a message, your message was most likely not successful. Check to see if an email was received by the Senate Office. If not, then resend.

[Note: Sometimes the listserv is slow to provide a confirmation email. ]

As Area Representatives you might receive an email from senate presidents or others that they would like to be added to the Area listserv or another Senate listserv. Please inform them that they can subscribe to the listserv by visiting the Senate's website at <http://asccc.org/signup-newsletters>. In addition, they can also unsubscribe (if the past president wishes to do so) from the list. Please contact the Senate office if you have any questions.

#### 40.00 HONORING FACULTY LEADERS

(Approved August 8, 2008)

There are times when a faculty member(s) or the Executive Committee may want to honor faculty who have served the Academic Senate in a variety of capacities in support of by supporting the mission and vision through a variety of capacities (e.g., committee member, Executive Committee member, advisory group). The following are some of the ways that the Executive Committee/ASCCC or the Executive Committee can honor faculty including:

- Emeritus status – retired faculty only (noted in bylaws)
- Resolution (honorary or adopted resolution)
- Contribution to the Academic Senate Foundation including to the level of Academic Senate Foundation Leadership Circle
- Contribution to a charitable organization suggested by the family of the deceased up to the amount of registration at one plenary session
- Proclamation
- Recognition in the *Rostrum*, a plenary session program, or other printed material of the ASCCC

If the Executive Committee or a faculty member(s), working through their Area, determines that a faculty member should be honored, the following criteria will be considered:-

1. The faculty member must be a deceased, -or retired community college faculty member, -who has . The faculty member must have completed at least five (5) years of significant service to the Academic Senate for California Community Colleges.

1. Executive Committee members can be honored under the discretion of the Executive Committee after serving a full term. A request to honor an individual must be agendaized for action at a regular meeting of the Executive Committee.

2. The faculty member must be recognized for exceptional contributions supporting the aims and functions of the ASCCC.

2. The honoring of Executive Committee members who have serve a full term or longer is under the discretion of the Executive Committee. A request to honor an Executive Committee member must be agendaized for action at a regular meeting of the Executive Committee.

The honor may include a financial contribution to the Academic Senate Foundation or a charitable organization suggested by the family of the deceased up to the amount of registration at one plenary session. It may also include recognition in the *Rostrum*, a plenary session program, or other printed material of the ASCCC.

A request to honor an individual must be agendaized for action at a regular meeting of the Executive Committee.



# **ASCCC Vendor Policies**

## **DRAFT**

### **November 20, 2013**

Specific vendors are welcome to attend Academic Senate for California Community Colleges (ASCCC). The Senate holds two annual business meetings where representatives for each 112 community colleges attend to discuss the future of community colleges and provide guidance to the Executive Committee and staff on the direction of the Senate. On occasion, vendors may be invited to participate in our events as speakers, or as vendors in our vendor booth area. This document is designed to communicate the Senate's vendor policies to those vendors who are invited to attend our events.

#### **Pre-Conference Vendor Speakers**

Occasionally, ASCCC will host pre-conference breakouts. The speakers for this pre-conference are by invitation only. Speakers are identified by the Executive Committee and approved by the President based on the needs of the membership. Vendors who are invited to make a presentation at a pre-conference are required to pay a vendor fee and can present their products or services during the pre-session but are prohibited from selling during the event. All pre-conference sessions are subject to presentation review by the ASCCC Executive Director to ensure the membership is getting information that meets their needs, not just prospective selling.

#### **Vendor Fair**

Occasionally, ASCCC chooses to have a vendor fair in conjunction with events. The participants for this vendor fair are by invitation only. The vendors selected are based on the needs of the ASCCC membership. All participants are required to complete an application form (see attached sample form) that details the specific logistics of that particular vendor fair and pay a vendor fee. The fee includes one table with electrical power for the duration of the vendor fair. Selling is only allowed within the vendor fair area and only during non-conference times (before conference start, breaks, lunch, after conference ends). The fee includes conference registration and hosted meals for one person. If additional vendor staff attends, they must register as a vendor for the conference. This allows them to attend the conference and be included in all ASCCC hosted meals. The vendor fair will have a limited time span. However, the registered vendors are welcome to attend the remaining conference.

**ASCCC reserves the right to have sessions where no vendors are allowed.  
The speaker's fee covers conference registration and all ASCCC hosted meals for one person.**

## **ASCCC Vendor Agreement**

As a vendor in good standing, I understand that I am allowed to attend the ASCCC as a participant with no intent of selling my product during the event. The Senate event is my opportunity to understand the needs of the ASCCC membership so we can better develop solutions to meet those needs. I may make contacts during the event that leads to selling opportunities in the future. However, my participation in the event does not allow me to use the ASCCC membership list as a cold call opportunity and I will not share ASCCC membership information with anyone else.

I understand that ASCCC members may want to learn about my products during non-conference time; however, unsolicited sales presentations or pressure during the conference will not be tolerated. I understand that if I demonstrate this behavior the Executive Director will issue me one warning and if I repeat the behavior, I will be asked to leave the conference and will not be allowed to attend future conferences.

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Vendor's Signature

Reference: <http://www.accis-wa.org/Documents/ACCIS%20Vendor%20Guidelines.pdf>

Form to be modified based on event.

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

## FALL PLENARY SESSION NOVEMBER 7, 2013 IRVINE MARRIOTT EXHIBITOR REGISTRATION FORM

Name \_\_\_\_\_

Organization \_\_\_\_\_

Title \_\_\_\_\_

Email address \_\_\_\_\_

Phone number \_\_\_\_\_

### REGISTRATION

By checking this box you are agreeing to Exhibit at the ASCCC Fall Plenary Session and the information that follows:  Exhibitor Registration: \$500

This fee includes exhibit table and recognition in the onsite program. Please provide your logo as a .png file by October 7th. If logo is received after this date we cannot guarantee it will be included in the program.

If you need to cancel, please contact ASCCC immediately. Your exhibit fee helps us provide for an exceptional meeting experience. A full refund, minus a \$50 administrative fee, will be issued if cancellation is received by October 16, 2013. Any cancellations received after October 16, 2013 will be reviewed by the Executive Director. If it is too late to remove your logo from the program, your registration fee will not be refunded and we will work with you to provide materials to the attendees on your behalf.

Exhibits are open from 10am – 3:30pm on Thursday, November 7, 2013

### PAYMENT INFORMATION

by check: Make payable to the Academic Senate

Expiration Date: \_\_\_\_\_ (mmyy) Card Code: \_\_\_\_\_

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ Zip/Postal Code: \_\_\_\_\_  
Email \_\_\_\_\_

Phone: Fax: \_\_\_\_\_





## Executive Committee Agenda Item

SUBJECT: Budget Committee Membership Composition		Month: January 2014	
		Item No: V. F.	
		Attachment: No	
CATEGORY:	First Reading	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Phil Smith, Executive Committee Member	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	Julle Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

### DESIRED OUTCOME:

The Executive Committee will discuss whether to change the composition of the ASCCC Budget Committee to include two faculty members from the field, to add non-officer Executive Committee members, or to consider other changes.

### BACKGROUND:

*(Please include the following components: issue, implication, analysis, relevant ASCCC positions/resolutions/policies, or any other useful data or information.)*

Currently, ASCCC Budget Committee consists of the ASCCC officers and the Executive Director with the following charge:

The Budget and Finance Committee is responsible for making recommendations to the Executive Committee for the annual budget for each subsequent year and making recommendation on fiscal policies and procedures. This committee is also responsible for the review of budget performance and revision of the budget, if necessary. The Treasurer shall report on a periodic basis to the Committee. The Committee shall approve the Senate Investment Policy and shall approve investments.

Adding non-Executive Committee members to the Budget Committee would ensure that fiscal policies, procedures, budgets, and budget performance would be reviewed from a variety of perspectives from Exec and the membership at-large, provide greater transparency to the organization's finances, and offer an opportunity to include specialized accounting or budgetary expertise from the field.

<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.

When this item was discussed at first reading in October, there was a suggestion that perhaps instead of adding members from the field, that non-officer Executive Committee members be added instead.

Another development: Since October, the Executive Committee has received a legal opinion that it should follow the Bagley-Keene act. The Budget Committee consists of officers including the President and the Executive Director. Both the President and the Executive Director have regular communication with all Executive Committee members. Items discussed and recommendations made at the Budget Committee meeting might be discussed, at times, with enough Exec members to constitute a quorum under the "serial-meeting provisions" of the Bagley-Keene Act. It reads:

*The prohibition applies only to communications employed by a quorum to develop a collective concurrence concerning action to be taken by the body. Conversations that advance or clarify a member's understanding of an issue, or facilitate an agreement or compromise among members, or advance the ultimate resolution of an issue, are all examples of communications that contribute to the development of a concurrence as to action to be taken by the body. Accordingly, with respect to items that have been placed on an agenda or that are likely to be placed upon an agenda, members of state bodies should avoid serial communications of a substantive nature that involve a quorum of the body.*

*In conclusion, serial meeting issues will arise most commonly in connection with rotating staff briefings, telephone calls or e-mail communications among a quorum of board members. In these situations, part of the deliberative process by which information is received and processed, mulled over and discussed, is occurring without participation of the public. (A Handy Guide to the Bagley-Keene Open Meeting Act 2004, p. 6)*

Thus, great care must be exerted to prevent Budget Committee recommendations from being discussed serially. As a third option, it might be better to disband the Budget Committee and have all budgetary discussions and recommendations presented to the entire board at the same time.



## Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council Meetings		Month: January 2014	
		Item No: VI. A.	
		Attachment: YES	
CATEGORY:	Information and Reports	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Beth Smith/David Morse	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Tonya Davis	Action	
		Information	x

*Please note: Staff will complete the grey areas.*

**DESIRED OUTCOME:**

The Executive Committee will be updated about the Board of Governors and Consultation Council Meetings.

**BACKGROUND:**

Since the November 2013 Executive Committee meeting, the Consultation Council met November 21<sup>st</sup> and the Board of Governors met November 12-13. President Smith and Vice President Morse will provide highlights of the meetings. Members are encouraged to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

<http://extranet.cccco.edu/SystemOperations/BoardofGovernors/Meetings.aspx>

<http://extranet.cccco.edu/SystemOperations/ConsultationCouncil/AgendasandSummaries.aspx>

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





## Executive Committee Agenda Item

SUBJECT: Senate Grants		Month: January 2014	
		Item No: VI. B.	
		Attachment: YES / NO	
CATEGORY:	Information and Reports	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Beth Smith	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Information	X

*Please note: Staff will complete the grey areas.*

**DESIRED OUTCOME:**

The Executive Committee will discuss ways to 1) improve communication between grant projects and the Executive Committee, 2) establish criteria (if necessary) to determine when the Senate should pursue a grant, and 3) how to ensure that the policies of the Senate are used in completing the work of grants.

**BACKGROUND:**

*(Please include the following components: issue, implication, analysis, relevant ASCCC positions/resolutions/policies, or any other useful data or information.)*

Grants are critical to the financial health of the Senate. With recently awarded grants, the Senate has been able to leverage funds and remain fiscally sound. However, grants pose other challenges to the Senate, especially with regard to protocol and positions of the Senate. This discussion may cause some policies or practices to arise that will improve the non-fiscal implementation aspects of grants.

Currently, the Senate is involved in several grants with the probability of engaging in more in 2014. Work on grants takes staff and faculty time, and the deliverables for the grant may not be directly driven by resolution or action taken by the Executive Committee. Occasionally, minutes or notes from meetings where grant work is accomplished are included in Exec agendas which help provide information about the accomplishments of faculty and policy implications. In order for Exec to be informed about such work so as to be able to answer policy questions or speak with faculty appointees about their service, better communication is desirable. What information does Exec need to know and when regarding policy matters related to work conducted through grants?

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.

The Senate has sought grants as the principal lead or as partner in many applications over the years. For the grants pursued in recent history, if Senate positions were aligned with the goals of the grant, then the Foundation or others within the ASCCC would write and apply for such grants.

Unfortunately, in the case of the OER grant, the Senate (or ICAS) did not desire to write this grant but was directed by Senator Steinberg's office to assist. As we know from our local experience, grant deadlines are often short and timelines aggressive for submittal. Are further criteria necessary to determine when and if the Senate pursues or partners for a grant?

When faculty positions are written into grants, who appoints faculty to the work? If certain individuals are named in the grant, then the subsequent Senate president may not be able to alter those assignments. In some cases, the president is not appointing faculty to work on grants, possibly because the appointment process takes too long or may be too cumbersome. Are there alternate ways to keep true to the Senate's protocol for presidential appointments while still recognizing the special needs of fulfilling grant specifications?



## Executive Committee Agenda Item

SUBJECT: Fall Curriculum Regionals Survey Results		Month: January 2014	
		Item No: VI. C	
		Attachment: YES	
CATEGORY:	Information and Reports	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julle Adams	Action	
		Information	X

*Please note: Staff will complete the grey areas.*

**DESIRED OUTCOME:**

**Appraise the Executive Committee of attendee feedback from Curriculum Regional Meetings.**

**BACKGROUND:**

*Fall Curriculum Regionals were held on Friday, November 15 at Long Beach City College and Saturday, November 16 at Laney College. Attendance was over 80 people at the south meeting and 60 people at the north meeting. Feedback was generally positive. It is noteworthy that there was little overlap (less than 10%) between attendees at Fall Plenary and attendees at Curriculum Regionals.*

*\*\*\*Actual Survey Results should be attached here\*\*\**

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





1. Which Regional Meeting did you attend?

	Response Percent	Response Count
<p>November 15 at Long Beach Community College</p>	60.5%	26
<p>November 16 at Laney College</p>	39.5%	17
	answered question	43
	skipped question	0

**2. The registration process was easy and handled efficiently.**

	Response Percent	Response Count
Strongly Disagree <input type="checkbox"/>	9.3%	4
Disagree <input type="checkbox"/>	0.0%	0
Undecided <input type="checkbox"/>	4.7%	2
Agree <input type="checkbox"/>	23.3%	10
Strongly Agree <input checked="" type="checkbox"/>	62.8%	27
	<b>answered question</b>	<b>43</b>
	<b>skipped question</b>	<b>0</b>

**3. The facilities were comfortable and appropriate.**

	Response Percent	Response Count
Strongly Disagree <input type="checkbox"/>	4.8%	2
Disagree <input type="checkbox"/>	2.4%	1
Undecided <input type="checkbox"/>	4.8%	2
Agree <input type="checkbox"/>	40.5%	17
Strongly Agree <input type="checkbox"/>	47.6%	20
Please explain.		11
	<b>answered question</b>	<b>42</b>
	<b>skipped question</b>	<b>1</b>

**4. The objectives/outcomes were clear and appropriate for the topic.**

	Response Percent	Response Count
Strongly Disagree	4.8%	2
Disagree	7.1%	3
Undecided	2.4%	1
Agree	50.0%	21
Strongly Agree	35.7%	15
<b>answered question</b>		<b>42</b>
<b>skipped question</b>		<b>1</b>

**5. The facilitators were knowledgeable in the subject area.**

	Response Percent	Response Count
Strongly Disagree	4.7%	2
Disagree	2.3%	1
Undecided	4.7%	2
Agree	37.2%	16
Strongly Agree	51.2%	22
answered question		43
skipped question		0

**6. The number of participants was:**

	Response Percent	Response Count
Too many	2.4%	1
Just the right number	78.6%	33
Too few	2.4%	1
Undecided	16.7%	7
answered question		42
skipped question		1

**7. Please evaluate how useful or informative the following workshop presentations/activities were for you.**

	<b>Not Useful/Informative</b>	<b>Somewhat Useful/Informative</b>	<b>Very Useful/Informative</b>	<b>Rating Average</b>	<b>Rating Count</b>
Update on Global Curriculum Issues	2.4% (1)	23.8% (10)	73.8% (31)	2.71	42
Credit vs. Noncredit – Review of Content	11.6% (5)	30.2% (13)	58.1% (25)	2.47	43
Repeatability Rules	4.8% (2)	33.3% (14)	61.9% (26)	2.57	42
			<b>answered question</b>		<b>43</b>
			<b>skipped question</b>		<b>0</b>

**8. Please rate the balance between presentation of information and discussion held during the workshop.**

	Response Percent	Response Count
Not enough presentations <input type="checkbox"/>	2.3%	1
Not enough discussion <input type="checkbox"/>	2.3%	1
<b>Good ratio</b> <input checked="" type="checkbox"/>	<b>90.7%</b>	<b>39</b>
Too many presentations <input type="checkbox"/>	0.0%	0
Too much discussion <input type="checkbox"/>	4.7%	2
<b>answered question</b>		<b>43</b>
<b>skipped question</b>		<b>0</b>

**9. How would you rate the quality of the information presented?**

	Response Percent	Response Count
Excellent, exceeded expectations	30.2%	13
Satisfactory, met expectations	60.5%	26
Unsatisfactory, did not meet expectations	7.0%	3
Poor	2.3%	1
answered question		43
skipped question		0

**10. Have your leadership skills/knowledge increased as a result of participating in this workshop?**

	Response Percent	Response Count
Yes	86.0%	37
No	14.0%	6
answered question		43
skipped question		0



**11. Please rate your agreement with the following statements. After completing the workshop, I am now able to:**

	<b>Disagree Strongly</b>	<b>Disagree Somewhat</b>	<b>Agree Somewhat</b>	<b>Agree Strongly</b>	<b>Rating Average</b>	<b>Rating Count</b>
Recognize state and national initiatives and trends that are impacting California community colleges.	0.0% (0)	4.8% (2)	59.5% (25)	35.7% (15)	3.31	42
Identify issues and concerns at your college capable of being improved through individual and collective action.	4.9% (2)	4.9% (2)	53.7% (22)	36.6% (15)	3.22	41
Evaluate various leadership strategies for resolving problems and advancing initiatives.	12.2% (5)	19.5% (8)	48.8% (20)	19.5% (8)	2.76	41
				<b>answered question</b>		<b>42</b>
				<b>skipped question</b>		<b>1</b>

**12. Has this regional meeting given you new viewpoints and insights?**

	Response Percent	Response Count
To a great degree	16.3%	7
To a moderate degree	46.5%	20
Somewhat	18.6%	8
To a minimal degree	16.3%	7
Hardly at all	2.3%	1
	<b>answered question</b>	<b>43</b>
	<b>skipped question</b>	<b>0</b>

**13. Overall, how would you rate the quality of this regional meeting?**

	Response Percent	Response Count
Excellent	48.8%	21
Satisfactory	44.2%	19
Unsatisfactory	7.0%	3
Poor	0.0%	0
	<b>answered question</b>	<b>43</b>
	<b>skipped question</b>	<b>0</b>

**14. Would you recommend this regional meeting to your colleagues?**

	Response Percent	Response Count
Yes	92.7%	38
No	7.3%	3
	answered question	41
	skipped question	2

**15. Does a Friday/Saturday meeting time work for you?**

	Response Percent	Response Count
Yes	92.7%	38
No	7.3%	3
	answered question	41
	skipped question	2

**16. Would you interested in a follow-up meeting?**

	Response Percent	Response Count
Yes	81.0%	34
No	19.0%	8
	answered question	42
	skipped question	1

**17. What did you like the most about the meeting you attended? Please explain.**

	Response Count
	32
answered question	32
skipped question	11

**18. What did you like the least about the meeting you attended? Please explain.**

	<b>Response Count</b>
	25
<b>answered question</b>	<b>25</b>
<b>skipped question</b>	<b>18</b>

**19. What, if any, improvements would you suggest? Please explain.**

	<b>Response Count</b>
	21
<b>answered question</b>	<b>21</b>
<b>skipped question</b>	<b>22</b>

## November 15 Long Beach City College

### **The facilities were comfortable and appropriate. - Please explain.**

- Large room with good PA system. Food was very good as well. Great accommodations.
- Nice facilities; close parking.
- Beautiful room. Difficult to promote discussion given the vastness of the room.

### **What did you like the most about the meeting you attended? Please explain. - Open-Ended Response**

- Credit vs. Noncredit presentation
- Presenters and their insights. I think there was a good mix. Panel at the end didn't quite work out, but it was mainly because it was getting late and people started to leave.
- My college is still struggling with Content Review for English/Math/Reading prerequisites. There was a great presentation on that last year at Chaffey College. I would love a refresher of that topic.
- Updated information about state wide curriculum issues.
- Compact, focused meeting.
- Update on SB 440 and its implications.
- Broad range of topics.
- The variety of topics and relevance to issues being dealt with on curriculum committees were extremely pertinent. Appreciate Articulation Officers being involved.
- Knowledgeable presenters. I got affirmation for the direction we've taken on our campus as well as ideas for handling unresolved issues.
- hearing how other colleges are approaching the issues
- It is always a pleasure to hear Michele but the presentation didn't go far enough. We need info on what to do if your course fails to meet C-ID or your School fails to submit for C-ID. How does this affect the approved ADT? Has the student earned the ADT if the required courses do not have C-ID approval? Can we continue to print an ADT if we have no intention of meeting C-ID? How long can an ADT continue to be considered approved if we have not followed through?
- The information provided and format in which it was provided was excellent. This is my first experience at such an event, so I cannot comment further.
- The repeatability information
- The "stuff" from the attorney was the most useful, but I knew some of the other from plenary.
- The information presented by Michelle Goldberg. It provided additional insight into the course repeatability issues.
- The knowledge that everyone has, and to know we are not the only one's having problems.
- Keeping up with the latest information.
- The attorney's presentation on repeatability

### **What did you like the least about the meeting you attended? Please explain. - Open-Ended Response**

- More compassion towards members unhappy with disciplines affected by new Repeatability Guidelines.
- The lady who said that the speakers were too loud. Once speakers were disconnected, people couldn't hear much and started leaving. The lady who complained left early as well by the way.
- Several of the topics were presented as if we all had a working knowledge from Plenary. But I didn't attend Plenary, so I felt a little lost. A few moments of introduction to the topic, or a clear background would be greatly appreciated.

**November 15 Long Beach City College Continued**

**What did you like the least about the meeting you attended? Please explain. - Open-Ended Response**

- Poor signage to locate parking and rooms. But this was minor, and I really felt that the entire meeting was useful.
- Some attendees' negativity and refusal to accept state changes and do their best to work within the new guidelines. (This has nothing to do with the meeting itself, really.)
- The dissembling answers to difficult questions as well as the outright falsehoods told by the presenters to the attendees regarding the topic of Transfer Degrees and policy.
- Too much repetition of information presented at the Curriculum Institute.
- Agenda did not provide adequate information about the discussions we had. Slide handouts missing and, if posted, no information about where and how to access.
- There were a few questions that couldn't be answered on the Repeatability concerns from the CSU or UC perspective.
- The only issue was the Friday traffic. It was a major struggle to get to the location due to heavy traffic. Could we try for a Saturday next time?
- With all due respect, titling the session credit vs. noncredit does not set up a collaborative effort! Why is this being portrayed as a zero sum game? The head of this group is a credit person with no noncredit programs at her college. And only 1 noncredit rep on the committee? A more balanced approach is needed.
- Most of the information provided was a re-hash of what we already know and is legally required. By re-presenting the same info, it opened up hostile and unproductive discussions from faculty that have yet to accept the new reality.
- Can't think of anything

**What, if any, improvements would you suggest? Please explain. - Open-Ended Response**

- Involve and secure representation of faculty as presenters from Fine Art areas. Review positive options going forward for FA curriculum.
- More small, task focused discussion groups with specific outcomes to report. And turn down the speakers if they are too loud (which they were not in my estimation) but do keep them going. It would be good actually to have more than one microphone for a room that size. Perhaps two mikes in two different locations would make people get up to ask questions? Other than that, it was a really well planned and well administered event. Thank you for all the efforts.
- Would have liked a better discussion of the credit and noncredit and transition between credit and noncredit issues.
- Nothing to add. Good meeting. Informative, even fun in most regards. Thank you!
- New State Academic Senate leadership.
- More formal presentations with discrete discussion held at the end of the presentations.
- Item #5: All but the noncredit facilitator seemed knowledgeable about their respective areas. Item #17: I would recommend if you did not impose a limit on participants from each district. Item #16: interested in follow-up only if on a theme that's relevant to my area.
- Regional meetings are an excellent way to help schools manage the ever increasing curriculum issues we face. It also helps us know the people in our region. Additionally it is easy to bring committee members to increase their expertise. Please keep doing them!

***November 15 Long Beach City College Continued***

**What, if any, improvements would you suggest? Please explain. - Open-Ended Response**

- The latest version of the PCAH has new processes, including new documentation for non-substantial changes to existing degrees. It would have been immensely helpful to have had a presentation/discussion that covered these new requirements. I'd suggest taking a survey before the next workshop to determine the agenda and I would highly recommend not beating a dead horse unless new information is available (i.e., any known consequences for too broad/lack of families?)
- Can't think of anything
- It would be helpful to have handouts on each presentation and/or the links to them communicated during the meeting instead of a vague reference to their anticipated presence on a website.
- Maybe some scenarios and how colleges should respond.



## November 16 Laney College

### **The facilities were comfortable and appropriate. - Please explain.**

- I liked the Bistro, but it was a full house, with everyone seating so closed to each other that to get up to go to the bathroom, I had to walk out, around, and then get in. Food was phenomenal!! Parking a breeze! Very nicely organized!
- Stuffiness and not an ideal space for a group working off a PowerPoint, but I liked that it was full of light.
- The only complaint I have is the spacing between the tables--they were too close together so that when individuals were sitting down around the tables, movement through the room was very difficult. Other than that, the facilities were fine.
- The parking instructions were a bit confusing (I had no idea where the parking lot was and ended up driving around and around the Laney Campus for quite a while).
- Some issues with bathroom availability.
- The Bistro at Laney was appropriate but the setup was too cramped for the number of attendees.
- The room was nice, but the restroom situation could have been better.
- A bit crowded and the configuration of the room made the projection screen seem small for those in the back of the room.

### **What did you like the most about the meeting you attended? Please explain. - Open-Ended Response**

- The lemon bars, LOL!! Joke aside, I enjoyed meeting curriculum chairs from other colleges. I think that introductions would have been nice, if anything, at the table level. I would have loved to meet/know a bit more about those sitting at the same table, and perhaps be given a chance to discuss in groups some of the topics.
- Update of C-ID
- Opportunity to speak directly with someone from Chancellor's office. And the entire meeting was just the right length.
- The updates on SB 1440 and SB440 were great. I was not very well informed about the implications of SB 440 before attending the regional meeting.
- As an incoming Curriculum Chair, I found the meeting to be a helpful crash-course in state-wide regulations and updates. I also got pressing questions answered by colleagues.
- It helped clarify/identify some issues that I was able to bring back to my campus.
- The open discussion for individual schools to ask questions at the end.
- Clear information about repeatability
- Good Q&A opportunities.
- Bringing Sexy Back
- Information about global curriculum, C-ID, ADT, etc.
- It helped me stay up to date on curricular issues.
- The information provided in the first presentation.
- Very latest updates, connecting with faculty from other schools

### ***November 16 Laney College Continued***

#### **What did you like the least about the meeting you attended? Please explain. - Open-Ended Response**

- It's too much of a drive for us on the Central Coast. Could video streaming be possible in the future?
- Credit Course Repetition - been there, done that. However, I realize that other colleges still need help.
- The room was not easy to navigate once the participants had seated themselves--the tables were too close together. Also, the restroom facilities were inadequate for the number of people attending the meeting--single toilet restrooms are never good when you have a crowd of people.
- The amount of cross-talk by faculty who thought they knew things but didn't actually have accurate information. The moderators made some effort to curb this, but it got very confusing trying to determine who had accurate information.
- The discussion on credit vs. non-credit seemed a bit ill placed with so many other curriculum-related topics right now. Funding isn't available for most schools to offer non-credit. In addition, the discussion about college level vs. basic skills was empty. Most of what was indicated for one could have been indicated for the other.
- Sound reinforcement was needed for all presenters, and they didn't have or didn't wish to use
- Room set up - back of room to far away.
- Physical space was a bit restrictive, otherwise, nothing.
- The location was not the best even on that campus.
- The information on repeatability was yesterday's news. By now, everyone should understand it.
- Although some discussion was held within each presentation, I was looking forward to the open discussion time. But it quickly degenerated, with numerous people leaving early and the presenters clearly ready to be done. I totally understand they do this a lot and are tired but I felt somewhat discouraged from asking more questions or bringing up new topics.

#### **What, if any, improvements would you suggest? Please explain. - Open-Ended Response**

- food could be better
- More moderator limitation of folks spreading inaccurate information.
- Better catering with healthier food for the luncheon. The heavy pasta and brownie combo was...well...you could do a lot better on that
- Have a second mic so individuals with questions can ask the question so that everyone can hear.
- Great job!
- None.
- The question about follow up meetings is too vague - I would be interested in more workshops with updated info and/or additional topics but probably don't need a direct follow up to this meeting. Thanks for asking for feedback!



## Executive Committee Agenda Item

SUBJECT: Veterans Summit Report and Follow Up		Month: January 2014	
		Item No: VI. D	
		Attachment: YES / NO	
CATEGORY:	Information and Reports	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Information	X

*Please note: Staff will complete the grey areas.*

**DESIRED OUTCOME:** The Executive Committee will hear a report about the Veterans’ Summit and the ACE evaluations processes.

**BACKGROUND:**

*(Please include the following components: issue, implication, analysis, relevant ASCCC positions/resolutions/policies, or any other useful data or information.)*

The ASCCC was asked to participate in this year’s Veterans Summit along with representatives from ACE to talk about possible mechanisms for providing veterans academic credit for military experience. Our participation in the Summit was directed in part due to ASCCC Resolution 18.04 (S11):

Resolved, That the Academic Senate for California Community Colleges urge local senates to apply credit for educational experiences during military service toward the associate degree – including the fulfillment of general education, major coursework, and other degree requirements – in accordance with the recommendations listed in the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services;

Resolved, That the Academic Senate for California Community Colleges provide training on the use of the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services by enlisting degree; and

Resolved, That the Academic Senate for California Community Colleges encourage colleges to offer credit by exam for veterans wishing to demonstrate comparable skills and understanding of course content through examination means established by discipline faculty.

<http://www.militaryguides.acenet.edu/>

Given the information provided at the Summit, it is recommended that the Executive Committee follow up with more research into the granting of credit for previous experience (beyond the Rostrum article published in December 2012) and publish a Rostrum article with the results of that research.

<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





## Executive Committee Agenda Item

SUBJECT: Update Executive Committee Members About the December 6 <sup>th</sup> CCSF Workshop		Month: January 2014	
		Item No: VI. E.	
		Attachment: No	
CATEGORY:	Information and Reports	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Phil Smith, Executive Committee Member	Consent/Routine	
		First Reading	
STAFF REVIEW:	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

**DESIRED OUTCOME:**

The Executive Committee will be updated about the December 6<sup>th</sup> CCSF Workshop.

**BACKGROUND:**

*(Please include the following components: issue, implication, analysis, relevant ASCCC positions/resolutions/policies, or any other useful data or information.)*

On Friday, December 6<sup>th</sup>, 2013, a subcommittee of the Accreditation and Assessment Committee held a workshop for City College of San Francisco. About 55 CCSF administrators, faculty, students, and classified attended the event. Below is the day’s agenda. Workshop presenters will share experiences and answer questions from the Executive Committee about the event.

### City College of San Francisco: Collective Collaboration for a Shared Future Workshop

**Date:** December 6, 2013

**Location:** San Francisco State University, Seven Hills Conference Center

**Facilitators:** Phil Smith, *Chair*, ASCCC Accreditation and Assessment Committee  
Beth Smith, *President*, Academic Senate for California Community Colleges  
Scott Lay, *President/CEO*, Community College League of California  
Kevin Bontenbal, *Academic Senate President*, Cuesta College  
Katie Townsend-Merino, *Professor, Psychology*, Palomar College<sup>1</sup>  
Deborah Wulff, *Vice President of Academic Affairs*, Cuesta College

**9:00-9:15 Welcoming and Opening Remarks**  
Dr. Leslie Wong, *President*, San Francisco State University

<sup>1</sup> Due to circumstances beyond her control, Katie was unable to travel to the workshop. Executive Committee member Dianna Chiabotti was able to serve as a replacement for the morning portion.

Dr. Larry Hanley, *Academic Senate Chair*, SFSU  
Dr. Art Tyler, *Chancellor*, City College of San Francisco

**9:15-9:20      Ground Rules: Overview and Examples**

**9:20-9:30      Discussion of the Homework Assignment:  
What does CCSF do well?**

Prior to the workshop, participants will be emailed a question that asks, "What does CCSF do well?" On December 6<sup>th</sup>, participants will have a chance to share their thoughts about what CCSF does well.

**9:30-10:30 Yelp Reviews Activity**

Usually known for its restaurant reviews, Yelp.com also allows individuals to submit reviews about businesses, government agencies, even reviews about colleges and universities to the Yelp website. Participants will work in groups to develop a Yelp review describing what they would like CCSF to be 5 years from now.

**10:30-12:30    Technical Assistance Presentation  
with ASCCC President Beth Smith and  
CCLC President/CEO Scott Lay**

Technical Assistance is a joint program of the Academic Senate for California Community Colleges (ASCCC) and the Community College League of California (CCLC). The purpose of the program is to help districts and colleges successfully implement state law and regulations that call for effective participation by faculty, staff and students in district and college governance.

**12:30-1:00    Lunch**

Table Discussion: Thinking about the Technical Assistance presentation, what did you learn that you were surprised by?

**1:00-1:45      Governance Scenarios**

Working in groups, participants will discuss different governance scenarios using information from the Technical Assistance Presentation.

**1:45-2:30      Accreditation Challenges at Cuesta College**

Presenters from Cuesta College will discuss how they responded and addressed the Show Cause accreditation sanction they received.

**2:30-3:45      Committee/Governance Structures at CCSF:  
How Do Decisions Get Made**

Groups will diagram what they perceive the committee/governance structure at CCSF to be. Specifically, groups will identify what the major committees are at CCSF and how work and recommendations flow from one committee to the next. In addition, groups will take hypothetical issues and describe how they would move through the committee/governance structure resulting in a final recommendation/decision at CCSF.

**3:45-4:00      Closing Remarks**



## Executive Committee Agenda Item

SUBJECT: Credit by Exam Draft		Month: January 2014	
		Item No: VI. F.	
		Attachment: YES	
CATEGORY:	Information and Reports	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Lesley Kawaguchi	Consent/Routine	
		First Reading	
STAFF REVIEW:	Julie Adams	Action	
		Information	X

*Please note: Staff will complete the grey areas.*

**DESIRED OUTCOME:**

The Executive Committee will discuss the draft credit by exam paper and provide direction prior to the first reading at the next meeting.

**BACKGROUND:**

This is a first draft for discussion purposes only so that I can take feedback back to the committee for further revisions/additions, and have it return to the late January/early February meeting as a first reading. The intent is to have a final draft approved at the late February/early March meeting as a second read so that it can be considered for approval at Spring plenary. The ASCCC Executive Committee approved the draft outline and proposal for the paper at its October meeting.

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





## **Implementing Credit by Exam – Part I**

### **I. Introduction**

Credit by exam is a mechanism employed in the California community colleges as a means of granting credit for student learning outside of the traditional classroom. In some instances, credit by exam is the means used to award college credit for structured learning experiences in a secondary educational setting, while in other instances knowledge is obtained in non-traditional environments or an individual is self-taught. It is the Academic Senate for California Community College's position that colleges should seek to maximize the opportunities available for credit by exam as is appropriate to meet the needs for their student populations.

Although the relevant Title 5 regulations (§ 55050) states that the credit by examination process must adequately measure the "mastery of the course content as set forth in the outline of record", the course outline of record delineates not only the course content, but the objectives to be achieved and the rigor of the coursework. Furthermore, student learning outcomes may be an integral component of the course outline and a component of the expected "mastery" that course credit should demonstrate. As such, it is necessary that any end of course assessment that is intended to be the basis for course credit be designed in a manner that ensures it is measuring not only "mastery of the course content," but achievement of any delineated objectives and outcomes.

#### **09.08 Credit by Exam Processes** Fall 2010

Whereas, National and state interest in decreasing time to degree completion and increasing degree production has resulted in an interest in finding novel ways to meet these goals;

Whereas, The Academic Senate for California Community Colleges has been active in determining whether and how existing competency-based exams (e.g.,

College Level Examination Program, International Baccalaureate, Advanced Placement) can be translated into course credit; and

Whereas, "Credit by exam" is a mechanism long in existence that can be used to award credit for demonstrated learning;

Resolved, That the Academic Senate for California Community develop and disseminate information to local academic senates regarding effective practices for using credit by exam to recognize learning gained through alternative mechanisms;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to ensure that students are aware of the existing mechanisms for earning credit through exam processes; and

Resolved, That the Academic Senate for California Community Colleges recommend that local academic senates consider the needs of their local communities and strive to ensure that all appropriate exam opportunities are available.

Not only is it important to ensure that credit by exam is available to students, but it is critical to safeguard that both the assessment employed and the credit by exam process have integrity and that no credit is awarded if a student has not achieved the outcomes and objectives specified for the course. As the transcription of credit ensures the mobility of that credit and its acceptance by other higher education institutions, the processes employed for the awarding of credit must be well-documented and able to withstand any scrutiny.

### **09.05 Ensuring the Integrity of Credit by Exam Processes**

Fall 2008

Whereas, Title 5 55050 Credit by Examination establishes the following:

(a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to credit by examination in accordance with the provisions of this section;

(b) The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college; and

(c) The nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted;

Whereas, Resolution 9.07 F07 encourages "credit faculty to consider developing credit by exam options for credit courses that have noncredit equivalents"; and

Whereas, Credit by examination processes must be developed and evaluated by the appropriate discipline faculty;

Resolved, That the Academic Senate for the California Community Colleges assert the right of discipline faculty to establish the content of credit by examination processes, including the use of exams administered at high schools and assessments based on portfolios; and

Resolved, That the Academic Senate for the California Community Colleges research and share effective practices for credit by exam processes with local senates.

In the Spring of 2013, the Academic Senate for California Community Colleges adopted a paper that provided guidance for one method of earning credit by exam, the use of credit by exam for structured learning experiences in secondary educational setting, such as Regional Occupational Programs, or articulated high school courses. The reader is referred to that prior paper for more details on this form of credit by exam. The focus of this paper is on credit by exam more generally and aims to provide a complete overview that can inform local development of policies and practices regarding credit by exam.

## **II. What is Credit by Exam?**

Credit by Exam (CBE) is an alternative method for students to earn credit for a college course. Traditional course offerings include class sessions, learning activities, assignments, study, and other structured activities intended to facilitate achievement of the course objectives. Students then demonstrate their knowledge of the course content and the achievement of course objectives through examinations or other assessment methods. CBE provides students the opportunity to demonstrate mastery of the course content and objectives through

a comprehensive assessment without first participating in the structured learning process envisioned by the faculty who designed and teach the course. In other words, CBE is a way for students who have already mastered the course content and objectives through prior education or experience to earn credit for the course without “sitting through” the class sessions. The college faculty determines whether or not to offer a particular course via CBE; students do not have the right to take a course CBE unless that option is approved by the faculty. A course for which credit is awarded via CBE fulfills the same certificate, degree, transfer/articulation, and other requirements as it would if passed via the traditional method (although the student’s transcript is annotated to indicate that credit was earned via CBE).

Title 5 § 55050 has several requirements designed to support the structure, quality, and integrity of the credit by exam process. These include the following:

- Only students who are registered and in good standing at the college may take the college’s classes via CBE

*§ 55050b: The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.*

- The nature and content of the exam must be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted

*§ 55050c: The nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002....*

- The examination must adequately measure mastery of the course content as set forth in the course outline of record.

*§ 55050c: ....The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an examination conducted at a*

*location other than the community college for this purpose.*

- A separate examination must be conducted for each college course that is offered via CBE.

*§ 55050d: A separate examination shall be conducted for each course for which credit is to be granted. Credit may be awarded for prior experience or prior learning only in terms of individually identified courses for which examinations are conducted pursuant to this section.*

- The student's grade for a course taken via CBE must follow the regular grading system used by the college, including "pass-no pass" if that option is normally available to students who take the course in the traditional manner (55050f).

*§ 55050f: Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course.*

The complete Title 5 language pertaining to credit by exam is included as Appendix A.

It should be noted that "credit by exam" may not involve an actual "exam." As faculty are empowered to determine the nature of the assessment employed, faculty may opt to use means other than a traditional exam to verify that the course objectives and outcomes are achieved. In some disciplines, for example, a portfolio or skill demonstration may be the appropriate means of verifying that the learning that would have been accomplished in the course for which credit is to be awarded has occurred. The means used to determine student mastery of the course content and objectives should be documented and approved by discipline faculty.

#### CBE and Other Sources of Credit

The fundamental difference between CBE and alternative sources of credit such as military credit or national exams (e.g., AP, IB, CLEP, etc.) is that CBE is a

means for students to demonstrate they have mastered the learning that would have been achieved in the college's own courses, while alternative sources of credit are the result of assessments external to the college. In other words, the source of credit from CBE is the college itself rather than an outside agency or service. Therefore, colleges should be as scrupulous in maintaining the quality and integrity of the CBE method of earning credit for their courses as they are of the traditional method.

The difference between CBE and alternative sources of credit can be illustrated in the different outcomes for transfer. As an example, consider a community college *Microeconomics* course that is articulated to the *Principles of Microeconomics* course at a local university. The community college faculty may choose to deem the *Microeconomics* course requirement in their Business major as fulfilled when a student has passed the Microeconomics Advanced Placement (AP) exam with a score of 3 or higher (the maximum score possible on an AP exam is a 5). That decision by the community college does not obligate the university faculty to also accept the AP score in lieu of their *Principles of Microeconomics* course. However, if a student at the community college earns credit for the community college's *Microeconomics* course via CBE, that decision does obligate the university faculty to treat the credit earned just as they would treat the articulated course from the college, meeting the university's *Principles of Microeconomics* course when a student passes the college's examination and the course has been granted articulation. If the college's course is articulated to the university's course, and credit for the college's course can be earned via CBE, the university is obligated to accept that transcribed credit, treating the credit earned via exam in the same manner that credit earned by taking the course would be treated. For an AP exam, the university faculty has the right for decide whether or not to accept the exam in lieu of their own course. But for CBE, the university is obligated to accept the exam in lieu of their course because of the articulation agreement. This situation underscores the need to maintain high quality standards in the implementation of CBE. Because the local

university may not accept the AP score in lieu of the course, a best practices recommendation is that colleges not establish AP/IB practices that are inconsistent with the universities to whom they commonly send students.

To understand CBE, it is helpful to clarify what CBE is not, as described in the following list:

- CBE is not the same as national exams (AP, IB, CLEP, etc.). While both may be used to fulfill requirements for a degree or certificate, CBE is a method of earning credit for the college's own courses while national exams are not the college's own courses.
- CBE is not the same as military credit or credit from other nontraditional sources. While both may be used to fulfill requirements for a degree or certificate, CBE is a method of earning credit for the college's own courses while military credit or other nontraditional coursework is not the college's own courses.
- CBE is not the same as waiving or substituting degree requirements. Waivers or substitutions are methods to relieve a student from completing a particular course or requirement, while CBE is a method to earn credit for the actual course.
- CBE is not typically the same as a prerequisite challenge exam, although there may be instances where credit by exam may be awarded for successful challenge of a prerequisite. Prerequisite challenges provide the means for students to enroll in a course without passing the required prerequisite. CBE provides the means for student to earn credit for the course.
- CBE is not the same as high school articulation, although credit by exam could be available for courses at the high school that have been articulated. High school articulation is a way to fulfill major requirements for an associate degree or certificate using previously completed high school coursework; it does not result in college credit. CBE is a way for a

currently enrolled college student to pass a college course; it does result in college credit.

\*\*\*\* Are there documents from UC and CSU that we can point to to indicated their policies on CBE?\*\*\*\*Do UC and CSU have systemwide policies?

### **III. New Trends and Credit by Exam**

Interest in ensuring access and increasing efficiency in higher education is always present, but reached a new high during the 2013 legislative session. As a consequence, a bill was passed allowing for the offering of community college courses “at cost” during intersessions (AB 955, Williams, 2013) new mandates related to associate degrees for transfer were introduced (SB 440, Padilla, 2013), and an ill-defined bill that aimed to increase the availability of credit for online educational experiences offered by 3<sup>rd</sup> parties was radically altered and became a two-year bill. Despite diminishing issues with access and new efforts to operate as a coordinated system, finding new ways to move students through the system more quickly with little to no investment is likely to continue to be a challenge faced by all segments of education.

While there has long been interest in awarding credit for non-traditional learning experiences, the pressure to offer or identify mechanisms for doing so reached a new high in 2012 when massive open online courses or “MOOCs” began to be touted as a means of making a college education available to anyone with a computer. MOOCs can offer a high-quality self-directed learning experience for students and may be designed to align with a community college course. The existence of credit by exam at the California community colleges was noted as an existing means of awarding credit for non-traditional learning experiences, be that learning from a MOOC or a book. It is imperative that the colleges ensure that credit by exam is appropriately available and that the exam process is



designed to award credit, as opposed to creating a process that is truly insurmountable. The interest in awarding credit by exam is unlikely to subside in the near future, making it critical that colleges have appropriate opportunities available. Not only must colleges ensure the appropriate availability of appropriate exams, but also the existence of policies regarding credit by exam are critical. Absent limits on credit by exam, for example, the only requirement that a student actually takes any courses at the college is the 12-unit residency requirement established in Title 5.

Community colleges are experiencing a significant increase in the enrollment of student veterans as well as active duty and reserve military personnel. These students have often completed a significant amount of valuable training and education during their military service. In recognition of that fact, all CSU campuses and a large majority of CCC campuses have policies in place to recognize and award credit for military coursework. The military's Joint Service Transcript (JST) and the American Council on Education's Military Guide (the "ACE Guide") are invaluable resources in doing this work; they "translate" military coursework into language easily understood in the field of education. However, a significant challenge remains in determining how to apply military credit toward specific degree requirements. In other words, while most California public institutions recognize and accept military coursework, it usually only applies as general elective credit. This is the case primarily because 1) military training is often focused on the practical application of course content while college courses usually emphasize the conceptual understanding and critical analysis of course content; and 2) the JST and ACE Guide, while invaluable evaluation tools, often lack the specificity needed to fully determine the comparability of military and college courses. It may well be the case that student veterans and service members have, in fact, mastered the content of a specific college course through their military training and subsequent occupational experience, but that fact is not readily apparent in the existing documentation.

CBE provides a powerful tool that can address this problem because it provides an alternate means of assessing and documenting student mastery of a college course without the need for the student to “sit through” the class for a semester. In this scenario, the JST and ACE Guide would be used to identify appropriate courses for the student to take CBE; if passed, the student would receive college credit that fulfills the same certificate, degree, transfer/articulation, and other requirements as if the student passed the class via the traditional method.

For example, consider a student veteran who completed the Department of Defense Advanced Electronic Journalism course. The ACE Guide description for this course is unlikely to closely match the COR for the college's *Newswriting for Digital Media* course for the reasons stated above. However, the student might still have mastered the content and objectives in the college course through the combined experience of the military course and subsequent work as a military video journalist. In this case, the student might be encouraged to take the CBE examination for the college's course. Upon passing the examination the student would receive college credit that fulfills all degree and transfer requirements met by *Newswriting for Digital Media*. Applying CBE in this way, the student's military coursework and experience can be used to fulfill specific degree requirements rather than just general elective credit.

#### **IV. Local Implementation of Credit by Exam**

When implementing credit by exam, faculty and the curriculum committee and/or local academic senate, working with the appropriate administrators, must establish local policies and practices that are consistent with the relevant sections of Title 5. For example, Title 5 § 55050 (b) states that “The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.” As is often

the case, the regulatory language is open to interpretation, allowing for local variations in its implementation. Colleges offering credit by exam must determine how both “registered” and “in good standing” will be defined. is meant by “in good standing. Varying interpretations of such language have resulted in varied practices across the state.

Title 5 § 55050 does not, however, offer any guidance with respect to a wide array of policy considerations including whether or not a student can seek to earn credit by exam for a class in which s/he was previously enrolled, the number of times a student can attempt credit by exam for the same course, and the maximum number of units that may be attempted and/or completed using credit by exam. The college also needs to establish whether or not credit will be given for a course at a lower level than a course that a student has taken for credit either at that college or another accredited institution (explanation needed). The college needs to determine deadlines as to when a student can request CBE, such as, if the request can only occur during regular semesters or quarters and not in intersessions and up to what point in the semester or quarter can the request be made. The college must also make information about credit by exam publicly available. While this has always been a best practice, recent legislation (AB 1025, Garcia, 2013) now mandates that community colleges “shall provide information about credit by examination opportunities wherever course and class information is available.” [Education Code, 66027.5 (a)]. Finally, the faculty at the college needs to determine the courses for which credit by exam will be available. It should be noted that the means of assessment may be something other than a traditional exam, especially in areas where demonstration of a skill is a more appropriate means of demonstrating that the a courses objectives have been achieved.

In implementing credit by exam, colleges should pay attention to particular populations, their needs, and necessary processes that can ensure students get the credits they have earned. For example, students who have completed

articulated high school career technical education (CTE) courses may be well-prepared for credit by exam or may have already engaged in a credit by exam process for which they earned credit. Local practices should be designed to identify such students and either facilitate access to the exam process or ensure that awarded credit is earned. As addressed elsewhere in this paper having the means to award credit for a degree or transfer for military veterans and others could also be furthered through CBE.

Finally, in helping students reach their goals and attain success, it is critical to create pathways whether to four-year institutions, careers, or better jobs.

**Local Implementation of Credit by Exam – Since the above is IV. should this be folded in the above?**

All community college faculty want to help our students reach their educational goals. Given the potential for CBE to assist in this effort, local senates have the opportunity and obligation to foster discussion about whether CBE will be used on their campus, and if so, how. If faculty agree that CBE is appropriate, the academic senate (or college curriculum committee) should set policy and specify procedures for proposing and approving courses for which CBE may be earned and which examination(s) are to be used. Some schools may agree to leave final approval to discipline faculty while others may choose to require that discipline faculty request a final approval from the college curriculum committee. In addition, senates should work with their local Board of Trustees to write or update board policy and procedures permitting faculty to grant CBE as appropriate. District and campus CBE policies should be easily accessible on the college web site.

The most efficient place to begin may be to simply make sure faculty know Title 5 permits us to grant CBE to our students. Discipline faculty should review their active courses and deliberate which ones' objectives and outcomes could potentially be met through previous life experience as opposed to those with

objectives and outcomes that can only be reached in a college classroom environment. It is imperative to keep the Course Outline of Record as a central focus of discussion. Per Title 5 the assessment used must measure mastery of content as set forth in the Course Outline of record, so faculty should come to consensus about whether or not to allow students to earn CBE for a course regardless of the individual instructor teaching a particular section.

None of that is mine (Michelle's). Michelle, Duane said he didn't understand this. Are we saying that it should be more than one person saying s/he wants to do it? Kind of like your analogy of one person bringing in a student for a language exam, talking with the student and determining s/he passed? If faculty choose to grant CBE for a particular course, it's the discipline faculty who must also decide the "nature and content" of the exam.

In some cases discipline faculty may identify a course for which a student could master the outcomes and objectives through life experience, but for which there is no adequate external exam available. In this event discipline faculty will need to develop a local assessment to measure student mastery of content, objectives and outcomes as consistent with the official Course Outline of Record. They must also agree on who will administer and grade the assessment, with the goal of consistency from student to student. Because local exam administration and grading will take a significant amount of time and effort, when setting CBE policy senates may wish to require the student to enroll in the course and speak with the instructor or dean about earning CBE before being permitted to take the exam. This may help to avoid large numbers of students requesting to take the local exam on the off chance that they might be able to pass it even though they have no demonstrable prior learning or life experiences to suggest they may have mastery.

Decisions about granting credit for external exams necessitate familiarity with the external exams available; in addition, they may also be informed by knowledge of

the ways CSUs and UCs utilize a particular external exam score for placement and/or credit. It's important that faculty remember that even if they determine an external exam is not sufficient to grant unit credit for particular course on their campus, the exam might instead be used to inform placement of the student into a target course or as adequate to satisfy a prerequisite. Faculty must also decide what the minimum score must be, how much credit to grant, and whether the credit will count towards major and/or general education requirements.

To this end, local senates can invite their campus Articulation Officer to familiarize faculty with external exam options such as IB, AP and CLEP, and with baccalaureate institutions' policies for accepting these exams for placement or major/general education credit. The College Board makes sample exams for AP and CLEP available for faculty review and it is well worth the time for faculty to spend a few moments reading through at least some of the exam items to get a sense of their breadth and rigor.

During these deliberations it's also important to consult with the campus Articulation Officer or Transfer Center Director to determine whether other institutions have policies about courses for which they will or won't grant CBE for a particular course – since CBE must be noted on the transcript we aren't doing our students a favor by giving them CBE if a transfer institution will refuse it down the road. Once the courses for which CBE may be earned are identified and approved, this information should be published in the class schedule or on-line. Counselors can also assist by informing students about CBE options when they meet with students who may have adequate prior learning or life experience to demonstrate mastery of a course in their education plan.

Although determining which courses and exams are appropriate for local CBE is the primary responsibility of the faculty, administrators can also facilitate the process for students. For example, faculty may ask deans to assist in reviewing

student requests to take a local exam for credit to verify the student can indeed demonstrate some appropriate prior learning or life experience.

## **V. Conclusion**

Credit by Exam is a viable way for students to earn college credit. Discipline faculty must be the ones to determine the courses for which Credit by Exam is available and the means of assessing student mastery of the course content and objectives.

### **Acceptance and Application of External Credit: Military Coursework and National Examinations – Why Curriculum Committees Need to Determine Equivalencies**

#### **Why Establish Equivalencies for External Credit or Examinations**

There are a number of reasons why Curriculum Committees should be reviewing external sources of credit such as Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), or military coursework to determine general education area equivalency and, when appropriate, course-to-course equivalencies.

The primary reason for such reviews is that we are seeing an ever increasing number of students arriving on our campuses with potential credit from non-collegiate sources such as the military or national exams. Add to this the fact that many of our students attend more than one college. For these two reasons alone, there is a need not only to establish campus specific equivalencies, but when possible establish statewide equivalencies. For example, systemwide CCC GE external examination lists can provide students and counselors with

clear and consistent references for applying external examination scores towards associate degree GE “area” requirements. On many of our campuses students may receive associate degree general education credit at one college for their external examination but not at another college because there is no course equivalency at the second college or the faculty have not established GE “area” equivalencies. With the adaptation of the CCC GE AP, CLEP and IB lists, students could be assured of comparable general education equivalency credit at any CCC campus.

### **Why General Education Equivalency – Title 5 and Area Breadth of Study**

The ASCCC has approved resolutions encouraging local districts to adopt the CCC GE AP, CLEP and IB lists. Since every California community college must offer local general education ‘area’ requirements that align with the Title 5 general education ‘area’ definitions and general education requirements by their very nature cover wide area breadths of study, the individual general education requirements on each of our campuses can allow for external examination lists to be commonly applied at all colleges. If the CCC GE external examination lists are adopted students will know that regardless of which of the 112 CCC campuses they choose to attend, or how many CCC campuses they attended, their external examinations will fulfill the same general education requirement at every college.

Another important reason for the adoption of the CCC GE AP, CLEP and IB lists is that they are modeled upon the CSU GE AP, CLEP and IB lists and the IGETC AP and IB (UC doesn’t accept CLEP). The alignment of the CCC GE lists with the CSU and UC lists would benefit the 55,000 to 60,000 CCC students that annually transfer to the CSU system and the 10,000 to 12,000 CCC students that annually transfer to the UC system by allowing them to fulfill local associate degree general education requirements as well as fulfilling the CSU and IGETC transfer pattern general education pattern requirements.



Similarly, all CSU campuses accept and apply credit for military coursework in accordance with the recommendations in the American Council on Education Guide to the Evaluation of Educational Experiences in the Armed Forces (the ACE Guide.) Specifically, all military coursework evaluated as Lower-Division Baccalaureate/Associate Degree or Upper-Division Baccalaureate applies toward both the 60 CSU-transferable units required for upper division standing and toward the total number of units required for a CSU baccalaureate degree. In addition, every CSU campus will accept the use of military coursework to fulfill of CSU GE Area E if a CCC has applied it in this manner in the students' CSU GE certification pattern. If all 112 CCC campuses accept and apply credit for military coursework in the same manner as the CSU system does, students will know that regardless of which of the 112 CCC campuses they choose to attend or which of the 23 CSU campuses they transfer to, their military coursework will fulfill the same unit and general education requirements at every institution.

### **Why Course-to-Course Equivalencies – Subject/Unit Credit or Prerequisite Waiver**

Course-to-course external credit equivalency determination is a local district decision. Courses that are specific to individual campuses should have “course equivalencies” determined by the discipline faculty on those campuses. Discipline faculty are the experts in the field and should decide whether the material tested in the external examination or covered in the military training is comparable to the content of their courses. If it's determined that course-to-course equivalency is appropriate, colleges can choose to apply subject and unit credit toward a certificate or associate degree or to assign a prerequisite waiver. Either way, the benefit for the student is the opportunity to matriculate to the next level of coursework thereby not having to repeat course material they have already mastered, as demonstrated by their score on an external examination or their completion of related military coursework. In addition, in these times of

legislative concern with progress to degree and/or transfer and excessive units any credit applied from external sources will not only assist the student, but bode well for the college.

An important factor to consider in the determination of course-to-course equivalencies is the effect upon transfer. To evaluate such effects, feeder CSU, UC and private institutions' policies regarding the application of external credit need to be researched. Course-to-course equivalencies are generally specific to each individual institution, unlike general education credit which is generally applied systemwide. The articulation officer and/or transfer center director should be enlisted to help the discipline faculty in this research. For example, if a transfer institution applies course-to-course credit for an external examination and the college offers a similar course that is articulated to the transfer institution's course, it provides strong justification for the college to apply external examination credit in the same way. The articulation officer and/or transfer center director can also be very helpful in navigating the external examination websites in order to find specific examination descriptions, examples of examination questions, reliability and validity studies and other important external examination information that discipline faculty may find useful in their equivalency determination.

The practice of awarding course-to-course equivalencies for military coursework is not as common or well developed as that for external examinations. However, many colleges apply credit for physical activity or health education courses based on the completion of military basic training. Other colleges may find that specific kinds of military coursework are applicable for course-to-course credit in similar college programs. For example, military coursework related to office technologies might be used to clear course requirements for keyboarding, word processing, computer operating systems, etc. A review and summary of the curricular content of most military coursework can be downloaded from the ACE Guide website at [www.militaryguides.acenet.edu](http://www.militaryguides.acenet.edu). More detailed curricular

information may sometimes be obtained from the military school or training facility where the military coursework was completed.

### **External Examination Descriptions**

#### **Advanced Placement (AP)**

The College Board administers the AP examinations for high school students that have taken high school AP courses. The AP examinations are offered once a year at the end of the high school year.

*“One of the best standard predictors of academic success at Harvard is performance on Advanced Placement Examinations.”* (William R. Fitzsimmons, Dean of Admissions and Financial Aid, Harvard University)

Specific AP Examination Information

<http://apcentral.collegeboard.com/apc/public/courses/index.html>

#### **College Level Examination Program (CLEP)**

The College Board also administers the CLEP examinations. CLEP is a credit-by-examination program serving a diverse group of college ready students, including adults, non-traditional learners, and military service members. The CLEP examinations are offered year round.

Specific CLEP Examination Information

<http://clep.collegeboard.org/professionals>

#### **International Baccalaureate (IB)**

The International Baccalaureate (IB) is an integrated, pre-university, “two-year full-time program” that encourages “critical thinking through the study of a wide range of subjects in the traditional academic disciplines while encouraging an international perspective.” IB programs have been offered since 1968 in public and private high schools in more than 125 countries throughout the world; in California, many IB programs are a-school-within-a-school, with dedicated classrooms, faculty, and resources for a smaller subset of students on that high

school campus. Students in IB programs may earn a diploma from such a program upon successful completion of requirements that also include community service, familiarity with several languages, research projects, and “an inquiry into the nature of knowledge.” Alternatively, students may choose not seek the entire diploma but may complete IB “college-level courses and examinations.”

Specific IB Examination Information

<http://www.ibo.org/diploma/index.cfm>

### **Military Coursework Information**

#### **Military Courses Listed in the ACE Guide**

Courses listed in the Guide are service school courses conducted on a formal basis, i.e., approved by a central authority within each service and listed by the service in its catalog. These courses are conducted for a specified period of time with a prescribed course of instruction, in a structured learning situation, and with qualified instructors.

The courses are evaluated by teams of at least three subject matter specialists (college and university professors, deans, and other academicians). Through discussion and the application of evaluation procedures and guidelines, team members reach a consensus on the amount and category of credit to be recommended.

Evaluation materials include the course syllabus, training materials, tests, textbooks, technical manuals, and examinations. Additional information may be obtained from discussions with instructors and program administrators, classroom observations, and examination of instructional equipment and laboratory facilities.

Evaluators have two major tasks for each course: the formulation of a credit recommendation and the preparation of the course's description. The credit recommendation consists of the category of credit, the number of semester hours recommended, and the appropriate subject area. Evaluators phrase the course description (which appears in the Guide exhibits under the headings Learning Outcomes or Objectives and Instruction) in terms meaningful to civilian educators. The course description supplements the credit recommendations by summarizing the nature of a given course.

For more information, visit [www.militaryguides.acenet.edu](http://www.militaryguides.acenet.edu).

### **Military Occupations Listed in the ACE Guide**

In addition to military coursework, the ACE Guide also lists credit recommendations for military occupations (i.e. job fields.) Credit recommendations in this section are based on the skills, competencies, and knowledge required of military servicemembers who are qualified in a given occupation specialty. That demonstrated learning is compared to the same attributes acquired by students who have completed a comparable postsecondary course or curriculum. Because the evaluations are based on a comparison of learning outcomes, the amount of time a servicemember may have spent acquiring occupational proficiency is not taken into consideration. The emphasis is on translating the learning demonstrated through occupational proficiency into terms used in formal civilian postsecondary education systems to recognize the same learning.

For more information, visit [www.militaryguides.acenet.edu](http://www.militaryguides.acenet.edu).

### **Categories of Educational Credit Recommendations in the ACE Guide**

ACE evaluators use the following categories of educational credit when formulating credit recommendations:

*Vocational Certificate.* This category describes course work of the type normally found in certificate or diploma (nondegree) programs that are usually a year or less in length and designed to provide students with occupational skills. Course content is specialized, and the accompanying shop, laboratory, or similar practical components emphasize procedural more than analytical skills.

*Lower-Division Baccalaureate/Associate Degree.* This category describes course work of the type normally found in the first two years of a baccalaureate program and in programs leading to the associate degree. The instruction stresses development of analytical abilities at the introductory level. Verbal, mathematical, and scientific concepts associated with an academic discipline are introduced, as are basic principles. Occupationally-oriented courses in this category are normally designed to prepare a student to function as a technician in a particular field.

*Upper-Division Baccalaureate.* This category describes courses of the type found in the last two years of a baccalaureate program. The courses involve specialization of a theoretical or analytical nature beyond the introductory level. Successful performance by students normally requires prior study in the area.

*Graduate Degree.* This category describes courses with content of the type found in graduate programs. These courses often require independent study, original research, critical analysis, and the scholarly and professional application of the specialized knowledge or discipline. Students enrolled in such courses normally have completed a baccalaureate program.

For more information, visit [www.militaryguides.acenet.edu](http://www.militaryguides.acenet.edu).

### **About the ACE Guide**

The ACE Guide is a reference tool used to “translate” military coursework into descriptions and terms used in civilian postsecondary education. ACE facilitates

the review and evaluation of military courses by civilian academicians to determine how learning acquired in the military may be comparable to civilian postsecondary coursework. The ACE Guide is best used as a starting place for determining how a particular military course might be accepted and applied toward degree credit, general education, or course requirements.

The following page contains a sample ACE Guide course exhibit with explanatory information. For more information, visit [www.militaryguides.acenet.edu](http://www.militaryguides.acenet.edu).

# Sample Course Exhibit

**ID Number.** A ten-character code assigned by ACE to identify each course exhibit.

**AR-1401-0033**

**Title.** The title of the course as provided on the service school's program of instruction. Version 1 is the oldest. If the titles are the same for all versions, then the version number is omitted.

**Military Course Number.** The number assigned to the course by the service school, as indicated on the program of instruction. Listed by version, if appropriate.

1. FINANCE SPECIALIST
2. FINANCIAL MANAGEMENT TECHNICIAN (Finance Specialist)

**Subtitle.** Subtitles are in parentheses, and are typically the titles of previous versions if there has been a change in the course title

**Course Number**  
*Version 1:* 542-73C10; 542-73C10 (ST)  
*Version 2:* 542-73C10 (F); 542-73C10; 542-73C10 (ST); 541-44C10.

**Location**  
*Version 1:* Finance School, Soldier Support Institute, Fort Benjamin Harrison, IN.  
*Version 2:* Soldier Support Institute, Fort Jackson, SC; Finance School, Soldier Support Institute, Fort Benjamin Harrison, IN; Finance School, Fort Jackson, SC.

**Location.** The service school, military installation, and state. Listed by version, if appropriate.

**Length.** The length of the course in weeks, with contact hours in parentheses. Listed by version, if appropriate.

**Length**  
*Version 1:* 7-8 weeks (244-296 hours).  
*Version 2:* 7-9 weeks (244-307 hours).

**Exhibit Dates**  
*Version 1:* 10 86-3 91  
*Version 2:* 4 91-Present.

**Exhibit Dates.** Training start date on materials evaluated and, if applicable, the date the training was eliminated. "Present" denotes that the training is still on-going. Listed by version, if appropriate.

**Learning Outcomes.** Competencies students acquire during the course. Some courses prior to 1990 have *Objectives*. Listed by version, if appropriate.

**Learning Outcomes**  
*Version 1:* Before 10 86 see AR-1401-0002. Upon completion of the course, the student will be able to identify and determine the types of incentive pay plans, prepare pay vouchers, complete pay documents, and compute pay allowances.  
*Version 2:* Upon completion of the course, the student will be able to determine pay status and adjustments, compute payroll and travel allowances, prepare payroll and travel vouchers, process pay inquiries, and access and input data on computer.

**Recommendation.** Expressed in semester hours and recommended in four categories: vocational certificate, lower-division baccalaureate associate degree, upper division baccalaureate, and graduate. Listed by version, if appropriate.

**Instruction.** Description of instruction, including teaching methods, facilities, equipment, and major subject areas covered. Listed by version, if appropriate.

**Instruction**  
*Version 1:* Methods of instruction include lectures, role playing, and in-class exercises. Topics covered include financial operations, data entry operations, and payroll processing.  
*Version 2:* Methods of instruction include lectures, role playing, and in-class exercises, and computer based instruction. Topics covered include financial operations and payroll processing.

**Team Review Date.** Date when the course was last evaluated by a team of faculty members drawn from academia. This information is particularly useful in subject areas where state-of-the-art is important in determining the applicability of credit. ACE's policy is that Team Reviews must occur at least every ten years.

**Related Occupation.** A cross reference to related Army MOS exhibits. Officials awarding credit for a course and an MOS should compare the exhibit for the course with that of the MOS before awarding credit. This paragraph is included for Army-sponsored courses only.

**Credit Recommendation**  
*Version 1:* In the vocational certificate category, 2 semester hours in payroll accounting. In the lower-division baccalaureate associate degree category, 1 semester hour in computer applications (4 91)(4 91).  
*Version 2:* In the lower-division baccalaureate associate degree category, 2 semester hours in payroll accounting and 1 in computer applications (4 04)(1 08).

**Related Occupations**  
 44C; 73C.

**Review Date.** Most recent date the course was reviewed, either by an academic team or in-house by ACE (in-house reviews are conducted when changes to course content are minor).



## Appendix A

### **§ 55050. Credit by Examination.**

- (a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to credit by examination in accordance with the provisions of this section.
- (b) The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.
- (c) The nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an examination conducted at a location other than the community college for this purpose.
- (d) A separate examination shall be conducted for each course for which credit is to be granted. Credit may be awarded for prior experience or prior learning only in terms of individually identified courses for which examinations are conducted pursuant to this section.
- (e) The student's academic record shall be clearly annotated to reflect that credit was earned by examination.
- (f) Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course.
- (g) Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.
- (h) A district may charge a student a fee for administering an examination pursuant to this section, provided the fee does not exceed the enrollment fee which would be associated with enrollment in the course for which the student seeks credit by examination.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.





## Executive Committee Agenda Item

SUBJECT: Written Reports		Month: January 2014	
		Attachment: YES	
		TYPE OF BOARD CONSIDERATION:	
		Consent/Routine	
		First Reading	
		Action	
		Information	X

*Please note: Staff will complete the grey areas.*

### DESIRED OUTCOME:

Written reports from the Executive Director, Foundation President, committees, task forces, liaisons, and grants are provided for informational purposes.

### BACKGROUND:

The following reports are included with this this item. The public can pull any item from this section for discussion.

1. Executive Director
2. Foundation Report
3. Committee Reports
  - a. Curriculum Committee, Stanskas
  - b. Internal Process Committee, Bruno
  - c. Operational Oversight Committee, Bruno
  - d. Resolutions Committee, Freitas
  - e. Standards and Practices Committee, Grimes-Hillman
4. Task Force Reports
  - a. Credit By Exam Task Force
  - b. Distance Education Task Force, Freitas
  - c. Integrity Task Force, Davison
5. Liaison Reports
  - a. EEO, Diversity, & Title 5 EEO Advisory Committee, Chiabotti
  - b. Vocational Research and Accountability Committee, Chiabotti
6. Grant and Project Reports
  - a. C-ID, Pilati/Bruno
  - b. SCP, Costa

<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





## Executive Committee Agenda Item

SUBJECT: Executive Director Report of Activities	Month: January 2014
	Attachment: No
	TYPE OF BOARD CONSIDERATION:
	Consent/Routine
	First Reading
	Action
	Information <span style="float: right;">X</span>

*Please note: Staff will complete the grey areas.*

**DESIRED OUTCOME:**

The Executive Committee will be informed about the executive director’s activities since October 2013.

**BACKGROUND:**

**Events**

Fall Plenary Session

- Worked with staff and Executive Committee members to coordinate, review, revise materials including program, resolutions, event plans, newbie handout, session minutes, session notebook, survey, etc.
- Final registration: 291 attendees
- Room block was sold out

Event Registration (as of December 17, 2013)

- Accreditation 2014 = 91 registrants
- Academic Academy 2014 = 45 registrants
- Faculty Leadership = 2 registrants
- Curriculum Institute = 38 registrants

Curriculum

- Location identified – Hayes Mansion in San Jose.

<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.

## Grants

### C-ID (1440/ICW)

- Assisted in planning the December meeting, which included working with staff to drafting the agenda; discussing agenda items and needed action with Pilati and Bruno; finalizing agenda; and attending the meeting.
- Continued to transition Holly Demé's responsibilities to Krystinne, Lashonda, and me. Note: Currently, the workload seems manageable, particularly since much of C-ID's focus is on CTE TMCs and model curriculum, which provides us with an opportunity to assign some work to Kris Costa (articulation liaison). At this point, I will not hire a replacement for Holly Demé. However, staff will continue to monitor staffing needs.
- Staff highlights:
  - Finalized TMCs (AG TMCs (3), Chemistry TMC, and Economics TMC) and posted all on C-ID website.
  - Coordinated the 12/10/13 ICW Meeting (travel, meeting, minutes, etc.)
  - Coordinated work of the FDRGs (Nutrition and Child, Adolescent Development, and ICT).
  - Drafted two C-ID AO newsletters—November and December.
  - Continued troubleshooting C-ID issues and working with AOs on their course submissions for C-ID.
  - Assisted with the AO subgroup weekly meetings—facilitated agenda creation and prepared notes for the subgroup members.

### Perkins Leadership Grant

- Continued recruiting occupational faculty to participate on the CTE leadership group.
- Worked with Sid Burks, Wheeler North, and Kris Costa to draft Drafted job description for individuals participated on the Perkins grant. Feedback will be sought from representatives of the CO, CCCAOE, and others.
- Worked with North to develop agenda item for the January meeting.

### Statewide Career Pathways

- Continued to work with marketing company to develop prototype for online high school counselor tool.
- Worked with the articulation liaison to oversee the project.
- Staff highlights:

Convened FDRGs for the following disciplines: Addiction Studies, Allied Health, Automotive Technology, Biotechnology, Commercial Music, Culinary Arts, and Emergency Medical Services.

## Committees, Task Forces, and Advisory Groups

### Committee Support

- Participated in OOC, IPC, and PDC meetings and provided resources and research as necessary.

## Executive Committee Agenda

- Reviewed draft Executive Committee meeting minutes for review by the secretary
- Worked with staff to develop the Executive Committee agenda for review
- Prepared agenda items for IPC, PDC, and S&P
- Worked with MGH to finalize draft for Area Handbook
- Completed work on the MQ document with proposal adopted by the delegates and sent to CO for publication
- Worked with IPC to draft the vendor policy, publications guidelines, and listserv policy
- Worked with S&P to draft the Discipline's List first draft

## ICAS

- Worked with staff to draft agenda and minutes
- Attended the December 12, 2013, ICAS meeting
- Facilitated the work of the ICAS Natural Sciences Scoping Committee and attended the meeting.

## Foundation

- Worked with Foundation chair to develop fundraising items/activities
- Attended meeting

## Administration

- Financial:
  - Continue to work with the Tax Office to assume tasks associated with the Senate's financial records and CFO position. The transition process is going well.
  - Handled all the CFO responsibilities including payroll, accounts payable, accounting reports, closing months, reconciling bank accounts, timesheets, grant billings, etc.
- Events:
  - Worked with staff on upcoming Institutes
  - Worked with staff to negotiate contract for Fall 2014 and Fall 2015 plenary sessions.
  - Worked with staff to secure curriculum institute location
  - Staff highlights:
    - Managed logistics of Curriculum Regional meetings
- Awards:
  - Worked with S&P to read applications and identify winners for the Exemplary Awards

- Worked with staff to oversee the awards process
- Staff highlight:
  - Drafted Board of Governor's Agenda item for the Exemplary Award
  - Submitted item to the BoG liaison for the agenda.
- Website:
  - Work continues on the complete migration of the Senate website—building views, fine-tuning the design and functionality. The creative director and consultant hope to complete the migration by March 1. This project was scheduled to be completed by October; however, staff ended up building a brand new site as most of the data could not be migrated and the ones that were brought over lost all essential relationships. One large piece that still needs to be rebuilt is the directory. This has taken quite a bit of time since the creative director had session and two *Rostrum* during this process and the consultant is part-time.
- Office:
  - Staff has begun to look for new office space as the Senate lease is up in October 2014. Two options are being considered: either stay at the same location and renegotiate the rent or locate a smaller location. Updates will be provided to the Executive Committee on a regular basis.





## Executive Committee Agenda Item

SUBJECT: Academic Senate Foundation		Month: January 2014
		Attachment: YES / NO
		TYPE OF BOARD CONSIDERATION:
		Consent/Routine
		First Reading
		Action
		Information
		X

Please note: Staff will complete the grey areas.

### DESIRED OUTCOME:

The Executive Committee will be informed about AS Foundation fall fundraiser and appointment of board members.

### BACKGROUND:

**Fundraising:** The AS Foundation held a successful fundraiser at the fall plenary session. The Foundation sold lanyards and I (heart) curriculum t-shirts as well as raffled off prizes for the annual Area competition. The following are the results of our efforts.

*Area Competition - Area D won the Area Competition and the fabulous Monkey trophy.*

#### Raffle Prizes:

- Grand prize – Adrienne Foster, West Los Angeles (Free entry into all ASCCC events held between January and December 2014)
- Second place prize - Erik Kaljumagi, Mt. SAC (Free entry to both 2014 Plenary sessions)
- Third place prize – Dolores Davison, Foothill College (Free entry to two Institutes of choice)

#### Donation Totals

Lanyard Totals	\$670.00
Raffle Tickets Totals	\$3,155.00
T-shirt Totals	\$460.00
MISC	\$847.00
<b>Total</b>	<b>\$5,132.00</b>

**Board Membership:** The AS Foundation Board has appointed two new directors: Ginni May, Sacramento City College and James Todd, Modesto Junior College.

<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.





THE ACADEMIC SENATE  
FOUNDATION  
for California Community Colleges

## AS FOUNDATION MEETING MINUTES July 18, 2013 at 10 AM

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- I. Foundation application review  
*Reviewed application. Discussed concern that it does not seem to be soliciting candidates with the skills/experience needed by the Foundation. Julie A. will review the application and mock up a new version that hopefully gets of the needed fundraising experience.*
- II. Web Content  
*Board members will review the Foundation website and discern whether changes or updates are needed and bring thoughts and perspectives to a future meeting. Can it be revamped? Compare to other Foundations.*
- III. Outreach to local Foundations  
*Board will talk with their local Foundation directors about ideas for fundraising and recruitment. Also talk about the local foundation sponsoring ASCCC events on campus.*
- IV. Social Media  
*Discussed using social media. Will discuss with ASCCC exec committee at next meeting.*
- V. Big Donors  
*Need big donors.*
- VI. Vendors/Publishers  
*Need to explore the use of vendors at ASCCC events.*
- VII. Partnering  
*Ways to partner for professional development*



**ASCCC CURRICULUM COMMITTEE**  
**October 21, 2013**

CCC-Confer 4:00PM	Presenter Info: 719-785-4469	9359693
	Participant Info: (888) 450-4821	398842

<http://asccc.org/directory/curriculum-committee-0>  
<http://www.ccccurriculum.net/>

**Committee Members:**

- John Stankas, Chemistry, San Bernardino Valley College(jstankas@valleycollege.edu)
- Kim Harrell, PE, Folsom Lake College, Exec Member (harrelk@flc.losrios.edu)
- Marie Boyd, Library, Chaffey College, continuing member (marie.boyd@chaffey.edu)
- Greg Burchett, Biology, Riverside CCD, previous member (greg.burchett@rcc.edu)
- Deanna Heikkinen, Humanities, Los Angeles Valley College (heikkidl@lavc.edu)
- Sharon Lowery, Antelope Valley (CIO) (salowry@avc.edu)
- Aundrea Pinto (Student), L.A.Valley College (aundrea.pinto@studentsenateccc.org)

**Members Present:** Harrell, Boyd, Burchett, Heikkinen, Pinto, Stankas

**AGENDA**

**Meeting Started 4PM**

**I Approval of Sept. 30 Minutes**

**II Updates**

System Advisory Committee on Curriculum (SACC)

Noncredit Progress Indicators

Course Repetition - New FAQ (*see attachment #1*)

Inter-Collegiate Academic Senates (ICAS) & Inter-Collegiate Workgroup (ICW) -  
 IGETC for STEM, 440 passes

**III Regional Meetings Update**

*Planning Attendance and Roles for Committee Members - Discussion*

Fall in Northern California - November 16 10am-3pm Laney College

Fall in Southern California - November 15 10am-3pm Long Beach City College

*(see attachment #2)*

Spring in Northern California - March 7

Spring in Southern California - March 14 (San Diego School of Continuing Ed.)

## **Topic for Spring: Rigorous Content Review and Prerequisite Implementation?**

Catchy Title: Content Review & Prerequisites – Push It Real Good  
Content Review & Prerequisites – This Is How We Do It

Agenda:      A. Welcome  
              B. Content Review – A Model  
              C. Lunch  
              D. Implementation Strategies, CIOs, AS Presidents, Curriculum Chairs

### **IV      Fall Plenary Session: Nov. 7-9, Irvine**

#### **Break-out Descriptions Accepted (*See Attachment #3*)**

Who is Attending?

Marie Boyd, Greg Burchett, Aundrea Pinto, Kim Harrell, John Stankas

Planning work discussion

### **V      Curriculum Institute: July 10-12, TBD**

Theme Ideas? Mama Mia, Here I Go Again

### **VI      Future Meetings**

Monday Evenings (4PM)

In-Person Meeting in January and May

**Meeting Adjourns**

## Attachment #1 – New FAQ for Credit Course Repetition

FAQ: Can a district properly designate an intercollegiate athletic course and the conditioning course in support of the athletic course as repeatable, and permit a student to repeat the course if the units of the course vary depending on the semester the course is taken? Can a student, for example, take the following courses for the units indicated? And, may a district claim apportionment for the enrollment of the student in the following courses? (In this example Sport 111 is the conditioning course which supports Sport 112, and Sport 112 is the course in which student athletes are enrolled to participate on the Basketball team that is sponsored by the district.)

	Summer semester	Fall semester	Spring semester
Year 1	Sport 111 - .5 unit	Sport 111 – 2.5 units  Sport 112 – 1 unit	Sport 112 – 2 units
Year 2	Sport 111 - .5 unit	Sport 111 – 2.5 units  Sport 112 – 1 unit	Sport 112 – 2 units

Yes, a student may take all of the courses in the example above if the district has properly designated the courses as repeatable pursuant to section 55041(a)(2). And, yes, a district may properly claim apportionment for the enrollment of the student in all of the courses in the example above, as long as no more than 175 hours per fiscal year is claimed for student enrollment in courses dedicated to the sport and no more than 175 hours per fiscal year is claimed for enrollment in courses that focus on conditioning or skill development for the sport. (See Guidelines, pp. x and y.)  
*[See Guideline amendment below]*

### Repeatable Courses (§§ 55040(b)(1), 55041)

Beginning January 2013, district policy may designate only three types of courses as repeatable:

- . courses for which repetition is necessary to meet the major requirement of California State University (CSU) or University of California (UC) for completion of a bachelor's degree,
- . intercollegiate athletics, and
- . intercollegiate academic or vocational competition.

(§ 55041(a)(1)-(3), and see Appendix B - table 3.)

Courses that are not one of the three types above may NOT be designated as repeatable. If a course is properly designated by district policy as repeatable, then all students may enroll in that course more than one time, subject to specified limitations. Courses in these categories that are offered for differing unit values (i.e., variable unit courses) are not precluded from being designated as repeatable if all other requirements for the designation have been met. However, regardless of the unit value of an enrollment, each "take" of the course counts as an individual enrollment towards any applicable student or apportionment limit as discussed below. Courses that are offered for differing unit values (i.e., variable units) are not precluded from being

designated as repeatable if all other requirements for the designation have been met. However, regardless of unit value, each "take" of the course counts as an enrollment.

...

The Three Types of Courses that a District Policy may Designate as Repeatable:

...

2) Intercollegiate Athletics (§ 55041(a)(2)):

District policy may designate courses in intercollegiate athletics as repeatable. Intercollegiate athletic courses are limited to the following:

- those courses in which student athletes are enrolled to participate in an organized competitive sport sponsored by the district, or

- a conditioning course which supports the organized competitive sport.  
(§ 55000(q).)

These types of courses are intended to be narrowly construed, meaning the course is either the one that the athlete must be enrolled in to participate in the sport that is sponsored by the district or the course that is devoted to conditioning the athlete to safely participate in the competitive sport. Typical sports theory courses, e.g. courses in which students watch a game film and discuss the film with coaches, are not conditioning courses that support the organized competitive sport and thus, are not courses that a district may properly designate as repeatable.

**Student enrollment limit:** The regulations do not specify the maximum number of times a student may enroll in the same intercollegiate athletic course. However, student athletes are required to enroll in a minimum number of degree applicable units. Colleges should check the most recent regulations of the California Community College Athletic Association to determine if they are in compliance.

**Apportionment limit:** Unlike other repeatable courses, apportionment limits for repeatable courses in intercollegiate athletics are governed by two separate regulations, section 58161(d) and section 58162. Section 58161(d) limits the apportionment a district may receive for the student's attendance in a course properly designated as a repeatable intercollegiate athletic course to up to four semester or six quarter enrollments in that course as defined in section 55000(l). If the properly designated repeatable intercollegiate course is offered for variable units, each enrollment in the course counts toward the enrollment limit of four regardless of the unit value of each enrollment. Thus, if a student enrolls in a conditioning course in support of soccer (which has been properly designated as a repeatable intercollegiate athletic course) for .5 units during the summer session and the same course, but for 2 units during the spring session, the student will have enrolled in the same course two times and the college can claim apportionment for those two enrollments plus up to two more enrollments, but no more. (But, see section 58162, discussed below for additional apportionment limitations.) Put another way, the unit value of the course (even if it varies by term) is not relevant in determining the total number of enrollments.

Section 58162 specifies that a district may claim apportionment for the attendance of students in intercollegiate athletic courses of no more than 350 contact hours per enrolled student for each sport each fiscal year. A fiscal year starts July 1 and ends the following June 30. (§ 58003.4.) Of the 350 contact hours per fiscal year, a district may claim no more than 175 contact hours per fiscal year in intercollegiate athletic courses dedicated to the sport and no more than 175 contact hours per fiscal year in intercollegiate courses that focus on conditioning or skill development for the sport. Thus, for example, if a student enrolls multiple times in an intercollegiate athletic course dedicated to the sport and reaches 175 contact hours in less than four semester or six quarter enrollments in a given fiscal year, then, notwithstanding section 58161(d), the maximum number of enrollments that a district may claim apportionment for in the intercollegiate athletic course dedicated to the sport during that fiscal year is the number through which the student reached the 175 hour limit. Put another way, if each enrollment in the intercollegiate athletic course dedicated to the sport



nets 50 student contact hours, then the maximum number of enrollments a district could receive apportionment for, would be three semester or five quarter enrollments, as the fourth semester or sixth quarter enrollment would exceed the 175 hour limit. Districts must institute controls to truncate contact hours to allowable amounts. This limitation on class hours for apportionment purposes has no bearing on the total number of hours that may be required of a student in a given sport.

The regulations do not restrict how districts may distribute the 175 contact hours in intercollegiate courses that focus on conditioning or skill development for the sport for an eligible student throughout the fiscal year, whether in the same semester as the sport, in a different semester, or in summer, so long as the student does not exceed 175 total hours during the entire fiscal year. However, districts should consult the Bylaws and other rules adopted by the California Community College Athletic Association which further restrict how these hours may be distributed. (See, Bylaw 3.19, [www.cccaasports.org/constitution.asp](http://www.cccaasports.org/constitution.asp).)

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## **Attachment #2 – ASCCC FALL CURRICULUM REGIONALS**

### **Bringing Sexy Back, Again: Credit/Noncredit and Repeatability**

Southern : Long Beach City College, November 15

Northern: Laney College, November 16

A. Greetings and Salutations	J. Stankas	10:00
B. Update on Global Curriculum Issues	M. Pilati	
i. C-ID and AD-Ts		
ii. IGETC for STEM		
C. Credit vs. Noncredit – Review of Content	K. Harrell	10:45
i. Defining credit and noncredit		
ii. Basic Skills		
iii. Student Success Measures		
D. Repeatability Rules	E. Shearer(North), M. Boyd(South)	11:45
i. Major Requirements		
ii. Intercollegiate Athletics – 175 rule		
iii. Academic or Vocational Competition Courses		
iv. Adaptive PE ruling		
v. Courses Related in Content		
E. Lunch & Discussion		12:30
i. Collect Question Cards	Curriculum Committee	
ii. Share working examples		
F. Q & A	Curriculum Committee & Michelle Goldberg	1:15
G. Adjourn		3:00

\*Colleges are encouraged to bring printed examples that work regarding repeatability to share with colleagues.

#### **FALL REGIONALS BLURB**

The primordial stew that is Title 5 continues to be stirred by internal and external pressures meant to improve, refine, and otherwise reconfigure the hearts of our colleges. The Academic Senate for California Community Colleges is again hosting regional curriculum meetings to assist colleges navigating expectations regarding AD-Ts, the launch of IGETC for STEM, determining the appropriate instructional offerings to support student success, and the implementation of repeatability requirements

while maintaining the standards and integrity that best serve our students. Attendees are encouraged to bring other curricular issues and practical examples of repeatability issues solved locally. Curriculum chairs or committee members, Academic Senate leaders, administrators and support staff are welcome to attend.

## **Attachment #3 Fall Plenary Session – Breakout Descriptions**

Thursday, Nov. 7, 10AM Senate Role in Content Review (Marie Boyd, John Stankas) □ □  
Who decides the approval of curriculum, the process of content review, the determination of prerequisites? What role should the full Senate play in the content review process? How do the Curriculum Committee and the Academic Senate work together? Join us for a discussion about how to local faculty perform their curricular duties and bring examples from your campuses about processes that work.

Thursday, Nov. 7, 1:45PM The Death of Repeatability: Impact and Enrollment Trends (Aundrea Pinto, Kim Harrell, John Stankas) □ □  
The implementation of repeatability guidelines and limitations has caused a flurry of curriculum activity as colleges have worked to comply with new Title 5 language. Has enrollment been affected at your campus? How have your curricular offerings changed? How are you helping affected disciplines re-imagine their courses? Bring information from your college to share with colleagues across the state and join us for a dialog about the impact of these changes.

Thursday, Nov. 7, 3:15PM Prerequisites Changed My Life (Greg Burchett, John Stankas)  
At the Spring 2011 Plenary Session, the body adopted the paper *Implementing Content Review for Communication and Computation Prerequisites*. This paper has also been used to address concerns from the Student Success Task Force regarding recommendations 3.4 that “community colleges will require students to begin addressing basic skills needs their first year.” Where is your college in this discussion? What changes have occurred or are planned with regards to prerequisites? Join us for a discussion about the use of prerequisites and the implementation of appropriate prerequisites to enhance student success.

□ □ Friday, Nov. 8, 8:30AM Curriculum Q&A (Sally Lenz, John Stankas)  
Burning curriculum question? Has your curriculum committee or senate tied itself in knots trying to figure out how to comply with Title 5? Join the Vice Chancellor of Academic Affairs and the ASCCC Curriculum Chair for a lively question and answer session to wake up your second day of plenary and gather useful information to take back to your colleges.



Internal Process Committee  
Minutes  
September 23, 2013  
4:30 – 6:30 pm  
CCC Confer

Present: Julie Adams, Dianna Chiabotti, Lesley Kawaguchi, Michelle Grimes-Hillman

Scribe: Julie Bruno

- I. Introductions: Committee members introduced themselves and welcomed each other to the committee.
- II. Policies to be reviewed:
  - a. Paper prompts and Publication guidelines
    - i. Committee members discussed the prompts and revision of the guidelines.
    - ii. Lesley volunteered to work on this policy since she is currently writing the CBE paper.
    - iii. Michelle agreed to help since she is leading the multiple measures paper effort.
  - b. Ethics Policy
    - i. Committee members discussed the ethics policy. This may be a policy that should include guidelines for the use of social media.
    - ii. Julie B. will look at this policy and see if and where social media may be appropriately inserted.
  - c. Elections Process
    - i. Michelle explained that, as elections chair last year, she found the policy to be thorough.
    - ii. Michelle did create a checklist to help her as chair. She will send it to committee members for review. The committee will determine whether it warrants inclusion in the policy or as an addendum.
- III. Policies to be written:
  - a. Vendors at Senate Events
    - i. The Executive Committee has asked IPC to develop a policy on vendors at events in consultation with staff.
    - ii. Michelle offered to research and draft a policy.
    - iii. Julie A offered to review and comment.
  - b. Evaluation Process for Executive Director
    - i. The Executive Committee tasked IPC with codifying the ED evaluation process.
    - ii. Julie B stated that the Organization Oversight Committee is also reviewing operational policies and may find a good ED

- evaluation model. If OOC uncovers something useful, Julie will bring it to IPC.
- iii. Dianna will research and report back.
- c. Social Media and Online Communication Process
    - i. Rather than a stand-alone policy, the committee thought that guidelines for using social media and communicating online could be folded into other policies.
    - ii. Julie B will review senate policies to determine if effective online communication practices may be easily incorporated into existing policy.
- IV. Possible future agenda items: Area Representative Handbook
  - V. Future meetings:
    - a. CCC Confer: Monday, October 7, 2013 from 4:30-6:30pm
    - b. In person: Friday, November 1, 2013 from 9:30am to 3:30pm
    - c. In person: Friday, December 6, 2013 from 9:30am to 3:30pm

Actions Recap:

- Research effective evaluation processes for nonprofit Executive Directors. (Dianna)
- Draft Vendors at Senate Events policy (Michelle and Julie A.)
- Review and revise Publication Guidelines (Lesley and Michelle)
- Review Senate policies for integration of Social media and online communication guidelines (Julie B.)

Internal Process Committee

Minutes

October 7, 2013

4:30 – 6:30 pm

Present: Michelle Grimes-Hillman, Lesley Kawaguchi

Scribe: Julie Bruno

- I. Approval of September 23<sup>rd</sup> meeting minutes - tabled
- II. Policy Revisions
  - a. Paper prompts and Publication guidelines - committee members reviewed the changes made to the publication guidelines. The following recommendations were discussed:
    - i. Modify to include description of the position that Dolores Davison currently holds including official title.
    - ii. Clarify the Authorities/Responsibilities section by determining the role of the Publications Committee, if this committee still exists. If it does not, delineate responsibilities between the President, the Executive Director/Editor and D. Davison's position.
    - iii. Develop flow charts to show the process for Rostrum articles and Papers.
    - iv. Leslie will work on revisions and bring to next meeting.
  - b. Elections Process:
    - i. There is a breakout on this at plenary. Julie B. will be in the room to take notes.
    - ii. The checklist developed by Michelle might be useful to include but it needs refinement.
    - iii. Julie B. will work on streamlining and bring back to committee at the next meeting.
  - c. Listserv policy and area handbook - Committee members recommended the following:
    - i. Review and revise, if necessary, to address Executive Committee concern that the policy provides direction on dissemination of materials to Area Representatives. Julie B. will review and bring back at next meeting.
    - ii. Including reference to listserv policy in Area handbook. Michelle will move this forward.
    - iii. Revise second box to remove the slash (/) and replace with either "and" or "or" or possibly both.
- III. New Policies
  - a. Vendors at Senate Events: We have vendors coming to session. Tabled for discussion at next meeting.
  - b. Evaluation Process for Executive Director: Dianna to research. Tabled for discussion at next meeting.
  - c. Social Media: Tabled until the Executive Committee decides to pursue.
- IV. Other – External and Internal Communication:

- a. Committee members recommended that this policy be reviewed and revised to include email communication.
  - i. Julie B. will review existing policy to see where changes need to be made.
  - ii. Michelle will research email policies.
- V. Next meeting: November 1, 2013 from 9:30 to 2:30 at the ASCCC offices.



Internal Process Committee  
Minutes  
November 1, 2013  
10:30 – 12:00 pm  
CCC Confer

Present: Julie Adams, Dianna Chiabotti, Michelle Grimes-Hillman, Lesley Kawaguchi  
Scribe: Julie Bruno

- I. Approval of September 23<sup>rd</sup> and October 7<sup>th</sup> minutes
- II. General Information:
  - a. Latest versions of all policies will be sent to members approximately a week prior to December 6<sup>th</sup> meeting.
  - b. It would be helpful if most of the information committee members find while doing research could be sent out a few days prior to the in person meeting so that members may prepare.
- III. Policy Revisions
  - a. Paper prompts and Publication guidelines:
    - i. Lesley will send the latest draft to Julie A for revision and comment.
    - ii. This policy will be on the December 6<sup>th</sup> agenda for discussion and action.
  - b. Elections Process:
    - i. D. Morse and P. Smith are presenting a breakout on this topic at fall plenary. The breakout is focusing on the trickle down process and term limits.
    - ii. Julie B will attend and takes notes. The committee will discuss possible revisions to the Elections policies and handbook based on feedback from the body during the breakout.
    - iii. This policy will be on the December 6<sup>th</sup> agenda for discussion and action.
  - c. Listserv policy and area handbook: disseminating information from outside organizations.
    - i. Julie A will review and determine if revision, if necessary.
    - ii. Committee members will review at the next meeting and determine if we need to revise/update the policy and include in the Area handbook.
    - iii. This policy will be on the December 6<sup>th</sup> agenda for discussion and action.
  - d. Ethics Policy and Conflict of Interest (OOC):
    - i. The Conflict of Interest policy covers fiscal issues only. This came up at the Operational Oversight Committee meeting. OOC suggested that we might want to revise the policy. IPC members need to review and determine if a revision to the policy to include other issues or areas is warranted. For example, a possible conflict of interest may exist when serving

- on Accreditation teams. An option may be to include a philosophy statement at the beginning of the policy for context.
      - ii. This policy will be on the December 6<sup>th</sup> agenda for discussion and action.
    - e. Internal and External Communication:
      - i. MGH has reviewed email policies and found that many specifically address the issues of forwarding email and including sexually explicit materials.
      - ii. This item will be on the December 6<sup>th</sup> agenda for discussion and action.
- IV. New Policies
  - a. Vendors at Senate Events:
    - i. There are two drafts that need to be combined.
    - ii. MGH will send her revisions to Julie A and Julie will incorporate the comments and revision.
    - iii. Five vendors coming to fall session. Committee members were encouraged to get feedback from plenary attendees on the usefulness of having the vendors at session.
    - iv. This policy will be on the December 6<sup>th</sup> agenda for discussion and action.
  - b. Evaluation Process for Executive Director:
    - i. The evaluation process should be in conjunction of job description and roles and responsibilities. Clarity of roles and responsibilities between the president, Exec members, and the ED need to be clearly established. Additionally, Exec needs to determine about what role they want an ED to play in the organization.
    - ii. Dianna will research for effective practices and policies.
  - c. Social Media:
    - i. Members need to provide a recommendation on establishing a policy on Social Media to Exec in January.
    - ii. This policy will be on the December 6<sup>th</sup> agenda for discussion and action.
  - d. Grievance policy for Executive director, Executive Committee members and/or volunteers.
    - i. The organization lacks a formal process for grievances. The organization's current policy allows for volunteers to bring a complaint to Executive Committee but there is no provision for the Executive Director or members of the Executive Committee.
    - ii. Julie A will research grievance policies from other nonprofit organizations.
    - iii. This policy will be on the December 6<sup>th</sup> agenda for discussion and action.
  - e. Other
    - i. Policy on posting PowerPoint presentations.

1. Past practice has been to post PowerPoint slides to the website so that faculty may download, alter and use locally. This past year we have changed PowerPoint slides to PDF documents so that they may not be altered to protect the work of the author of the PowerPoint presentation. This makes it difficult for local faculty to share resources from the ASCCC, which has been a long-standing principle of the organization.
2. However, we do want to honor intellectual property of our presenters, especially for our outside presenters. Two policies may be warranted – one for Exec members and faculty presenters and one for outside presenters.
3. This policy will be on the December 6<sup>th</sup> agenda for discussion and action.

V. Next meeting: Friday, December 6<sup>th</sup> 12-5pm at the ASCCC Offices



**Operational Oversight Committee**  
**Saturday, September 28, 2013**  
**Minutes**  
**ASCCC Offices**  
**10:30am – 3:30pm**

Participants: Julie Adams, Julie Bruno, David Morse, Craig Rutan, Phil Smith, Katie Townsend-Marino

Scribe: Julie Bruno

- I. Agenda Approved
- II. September 6, 2013 Meeting Minutes – approved with changes
- III. Operations Evaluation Process
  - a. Julie A investigated organizations and businesses that assess the operations of nonprofits. There are very few organizations that conduct assessments of nonprofits but many may be engaged as consultants if the ASCCC decided to create its own self-evaluation process. One individual in particular, Mark Alcorn, does conduct evaluations and appears well suited to assess the operations of ASCCC. Mr. Alcorn, who is a leader in the nonprofit sector, provides assistance in a variety of areas to nonprofit organizations. Mr. Alcorn's assessment would not be an actual audit of the internal workings of operations but rather a holistic look at the operational aspects of the ASCCC.
  - b. The Governance "domain" may be a place to fold in an assessment of operations. Katie researched a number of organizations that provide resources to facilitate a self-assessment process of nonprofits. However, if members of the ASCCC, such as faculty, complete the assessment, the issue of having evaluators who are not familiar with nonprofits may still exist.

**Action:** Julie will meet with Mark Alcorn this week in Sacramento and report back at the next OOC meeting.

- IV. Executive Committee Evaluation Process
  - a. Committee members discussed the following items:
    - i. A member questioned whether the body wants an external audit or just clear information on the definition and function of a nonprofit organization. Integrating two unique entities (a senate and a nonprofit) appears to be creating confusion. Both the Executive Committee members and the body at-large need to be educated on the purpose and function of a nonprofit organization.
      1. Currently, the orientation process for Exec members lacks information on nonprofits. Orientation should

include a delineation of roles and functions for all positions so that everyone clearly understands how the Executive Committee operates. There should be a component of self-evaluation for the board folded into the evaluation process to ensure that everyone is fulfilling their responsibilities.

2. Apparently, there is a fundamental misunderstanding by the body at-large of how Executive Committee works in comparison to local senates. A primary issue is that individuals assume that they understand how Exec works by relating its work to the work of their local senates. Identifying the ASCCC as a nonprofit organization would help the body understand the operations of the senate. Creating an evaluative process is an opportunity to educate the body on the function of Exec as well as listening to the body's expectations to improve the work of ASCCC.
  - ii. Concern was expressed that an evaluation process may be premature. Before an assessment is conducted, there is a need to look at how the ASCCC functions now and then determine how to improve. Regardless, there is a commitment to ensuring timely completion of the resolution that is directing the committee work.
  - iii. It was suggested that that a governance component to the Executive Committee's self-evaluation may be useful but the component could overlap the external assessment of operations.
- b. Domains/Standards and
  - i. Committee members discussed the Standards for evaluation and provided input to individual authors.
- c. Questions for Evaluators
  - i. Committee members discussed the following guiding principles for development the evaluation questions
    1. Focus on observable behaviors that support values, mission, etc.
    2. Stay focused on academic and professional interests.
  - ii. Committee members discussed revisions to the questions for each standard.

**Action:** Each committee member will revise his or her standard and questions and bring to the next meeting.

- d. Evaluation Process Document
  - i. Members suggested the following be included in the EP document
    1. Definitions of specific words at top of document.

2. Delineate between ASCCC, the board, and staff. The ASCCC is organization at large.
  - e. A proposal was offered to bring forward a resolution to spring plenary that approves the process and hold election for team member. Members were unsure of the timing of such a resolution.
- V. Annual Report – discussion tabled
- VI. Plenary Session Breakout
- a. Members proposed the following topics to be included in the breakout:
    - i. A discussion of the proposed Annual Report
    - ii. A discussion of process for Evaluation of the Executive Committee work including:
      1. The two resolutions driving the work.
      2. An explanation of the difference between ASCCC and local senates
      3. A description framework of the evaluation process
      4. A discussion of the Evaluation Team
      5. A description of the process on how we are creating questions
      6. A discussion of the election and/or appointment of evaluators
      7. An overview of the Standards including the
        - a. Domains
        - b. Sample questions
        - c. Possible evidence
      8. An opportunity for the audience to provide feedback
    - iii. The proposed process for an external operations review
  - b. All members will be attending and participating in the breakout session.
  - c. Members will finalize the content and structure of the plenary breakout at the next meeting.
- VII. Next Meeting: October 31, 2013 from 10:30 to 3:30pm at ASCCC Offices

## **Resolutions assigned to the OOC**

### **1.02 Sp13 Periodic Evaluation of the Academic Senate**

Whereas, Commitment to the public good and accountability to its members and the public at large are core values of the Academic Senate for California Community Colleges as noted in its Code of Ethics Policy (10.00), including the eight domains of personal and professional integrity, mission, governance, legal compliance, responsible stewardship, openness and disclosure, program evaluation and improvement, and inclusiveness and diversity;

Whereas, Colleges and universities in the United States are regularly assessed in order to assure internal and external stakeholders about an institution's quality and its commitment to the standards it sets for itself as well as to assist the institution in improving the effectiveness of its programs and operations in order to meet its stated goals, and the Academic Senate for California Community Colleges, a nonprofit organization, might benefit from an enhanced regular evaluation process of its eight domains; and

Whereas, Peer and external reviews are the preferred tools in higher education not just for advancing scholarship but also for assessing and improving policies and processes within institutions and organizations;

Resolved, That the Academic Senate for California Community Colleges create a task force consisting of equal numbers of Executive Committee representatives and member delegates to develop a process of periodic institutional review for assessing the operations, processes, policies, and programs of the Academic Senate for California Community Colleges including the composition of the review team, what standards of accountability will be used, what components would comprise such a review, the number of years between reviews, and how commendations and recommendations will be offered at the conclusion of the process; and

Resolved, That the Academic Senate for California Community Colleges task force's recommendation be presented to the body for adoption by the Spring 2014 Plenary Session so that the Academic Senate for California Community Colleges can undergo and complete its first periodic review by the Fall 2014 Plenary Session.

### **1.04 Sp 13 Academic Senate Annual Report on Accomplishments and Operations**

Whereas, In keeping with its principles and commitment to excellence, the Academic Senate for California Community Colleges regularly reviews its organizational effectiveness by conducting evaluations after every event, commissioning external audits to assess its policies including internal controls and financial viability, reviewing and revising processes for tracking and completing



resolutions, reviewing the executive director's performance every other year, and periodically evaluating and reconsidering its committee structure, diversity statements, and other key policies;

Whereas, In spite of a 32% cut in 2008 to its funding and reduced revenues, the Academic Senate continues to demonstrate its operational effectiveness through audits and budget performance reports, low registration fees, efficient events, increased services, and highly visible leadership and influence in key conversations such as the Student Success Task Force, SB 1440, CTE Critical Conversations, Board of Governors, Consultation Council, and other Chancellor's Office advisory committees, task forces, and work groups as well as testifying before the Legislature;

Whereas, Although the Academic Senate Executive Committee implements its review and evaluation processes and takes seriously its fiscal and legal responsibility in oversight of the organization, internal and external stakeholders may not be familiar with its practices or even its key success in these areas; and

Whereas, Most nonprofit organizations develop an annual report to share their accomplishments, organizational changes, and results of review processes with their stakeholders, and such a report by the Academic Senate would be beneficial in conveying this information to faculty statewide and other constituencies inside and outside the California Community College System;

Resolved, That the Academic Senate for California Community Colleges communicate all recommendations and commendations from committees and task forces that review the organization's processes for assessing the operations, processes, policies, and programs and any planned changes based on those recommendations through a breakout session, a Rostrum article, or other appropriate means no later than Spring 2014; and

Resolved, That the Academic Senate for California Community Colleges, similar to other nonprofit organizations, develop an annual report to publicize its self-review results and ongoing accomplishments on behalf of the faculty statewide, with the first publication of this report to be completed by Fall 2014.



**Operational Oversight Committee**  
**Thursday, October 31, 2013**  
**Minutes**  
**ASCCC Offices**  
**11:00am - 4:30pm**

Participants: Julie Adams, Julie Bruno, David Morse, Craig Rutan, Phil Smith

Scribe: Julie Bruno

- I. The agenda was reordered and approved.
- II. The September 28, 2013 meeting minutes were approved with a revision
- III. Fall Plenary Breakout – Committee members discussed the format and content of the breakout session at plenary. The following comments were made by members:
  - a. Begin with a “temperature check” of the participants. How many remember the resolution or have read it recently. This is to get an idea of how knowledgeable the audience is of the OOC’s task.
  - b. Throughout the breakout, presenters should check in with the audience by asking questions and soliciting concerns and comments
  - c. Review the resolutions that are driving the work of the committee
  - d. Provide an overview of the committee process including the make up of committee, the framework of the process, the number of meetings (three) and possibly the guiding principles the committee established at the first meeting
  - e. Include a discussion of ASCCC’s nonprofit status to explain the operations side of the house
  - f. Note that the evaluation process of operations is still under discussion because of specific laws and regulations driving nonprofits
  - g. Provide definitions to frame the discussion
  - h. An overview of the proposed framework of process including a explanation of a 6-year cycle, which the committee needs to reconcile with deadline in the resolution, description of the report that would be generated at the end of the evaluation, and the inclusion of a self-evaluation of executive committee that would align with strategic planning.
    - i. Not to be included in breakout but issues that still need to be addressed by OOC:
      1. Need to determine what the self-evaluation for Exec looks like. Exec could address specific questions in a narrative or outline format.
      2. Possibly have Exec complete the self-evaluation during the evaluation process every six years and then use the self-evaluation in strategic planning on a yearly basis.

- i. Discuss the evolution of using the evaluation domains from the ethics policy. Started with the eight domains but those domains are morphing and going beyond ethics since OOC found areas that should be address but not articulated in the domains. Possibly discuss the separation between evaluating the Executive Committee and the operational functions of the office. Provide some sample domain questions.
- j. Describe what the Evaluation Team findings may look like including Recommendations (not mandates) and Commendations. Some recommendation Exec may choose to implement while other may be subject to the resolution process if the Body determined that the recommendation needed codification to ensure that it is followed. The Evaluation Team could hold a breakout with its findings at fall session.
- k. Discuss the need for an assessment of whole process at end of a cycle to refine and clarify.
- l. Describe the membership of the Evaluation Team and the possibilities for the selection of the evaluators. One option is to have the Body elect the 7 Team members. There are many possibilities for representation: One from each area and 3 at large? All at large? There may not be enough people to run and fill all positions. With 7 positions it would be best to have at least 10 nominees. The areas could hold nominations. It would be best to write up all possible options and get feedback from the Body at the breakout.
- m. Time management – the breakout is 75 minutes. Presentation and discussion could take 50-55 minutes, which leaves 20 minutes at the end for Q and A.
- n. Have index cards for comments during the breakout and possibly create an online form to solicit additional comments.
- o. Presenters – the committee determined that the presenters for the breakout should not be Exec members.

#### IV. Operations Evaluation Process

- a. Julie reported out on her meeting with Mark Alcorn. Research indicates fairly standard regarding evaluations. An evaluation of ASCCC will cost approximately \$2500. Use forms from the Harris website for Mark to do the evaluation of operations. The Harris forms align well with the ASCCC operational structure.
- b. Julie A will compile documents from both Alcorn and Harris and bring them to the committee for review and discussion. In the breakout at plenary, presenters will indicate that the evaluation of operations is still being investigated. Once the committee finishes its investigation and determines an appropriate course of action, the committee will provide a recommendation to the Body.

#### V. Executive Committee Evaluation Process –

- a. The committee reviewed the standards (domains) and the questions drafted by each committee member for their domain.
- b. Overall considerations:

- i. The questions will need to be framed in a way that makes sense for an evaluation. They should be concrete questions that ask the Evaluation team to assess behavior.
  - ii. There may be a need to train team members to ensure consistency in the evaluation.
  - iii. The Executive Committee's self-evaluation should be independent from the Evaluation process.
- VI. Annual Report – tabled.
- VII. Next Meeting will be determined after plenary.

**Parking Lot**

Strategic planning, annual report, spreadsheet on timelines and other logistics

Breakouts in spring:

Evaluation process at plenary

Nonprofit status breakout during leadership and plenary

Members not working from personal interest – include in conflict of interest policy

## **Resolutions assigned to the OOC**

### **1.02 Sp13 Periodic Evaluation of the Academic Senate**

Whereas, Commitment to the public good and accountability to its members and the public at large are core values of the Academic Senate for California Community Colleges as noted in its Code of Ethics Policy (10.00), including the eight domains of personal and professional integrity, mission, governance, legal compliance, responsible stewardship, openness and disclosure, program evaluation and improvement, and inclusiveness and diversity;

Whereas, Colleges and universities in the United States are regularly assessed in order to assure internal and external stakeholders about an institution's quality and its commitment to the standards it sets for itself as well as to assist the institution in improving the effectiveness of its programs and operations in order to meet its stated goals, and the Academic Senate for California Community Colleges, a nonprofit organization, might benefit from an enhanced regular evaluation process of its eight domains; and

Whereas, Peer and external reviews are the preferred tools in higher education not just for advancing scholarship but also for assessing and improving policies and processes within institutions and organizations;

Resolved, That the Academic Senate for California Community Colleges create a task force consisting of equal numbers of Executive Committee representatives and member delegates to develop a process of periodic institutional review for assessing the operations, processes, policies, and programs of the Academic Senate for California Community Colleges including the composition of the review team, what standards of accountability will be used, what components would comprise such a review, the number of years between reviews, and how commendations and recommendations will be offered at the conclusion of the process; and

Resolved, That the Academic Senate for California Community Colleges task force's recommendation be presented to the body for adoption by the Spring 2014 Plenary Session so that the Academic Senate for California Community Colleges can undergo and complete its first periodic review by the Fall 2014 Plenary Session.

### **1.04 Sp 13 Academic Senate Annual Report on Accomplishments and Operations**

Whereas, In keeping with its principles and commitment to excellence, the Academic Senate for California Community Colleges regularly reviews its organizational effectiveness by conducting evaluations after every event, commissioning external audits to assess its policies including internal controls and financial viability, reviewing and revising processes for tracking and completing resolutions, reviewing the executive director's performance every other year, and

periodically evaluating and reconsidering its committee structure, diversity statements, and other key policies;

Whereas, In spite of a 32% cut in 2008 to its funding and reduced revenues, the Academic Senate continues to demonstrate its operational effectiveness through audits and budget performance reports, low registration fees, efficient events, increased services, and highly visible leadership and influence in key conversations such as the Student Success Task Force, SB 1440, CTE Critical Conversations, Board of Governors, Consultation Council, and other Chancellor's Office advisory committees, task forces, and work groups as well as testifying before the Legislature;

Whereas, Although the Academic Senate Executive Committee implements its review and evaluation processes and takes seriously its fiscal and legal responsibility in oversight of the organization, internal and external stakeholders may not be familiar with its practices or even its key success in these areas; and

Whereas, Most nonprofit organizations develop an annual report to share their accomplishments, organizational changes, and results of review processes with their stakeholders, and such a report by the Academic Senate would be beneficial in conveying this information to faculty statewide and other constituencies inside and outside the California Community College System;

Resolved, That the Academic Senate for California Community Colleges communicate all recommendations and commendations from committees and task forces that review the organization's processes for assessing the operations, processes, policies, and programs and any planned changes based on those recommendations through a breakout session, a Rostrum article, or other appropriate means no later than Spring 2014; and

Resolved, That the Academic Senate for California Community Colleges, similar to other nonprofit organizations, develop an annual report to publicize its self-review results and ongoing accomplishments on behalf of the faculty statewide, with the first publication of this report to be completed by Fall 2014.







## Executive Committee Agenda Item

SUBJECT: Resolutions Committee Report		Month: January 2014	
ATTACHMENT:		Attachment: <b>YES</b>	
REQUESTED BY:		TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:		Consent/Routine	
RECOMMENDED DATE:		First Reading	
		Action	
		Information	
		X	

Please note: Staff will complete the grey areas.

### DESIRED OUTCOME:

The Executive Committee will be updated on outcomes of the December 16, 2013 Resolutions Committee meeting.

### BACKGROUND:

*(Please include the following components: issue, implication, analysis, relevant ASCCC positions/resolutions/policies, or any other useful data or information.)*

The Resolutions Committee met on December 16, 2013 to discuss issues that arose at the fall 2013 plenary session and ideas for improvement. The committee agreed to bring four recommendations forward to the Executive Committee for consideration as a separate agenda item for action by the Executive Committee:

**Recommendation 1:** There should be an appointee to the Resolutions Committee from each Area. Members need not necessarily be Executive Committee members.

**Recommendation 2:** The resolutions writing guide, the executive committee resolutions manual, and the philosophy document should be reconciled with each other and merged into a unified and publicly available document.

**Recommendation 3:** Two members of the resolutions committee, including the Resolutions Chair, should be available for resolutions work during the last sessions on Thursday and Friday and should not be assigned breakouts during those sessions.

**Recommendation 4:** A processes and procedures manual for the resolutions committee should be written.

<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.

The committee also discussed the role of staff in relation to the work of the committee. J. Adams clarified for the committee that the role of staff is not to provide a direct role of support for the committee, other than making sure its technology needs are met. Ultimately the committee membership is responsible for the content and accuracy of each resolutions packet. The committee also briefly discussed referred resolutions from spring 2013 and fall 2013. J. Freitas will research the status of the referred resolutions from spring 2013 to determine the status of each. The committee will review the fall 2013 referred resolutions at a subsequent meeting after further research by Freitas.

Please see the draft meeting minutes for additional information.

## Standards and Practices Committee:

## Agenda

September 12, 2013

ASCCC Office

- I. Introductions: Julie Adams, Julie Bruno, Kale Braden, Dan Crump  
Recorder: Michelle Grimes-Hillman

## II. Committee charge:

Julie A will update. Changes were previously approved by Exec

## Charge

The Standards & Practices Committee is charged with reviewing, acting on, and monitoring various activities as needed and assigned by the President or the Executive Committee of the Academic Senate. The Standards & Practices Committee's activities include, but are not limited to, conducting Disciplines List hearings, ~~monitoring compliance with the Full Time/Part Time Ratio (75/25 rule), reviewing the faculty role in accreditation, screening faculty Board of Governors applications,~~ analyzing and reviewing suggested changes in Executive Committee policies and Senate Bylaws and Rules, and administering designated awards presented by the Academic Senate. As assigned by the President or Executive Committee, the committee chair or designee will assist local academic senates with compliance issues associated with state statutes and their implementation.

## III. Meeting Schedule for the year

Members set up meetings for the year

## IV. Fall Session

## a. Resolutions/Breakouts –

- i. MQs and presenting BOG approved language
  1. Members wanted a focus on the Interdisciplinary Discipline and the New process
  2. Members recommended that the DL process breakout be added to the curriculum institute
  3. Kale and, Dan will do breakout
  4. DL information should be included in the president report
  5. Members recommended the Discipline List revision process be presented in a breakout at the curriculum institute.
- ii. Exemplary Awards Breakout – Bring in past winners and talk about process
  1. Julie Adams will notify Beth Smith about Exemplary Award breakout and MGH will facilitate
- iii. Final Descriptions Due: October 11

1. MGH will draft descriptions and send out to the members

V. Discipline List Process

- a. Discussed using the FDRGs for getting feedback on proposals
- b. Discussed the use of discussion boards and monitoring implications.
- c. Handbook Outline Reviewed and modified outline
  - i. Julie will revise and MGH will review and send as an agenda item
- d. Discipline List Process Revisions
- e. MQs for DSPS Coordinators (Title 5 (56048) (b))
  - i. Members review the DSPS Coordinators T% language and concluded that this info should be included in the CO's MQ Document. It may be the exclusion of (Title 5 (56048) (b)) is an oversight.
  - ii. Julie A will check on this.

VI. Award Handbook and deadlines

- a. Members are to review changes to the Handbook and send Julie A any feedback ASAO
- b. CIO needed- Julie B will contact Mary Turner
- c. CEO - MGH will contact Bill Scroggins
- d. CSSO – Julie B will Mandy Davis
- e. Student senate – Julie A will contact/
- f. Dates for award process were reviewed
- g. S& P meetings Scheduled
  - i. Tuesdays at 9:30AM-10:30AM: November 19, December 3, January 14, January 28, February 25, March 11

VII. Other

**DSPS Coordinators:**

**Title 5 (56048) (b)** Each district receiving funds pursuant to this subchapter shall designate a DSPS Coordinator for each college in the district. For the purpose of this section, the Coordinator is defined as that individual who has responsibility for the day-to-day operation of DSPS. The designated Coordinator must meet the minimum qualifications for a DSPS counselor or instructor set forth in Section 53414(a) through (d) or meet the minimum qualifications for an educational administrator set forth in Section 53420 and, in addition, have two (2) years full-time experience or the equivalent within the last four (4) years in one or more of the following fields:

(1) instruction or counseling or both in a higher education program for students with disabilities;

(2) administration of a program for students with disabilities in an institution of higher education;

(3) teaching, counseling or administration in secondary education, working predominantly or exclusively in programs for students with disabilities; or

(4) administrative or supervisory experience in industry, government, public agencies, the military, or private social welfare organizations, in which the responsibilities of the position were predominantly or exclusively related to persons with disabilities.

(c) Districts receiving funding pursuant to this subchapter may also employ classified and/or paraprofessional support staff. Support staff shall function under the direction of a DSPS counselor, instructor, or Coordinator as appropriate for the support services or instruction being provided.

**Note:** Authority cited: Sections 67312, 70901 and 84850, Education Code. Reference: Sections 67310-12 and 84850, Education Code.



**Credit By Exam Task Group Draft Minutes**  
**CCC Confer**  
**December 11, 2013, noon to 1:15 p.m.**

**Attending:** Michelle Pilati, Carolyn Holcroft, Duane Short, Dave DeGroot, and Lesley Kawaguchi (chair and notetaker)

The committee members went through the initial draft of the Credit By Exam paper page by page and edited unclear or confusing passages and ensured that the flow of the paper was logical. They also discussed whether or not there were further additions necessary.

Both Lesley and Michelle will do a revision based on the committee's feedback and send it back to the committee for further feedback before Lesley submits it as an agenda item on Dec. 18 for the January Executive Committee meeting.

One section that includes external forms of credit (IB, AP, etc.) was written largely by Duane Short and Dave DeGroot. Dave has said that Julie Bruno and he had discussed putting this information on the Curriculum website. Lesley said she would make sure that the Executive Committee recommend whether the materials should be part of the appendix to the CBE paper or if it should go on the website or both.







## Executive Committee Agenda Item

SUBJECT: Distance Education Task Force Report		Month: January 2014	
CATEGORIES:		Item No./HCR No.	
REQUISITORY:		Attachment: <b>YES</b>	
STAFF REVIEW:		TYPE OF BOARD CONSIDERATION:	
		Consent/Routine	
		First Reading	
		Action	
		Information	X

*Please note: Staff will complete the grey areas.*

**DESIRED OUTCOME:** The Executive Committee will be updated on the activities of the Distance Education Task Force and the outcomes of the October 11 and December 6 meetings.

**BACKGROUND:**

*(Please include the following components: issue, implication, analysis, relevant ASCCC positions/resolutions/policies, or any other useful data or information.)*

The Distance Education Task Force met by CCC Confer on October 6 and December 11. Please see the attached minutes for those meetings (draft minutes for December 11).

The main objective of the October 11 meeting was make the final edits to the surveys on faculty preparation and student preparation for distance education following feedback and input from the Executive Committee on October 3. The surveys were sent to the field on November 12. The response from the field was strong. The original closing date for survey was November 24, but because the survey went to the field later than originally planned, the survey deadline was extended to December 13. There were a couple of issues identified with the surveys:

1. Some colleges submitted multiple responses (one college submitted over 60 responses on the student prep survey!). This was identified as an issue on the first day of the surveys and a follow-up message was sent to the field reminding everyone that we only wanted one response per college. There were only a few colleges with multiple responses, and once the survey closes we will address the multiple response issues.
2. Some questions on the faculty prep survey were supposed to allow for multiple responses, yet didn't in the Survey Monkey. This was determined to be an error on the part of the DE chair (!). L. Shannon will work with J. Adams to determine if the data collected is sufficient to not require a shorter follow-up survey to the field.

<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.

The main objectives of the December 6 meeting were to set the location for the planned in-person meeting on January 24, 2014, to receive updates on the status of the surveys and to start planning next steps for the DE paper. As staff had determined that the most economical location for the meeting would be in the Los Angeles area, the task force decided to hold the meeting at El Camino College (home college of task force member Chris Gold) as it is only 20 minutes from LAX. The task force will start reviewing the results of the surveys individually ahead of the January 24 meeting. Task force member Stephanie Curry is conducting a literature search for research regarding faculty preparation and student preparation for the online environment. Task force members Chris Gold, Lisa Storm and Greg Beyrer plan to submit *Rostrum* articles for the February issue on MOOC-related issues to further address resolution 9.04 S13 by providing more information to the field on MOOCs.

The goals for the January 24 meeting are to complete the analysis of the survey results, review any available scholarly research articles, and to more fully outline the DE paper, with the goal of having an outline ready for approval at the March executive committee meeting, and to determine if any further follow-up is needed on the surveys.



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## DISTANCE EDUCATION TASK FORCE

Friday, December 6, 10:00 – 11:00 AM

CCC Confer

888-886-3951

913-312-3202 (cell users)

[www.cccconfer.org](http://www.cccconfer.org)

Passcode: 3050795

### Draft Minutes

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- I. Call to Order at 10:03
- II. Approval of the Agenda
  - agenda item on Jan. meeting moved earlier on agenda by consensus
- III. Public Comments (3 minutes per speaker)
- IV. Approval of October 11, 2013 minutes
  - approved without objection with one correction: VI. (add John's name to CIO survey information)
- V. January meeting location status
  - 24 January 2014 at El Camino College (thanks Chris for hosting!)
  - Meeting to start at 10:30 depending on flights
  - Members encouraged to fly down and back the same day
  - Arriving between 8:30 and 9:30 so Christina can pick us up with her minivan
  - Plan for meeting to end at 3:00, plan for flights after 5:00
  - Senate office will arrange for flights on Southwest
  - John will send travel info to committee members
- VI. Distance Education Paper
  - a. Survey results (in-progress results, deadlines extended to December 13)
    - College with multiple responses will be deleted and asked to resubmit
    - Questions that were set up as multiple choice but should have been multiple answer might be re-sent pending the ability to collect useful information from submissions
    - Committee members were impressed with preliminary results that indicated a large number of colleges that do not have senate involvement in professional development and do not provide flex credit for DE training
    - Surveys close right before winter break and committee will look at results to see if any questions need follow-up
    - John will contact colleges that indicate they are willing to share success data
  - b. Scholarly research search
    - Stephanie found some articles on supporting students during classes and little on student prep and little on faculty prep and John will send to the group
  - c. Next steps
    - Compile survey results, focus on paper outline (focused on student and faculty prep)
    - At Jan. meeting map survey results and scholarly articles to paper outline
- VII. *Rostrum* article planning
  - Executive committee gives feedback on senate papers, not *Rostrum* articles
  - John will send article guidelines to committee

- Too many articles in the same *Rostrum*, so should we make them shorter?
- We can space them out so no need to pare them down
- Send articles to committee, John will send to editorial staff (wants them by the week of Jan. 6)
- Articles for spring issues:
  1. Chris MOOCs in the press
  2. Lisa pro/con on MOOCs based on teaching
  3. Greg on defining MOOC success despite being a two-time loser
  4. Stephanie on ADA and DSPS
  5. John on reporting out survey results

VIII. Updates

- . Fall plenary report
  - Online student services breakout with Stephanie and John was well attended and effective
- a. Other items?
  - spring plenary will likely include a breakout on survey results; committee members encouraged to think about other topics for sessions

IX. Announcements

- . Next *Rostrum* deadline: January 13, 2014
- a. Accreditation Institute, February 7-8, Marriott La Jolla (Registration deadline is Jan. 21)
- b. Academic Academy, February 21-22, Silverado Resort and Spa, Napa (Registration deadline is Feb. 3). The theme is General Education.
- c. ASCCC Spring Area meetings March 28 and 29, locations may vary. Contact your area representatives.
- d. ASCCC Spring Plenary Session, April 10-12, Westin SFO.

X. Adjournment at 10:50am



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## DISTANCE EDUCATION TASK FORCE

Friday, October 11, 10:00 – 11:00 AM

### Minutes

(approved 12/6/2013)

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- I. Call to Order at 10:03
- II. Approval of the Agenda
  - a. approved
- III. Public Comments (3 minutes per speaker)
  - a. none
- IV. Approval of September 13, 2013 minutes
  - a. approved by consensus
- V. Executive Committee response to 9/13 meeting outcomes
  - a. Response to paper recommendation – approved our recommendation for a focused paper, we do need it ready for fall '14 so we need to get it done in the spring, july change committee so next de task force will actually present it at fall '14 plenary for approval (include other topics to be addressed in future papers). Anxious to get a paper out sooner rather than later
  - b. Response to draft surveys – minimal comments, John added a dear colleague paragraph at the top of the survey
    - i. Comments on faculty survey:
      1. should we put in question about whether the cms vendor provides support (add a “c” option to say if no, who provides the support
      2. allows for additional “mandatory” training
      3. #5: add an option for none
      4. #6: for the trainings you selected in #5, how it is offered:
      5. #8: how is the effectiveness of the training assessed? (Greg will write: multi select workshop evaluation / complete a particular activity / connect to student success) OR in your opinion is the training sufficiently rigorous?
      6. #12: is a DE course reviewed prior to being offered for the first time
      7. #16: Is additional compensation...; if yes, how
      8. #18 and #19: questions like #8 from student survey
    - ii. Comments on student survey:
      1. #2: add none
      2. #1: add none AND other / describe
      3. #3: remove F and change E to “enrollment advisory” and add none AND other / describe
      4. #4: remove “all” and add None
      5. #8: remove duplicate “data”
    - iii. Deadlines to complete survey (send beginning of November)
    - iv. Announcement that survey is coming
    - v. Due by Sunday before Thanksgiving (Nov. 24)

vi. CIOs already may have data regarding apportionment

c. Next steps

i. Paper prep: we'll have survey data, need sources on whether preparation for students and faculty helps with retention (Stephanie will take the lead on this)

ii. Outline: best practices comments

VI. Rostrum article planning (1500-word guidelines)

a. Ideas: Chris: pros and cons of MOOCs review article, Lisa: MOOCs from a teaching perspective, Greg: MOOCs from a student perspective (professional development), Stephanie: ADA compliance issues, Bijou: Lab resources for online courses, John: CIO survey information, preview of survey research results in preparation for paper,

b. Jan. 13 deadline for spring Rostrum articles

VII. Updates - Fall plenary breakout sessions

a. "To MOOC or not to MOOC?"

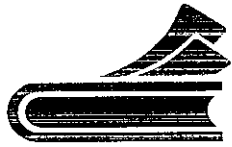
b. "What Do You Mean We Have to Offer Student Services Online?"

VIII. Announcements

a. ASCCC Area meetings October 18 and 19, locations may vary. Contact your area representatives.

b. ASCCC Fall Plenary Session, November 7-9, 2013, Irvine Marriott Hotel.

IX. Adjournment



**Academic Senate  
for California Community Colleges**

VI.G.4c

LEADERSHIP. EMPOWERMENT. VOICE.

**Academic Integrity Task Force**

**Monday, 14 October 2013, 4:00 – 5:00**

**CCC Confer:**

**Phone 719-785-4469 or 888-450-4821**

**Passcode: 197747**

**Minutes**

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I. Call to Order

II. Approval of the Agenda

III. Public Comments (3 minutes per speaker)

IV. Resolution assigned to the task force

- a. Resolution 13.05 (S13): <http://www.asccc.org/resolutions/revisit-failing-students-egregious-act-cheating>
- b. Breakout Session on Cheating: Thursday, 7 November at 10am.
  - i. Presenters: Don Gauthier, Cynthia Reiss, Dolores Davison
  - ii. Themes/PPT: Dolores will create structure and send to committee for refinement; main issues will be whether or not we should approach the CCCCO about changing the legal opinion and what we should do going forward.
  - iii. Questions we want to ask: has something changed that has led to this being more of an issue? Is it something that can be handled internally at colleges rather than requiring a change to the legal opinion? How many faculty are having issues that are not being handled by their local policies? What are we using as a definition of egregious? Others?

V. Announcements

- a. ASCCC Area meetings October 18 (Area B, at De Anza) and October 19 (Area C, LACC)
- b. ASCCC Fall Plenary Session, November 7-9, 2013, Irvine Marriott Hotel.







### Executive Committee Agenda Item

SUBJECT: Liaison Report for the JOINT EQUAL EMPLOYMENT OPPORTUNITY (EEO), DIVERSITY, & TITLE 5 EEO ADVISORY COMMITTEE MEETING	Month: January	
	Attachment: YES / NO	
NAME OF COMMITTEE: _____ CHAIRPERSON: _____ CONTACT PERSON: _____	TYPE OF BOARD CONSIDERATION:	
	Consent/Routine	
	First Reading	
	Action	
	Information	X

Please note: Staff will complete the grey areas.

**DESIRED OUTCOME:**

Just information notes.

**BACKGROUND:**

*(Please include the following components: issue, implication, analysis, relevant ASCCC positions/resolutions/policies, or any other useful data or information.)*

*The meetings so far have been updates on things and moving toward being more of an action group then a sharing of information group. The spring should prove interesting. The committee is going to come up with a mission statement and try to take action on issue that will benefit local colleges, particularly around HR issues.*

---

<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Liaison Report submitted by Dianna Chiabotti  
EEO Meeting on 9/5/13

Introduction - Listed groups that over time have participated in this committee. Steve said he is not sure if all of the people participating are actually on the committee representing a group or if they are participation on their own. This committee membership has been very loose over the years and not set representatives from groups.

Mike Magee's, Director of State Government Relations, report – The legislature is nearing its close. Should finish floor activity by 9/13. Last week finished fiscal action. There is still some action on making changes. E.g. AB13 was amended to the current law for CCC but not for CSU UC, basically the same as other bill. So the author is going to amend and it will likely be a 2014 bill. Most financial aid bills were held back except for Senator Deleon's grant program. SB284 & 285. They were both passed. The students have a bill to double their representations so they can double it for advocacy. There are a couple others- would put a CCC seat on the CTC already signed by the governor. Two most important for his office are AB 955 intersession extension bill chancellor is against and has written letters it is now up to governor; and SB 440 which would add more requirements for transfer models. It is moving quickly through the legislature. ON Sept 13<sup>th</sup> has 30 days to sign or veto bills sent to him. If he doesn't sign, it becomes law. Must veto to prevent it from becoming law.

Diane Brady -- Budget update- we are in the midst of doing are 14-15 requests. Quick update on 13-14 budget that was approved. \$ to increase access 89 million; money to pay for some categoricals – targeted to primarily to student success and support \$50 million; DSPS also got increase; for the 14-15 year looking at requesting more money for things like DSPS and EEO and for a new online education initiative. Adult education is starting for year with a planning grant. This year deferred maintenance also was allocated money. Strongly advocating for continuous appropriation like k-12.

Shari – update on the movement toward

Prepared a matrix that indicates there are no new mandated costs. Tried to point out that by adopted the new regs that the BOG approved it would remove 50% of the things that are mandated costs. Concern that colleges do not have plans and also are sure about updating what do they do about the regs. We hope the new regs help diversify our faculty but are waiting on the regs and colleges don't know which to follow. The old ones or the proposed new ones.

EEO update – the job and registry report (Beth, Registry) Looking into some kind of face book page or linked in. We are looking at resurrecting the SF job fair. The dates are still open. Still trying to firm dates. LAX Westin 2/1 -- SF 1/25 still up in the air.

EEO fund budget – no report  
They are back to working 5 days a week for whole month. No furloughs.

John W Rice equity awards – just had the ceremony; we will be proceeding with the next year.

Chancellor's office update – BOG next week. July meeting we had the city college situation and BOG voted in a special trustee to take over at SFCC.

Not anything of particular issue to their committee on the next agenda.  
Consultation council met and there was a lot of feedback on the council and how it was operating. Some not comfortable with the way it was operating.

Next meeting is 12/14

ACRO conference

In terms of committee structure, I am going to bring it up. We may want to reform/restructure the committee. Then we will create a new roster. We want to make sure we have enough reps from the field of HR.



Liason Report: JOINT EQUAL EMPLOYMENT OPPORTUNITY (EEO), DIVERSITY, & TITLE 5 EEO ADVISORY COMMITTEE MEETING

Submitted by: Dianna Chiabotti

**Thursday, December 5, 2013**

10:00 a.m. to 2:00 p.m. if needed

Chancellor's Office, Conference Room **3BC (third floor)**

1102 Q Street, Sacramento, CA

**1. Introduction/Welcome Members:**

Steve Bruckman, Chair of EEO, Diversity, & Title 5 EEO Advisory Committee

*Will be handing off this meeting and the committee to Julie Blair  
Julie Blair – Attorney at Chancellor's Office*

*(phone contact kept cutting out)*

**2. Summary of September 5, 2013 Joint EEO, Diversity, & Title 5 EEO Meeting:**

Julia Blair & Participants

*Discussed augmentation of the budget. And, the plan is to augment it in 14-15 also. The amount is pretty modest. It is only about a couple of hundred dollars.*

*We talked about whom should be on the committee which resulted in an increase in HR reps from across the state.*

**3. Budget – 2013-14:**

Dan Troy, Vice Chancellor Fiscal & Facilities Planning or designee

*Dan is absent. Steve mentioned that most have you have seen the LAO report about the budget. Will get report to people. Next year looks like it will be a relatively good year. The big question is how much of the revenue that coming in as a result of the improved economy will the governor use to pay off debt or give out to programs.*

*Q: Do we expect the category flexibility to be taken away with the budget outlook?*

*A: Steve – I don't know. The flexibility is in the ed code but he believes that it has a sunset date.*

*Q: What impact will this also have on the FON?*

*A: He will talk about this later in meeting.*

**JOINT EQUAL EMPLOYMENT OPPORTUNITY (EEO), DIVERSITY, &  
TITLE 5 EEO ADVISORY COMMITTEE MEETING (Continued)**

**4. Update on Title 5 EEO Regulations:**

Sheri Wright, Director of Human Resources/EEO, Mira Costa CCD  
Irma Ramos, Vice President of Human Resources, Mt. San Jacinto CCD

*One idea that came up in Oct was to have samples of those approved and post on the website (ACRO) so that people can see them. And, then as people adopt plans that are in line with the new regulations, then also have them posted.*

*The docs that were submitted to Chan. Office were attempting to be in compliance with old regs, not sure there are any with the new regs in place.*

*There are only about 5-6 areas that will need revision to be in compliance with new plans.*

*Steve said they could post plans that people think would be useful. Her would most like to post those that are completely in line with the new regs*

*The plans are required and submitted to the Chancellor's office but this is not for approval.*

**5. ACHRO Conference Reports:**

Julia Blair & Participants

*STRS audit is a concern to a lot of district. The overview of T5 was good. Apparent are allowing STRS members to go back and take advantage of the election option now. The focus was on HR directors. There seem to be a lot of teachers in K-12 that did not go through this process.*

**6. Equal Employment Opportunity (EEO) Program Update:**

Julia Blair

a) Job Registry Report – Beth Au

*We will be augmenting budget by \$25000 and 2014-15 by \$50000. So districts should be finding out how much their budget will be reduced They are doing 2 job fairs this year. One in SF 1/31 and one in LA. 2/1*

b) Other

**7. Chancellor's Office Update:**

**JOINT EQUAL EMPLOYMENT OPPORTUNITY (EEO), DIVERSITY, &  
TITLE 5 EEO ADVISORY COMMITTEE MEETING (Continued)**

- a) Update on State Legislation, Mike Magee, Director of State Governmental Relations or designee

*Passed out handouts:*

*Dual Enrollment Issued - lot of talk on this for helping kids finish. Still fleshing this out.*

*Professional Development - this is the last piece from the SSTF. to revitalize and reenergize prof. dev. in the field for faculty/staff/admin. Changing the name to Prof Dev instead of Flex calendar. Funding piece still need to flesh out.*

*Continuous Appropriation -- dissolution of redevelopment. Proposing a spot bill to address those issues.*

*Stabilization funding -- seek to address districts that are having issues with funding like a huge flux in their enrollment.*

- b) November 12-13, 2013 Board of Governors (BOG) Meeting Agenda  
Steve Bruckman for all BOG & Consultation Meetings  
<http://extranet.cccco.edu/SystemOperations/BoardofGovernors/Meetings/November2013Agenda.aspx>

*Most pertinent issue is the FON. 3 – 4 years of bad budget let colleges not follow the FON. This time the FON is being implemented for coming year. Will impact districts hiring plans.*

*Still looking at financial aid regs to change so that students with 2 semesters of academic performance issues will loose their BOG. There are some exceptions. This idea did cause some controversy. We have never had consequences for poor performance.*

- c) January 13-14, 2014 Board of Governors (BOG) Meeting Agenda  
\*\*item will be accessible at least one week before the meeting date and will be accessible when the word "agenda" is blue color.

- d) October 17, 2013 Consultation Council Meeting Agenda & Summary  
<http://extranet.cccco.edu/SystemOperations/ConsultationCouncil/AgendasandSummaries/October2013.aspx>  
November 21, 2013 Consultation Council Meeting Agenda & Summary  
\*\*item will be accessible at least one week before the meeting date and will be accessible when the word "agenda" is blue color.

**JOINT EQUAL EMPLOYMENT OPPORTUNITY (EEO), DIVERSITY, &  
TITLE 5 EEO ADVISORY COMMITTEE MEETING (Continued)**

**8. Discussion on Improving EEO and Diversity:**

Participants

*Maybe we need a mission statement for this group.*

*Do we want a task group to work on a mission statement for this group. Maybe somebody would be the initial disseminator of info.*

*Chancellor's office will take on the responsibility for the summaries since there haven't been any.*

*Q: If we are looking for a new mathematics instructor, can we say that we have not Hispanic math instructors?*

*A. Steve- you can provide facts but you can't ask them to do something about that.*

*Q: are we safer saying these are the demographics rather than singling out a group.*

*A: You should probably check with local council.*

**9. Round Table Information Update:**

Participants Present

**10. Other Business:**

Julia Blair

Proposed Schedule for 2014: March 6, June 5, September 4, December 4

a) Other

b) Adjournment



## Liaison Report for Vocational Research and Accountability Committee

Submitted by: Dianna Chiabotti

1. Welcome
2. Approve Minutes
3. Leaver Survey Results – *KC Greaney --- 35 colleges participated, practitioner driven, it is now handed over to the field- no longer an RP group project*
  - a. *Every college has there own report. Can be used as a PR source. Can still find the results on RP website.*
  - b. *Survey is sent our in 3 modalities, first email, then US mail, then phone calls*
  - c. *Sent about 1.5 years after they complete their degree or certificate (6 units or more if reported to chancellor's office)*
  - d. *Also those that completed 9 or more units and then left*
  - e. *Difficult to reach students/leavers when they only have college assigned email addresses. Once they leave the college the emails are not valid.*
  - f. *About 45% of this cohort of CCC students attend more than one college*
  - g. *About 1/3 attend in more than one district.*
  - h. *1/3 of the students transferred*
  - i. *75% working in their field of study*
  - j. *32% had a successful job search, 11% did not, and the rest were already employed*
  - k. *2/3rds had a ed goal to earn a certificate or degree*
  - l. *over all wage increase after was about 28%*
  - m. *with the AS a change of 41% increase in wages*
  - n. *27% of the skills builders/no transfer already have a BA/BS therefore probably not basic skills students\*
  - o. *Those that complete a credential or degree had a more successful job search*
  - p. *Obtained industry certification or licensure without completing is a high percentage 30*
4. *CTE OS findings – a multi method validation of the CCC student success card.*
5. *SCORE CARD - Alice Van Ommeren – data on demand salary surfer which is system wide, wage tracker which is industry, and data on demand which is college wide. There is a scorecard advisory meeting next week. Will talk about things like student: counselor ratio.*

*Industry codes – broken out wages by industry code. Looking at the value of a terminal degree. One challenge with an industry code is that we don't know what the occupation was. The may be working in a hospital as a receptionist or as a doctor. We don't know part time vs full time. We see quarterly wages each year by industry. Research question: How do industry wages differ before and*

*after an award. NAICS – the lowest level of employment recorded in EDD. The company reports their NAICS code to EDD.*

*CCC do a good job of moving students to hire paid jobs*

*Earning academic awards even in Liberal arts helps with earnings*

*What are the enrollment patterns of skill builders?*

*About 68000 enrollments – 4% of total enrollment*

*Median age 38*

*Median units 4*

*Median terms is 5*

*Just as successful as other groups*

*About 30% had attend another institution 4 year*

*We don't know if they have attained a bachelor's degree*

*26% had earned some type of CC award – validates that their goal really was to update their skills*

*62% of courses taken were some type of CTE course work*

*77% success rate in vocational courses*

*What did we learn: Skills building students are a difficult group to identify; these were primarily older students but had prior higher education; took both vocational and non vocational courses; course success rates similar to overall population very high success rates for select vocational disciplines;*

*Future research: continue looking at this and find a set of concrete descriptors to help identify skill builder students.*

- 6. Non credit up date - Martha – still waiting for info on whether SP should be implemented or not. Any help for getting this adopted into T5 would be appreciated. We now have the buy in from the non credit field on ensuring that non credit is included in the success data and their progress.*

*As for AB 86 – there is a consortia now looking at how we can serve adult ed on a regional level. Currently discussing how all the partners can work together. \$25 million for planning and implementation grant. After 2 years funding to fully implement planning. The charge of the workgroup is to develop a model for adult ed implementation as a consortia. The charge is to develop a framework of how this adult ed collaboration will look. Implementation would be 15/16 with additional funding. Applications for planning funding available in January.*

7. External Licensing and certification - Kremer – Industry certifications are important in certain fields. The industry is trying to create some certifications to show proficiency. Eg. IT. Some data on external is not captured such as apprenticeship data. Alice said that they have drafted an MOU with the apprenticeship group. Hopefully the data will be in the CO MIS data soon. We are after the division of apprenticeship standards shows that they completed the apprenticeship. If we then match this to our enrollment data when should be able to collect the success data. The apprenticeship data is not tallied/counted until their second year.
8. Would like to see progress in linking VERATAC to the bigger division
9. Lunchboard and Common Measures – the launch board exists because of VERATAC in many ways. West Ed started working with others and a concept. CALpass is the group that is putting all the information together. Originally a set of metrics through the process and then the CO wanted and developed common metrics. Launch board metrics are data that are already there, the others of common metrics is those that are not being collected but have to be collected at the local level. No one has been collecting it.

By the time we get to CCCAOE we will have a Launchboard site that everyone can see. It is being tabulating by the 35 colleges that participated in the Leaver Survey Results.

Because this is linked to funding, the problem with the common metrics is that the data is not available. College grantees will update their data. The sector navigators may not know how to pull the data out. West Ed will be developing resources – one for researchers and one for non-researchers. So that colleges can determine where and how to get their data. The LaunchBoard is built on MIS, EMIS data, wage data from EDD, will possibly upload local surveys etc. Most deal primarily with credit. What about non-credit? Working on ways to gather this data.

Colleges will be able to see their own data. There will also be “super users”. People that oversee large sectors then they will have access. Never meant to be a public tool.

The Common Metrics (aspirational data) – so important for colleges to upload their data here.

This is linked to the braided funding that has been talking about out of SB 1402 and 1070. Perkins 1B

We need to make sure that everyone understands what is going on. How can we link it with everything that is happening. Eg pathways...

This is not linked to 1C and regular Perkins.

*This is to capture their performance data.*

10. LMI Report Draft – *LMI report Basically a good report. The paper talks about using primary sources and secondary sources to the user.*



## Executive Committee Agenda Item

SUBJECT: C-ID Status Report		Month: January 2014	
		Item No: VI:G.6a	
		Attachment: YES	
<b>CATEGORY:</b>	Information and Reports	TYPE OF BOARD CONSIDERATION:	
<b>REQUESTED BY:</b>	Michelle Pilati	Consent/Routine	
		First Reading	
<b>STAFF REVIEW:</b>	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

**DESIRED OUTCOME:**

**The Executive Committee will be updated on C-ID Activities.**

**BACKGROUND:**

*(Please include the following components: issue, implication, analysis, relevant ASCCC positions/resolutions/policies, or any other useful data or information.)*

**General Updates:**

1. C-ID appeals (for CORs that are denied) and 5-year review processes distributed to C-ID Advisory for review. Although the 5-year review process had been previously approved by the C-ID Advisory, the document needed revisions and approval via E-Mail is anticipated so that revised AG descriptors can be reviewed. Input on both documents was also obtained from the C-ID AOs.
2. C-ID Advisory to be convened early in 2014.
3. Developing a calendar for the 5-year review process.
4. Alerting CCCs of CORs that need to be submitted due to expiration of TCSU-based qualification.
5. Compiling statistics on descriptor review process to share in next update.

**Discipline updates (since December newsletter distributed)**

1. Biology – still awaiting revised TMC for vetting, updated descriptors for TMC, and a determination regarding prereqs for anatomy and physiology.
2. Kinesiology – seeking new primary due to a retirement and a new reviewer.
3. Math – seeking confirmation from FDRG members that course-based recruitment of faculty for statistics is appropriate. Reportedly, two recently appointed FDRG members from CSU do not feel qualified to review statistics.
4. Identifying members for an intersegmental FDRG that will develop a kinesiology/exercise science/health science TMC. Faculty sought in biology, kinesiology, and health science.

Attachment: AO Newsletter

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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.



## Course Identification Numbering System (C-ID)

### UPDATES: COURSES AND TMCs

Presently, all 112 CCCs have submitted courses into C-ID with 5764 C-ID designations approved - includes TCSU courses (as of 12/16/2013). **Please note that all current TCSU-based approvals are set to expire in Fall 2014.**

### TOP 4 Colleges by number of submissions to C-ID:

1. Modesto Junior College (346)
2. Fresno City College (296)
3. Sacramento City College (293)
4. American River College (289)

12 CSU campuses have identified 1248 CSU courses as comparable to C-ID descriptors (as of 12/16/13).

378 C-ID approved descriptors in 32 disciplines (including 140 AG)

1000 AA-T and AS-T degrees approved by the CCC Chancellor's Office as of 11/15/13.

### FDRG RECRUITMENT

We need full-time CCC faculty members to serve on FDRGs for the following disciplines:

- o Administration of Justice
- o Computer Science
- o Exercise Science
- o Film/TV/Electronic Media
- o Graphic Arts (CSU)
- o Health Science
- o Social Work (MSW preferred)
- o Studio Arts

### CORE RECRUITMENT

The following disciplines need additional CSU reviewers:

Anthropology, Art History, Biology, Business, Chemistry, Communication Studies, Computer Science, English, Early Childhood Education, Economics, Elementary Education, Film/TV/Electronic Media, History, Journalism, Kinesiology, Mathematics, Music, Political Science, Spanish, Studio Arts, and Theater.

Please email [INFO@C-ID.NET](mailto:INFO@C-ID.NET) if you have CCC faculty recommendations, or are interested in serving!

### About the C-ID Newsletter

The C-ID Newsletter is intended to be a monthly communication, typically released by the 15<sup>th</sup> of the month. It may be released sooner or later depending on other events. This month's newsletter, for example, was timed to follow a meeting of the ICW and to serve as a means of sharing news on the latest documents posted for vetting or as available for review.

### ICW (Intersegmental Curriculum Workgroup) Updates

ICW has established positions related to the posting of TMCs and the timing of the release of templates for TMC-aligned degree submissions. Templates will be made available on February 1 and September 1. These dates were selected to increase the predictability of template availability and to minimize curricular downtime during the 18-month period for TMC-aligned degree development established by SB 440 (Padilla, 2013). A TMC will not be recognized as finalized until the CCCCO template is made available for degree submission. TMCs for Agriculture and Economics have now been accepted by the faculty subgroup of ICW and are now posted on the C-ID website for your review and consideration.

### DISCIPLINE STATUS REPORT:

#### Agriculture

As noted, the TMCs have been posted. Revised descriptors for the courses within the TMCs will be vetted early in the new year. It is anticipated that the CCCCO template will be available September 1, 2014.

#### Chemistry

The Chemistry TMC is available for review on the C-ID website at <http://c-id.net/degreereview.html>. It is anticipated that IGETC for STEM will be available for use late in the Spring term and that the CCCCO template will be available September 1, 2014.

#### Child and Adolescent Development

The draft Child and Adolescent Development TMC has been posted for vetting and will be available for comment through February 10, 2014. Please encourage your faculty to leave feedback here: <http://c-id.net/degreereview.html>

#### Economics

As noted above, the Economics TMC has been posted on the C-ID website. It is anticipated that the CCCCO template will be available February 1, 2014.

#### Health Science and Allied Health/Exercise Science

Efforts are underway to appoint members to FDRGs in Health Science and Allied Health/Exercise Science. The Allied Health/Exercise Science FDRG will be interdisciplinary, most likely consisting of biology,

#### Health Science and Allied Health/Exercise Science con't

kinesiology, and health science faculty. Your faculty recommendations are welcome. Please contact us at [info@c-id.net](mailto:info@c-id.net) with your recommendations and questions.

#### Information Technology/Information Systems

The FDRG met in person at the end of October to discuss the draft ICT (Information Communication Technologies) model curriculum (MC). A draft ICT MC and its associated descriptors will be vetted shortly. Although not a TMC, this MC was developed intersegmentally.

#### Nursing

The draft nursing model curriculum will be available for comment through February 10, 2014. Please encourage your faculty to leave feedback here: <http://c-id.net/degreereview.html>.

#### Nutrition/Food Science/Dietetics

The FDRG held its first meeting in November, resulting in a draft TMC for the discipline and two descriptors. The TMC and descriptors will be vetted shortly.

#### **FDRG recruitment is under way for the following Career Technical Education (CTE) disciplines:**

- Addiction Studies
- Allied Health
- Automotive Technology
- Biotechnology
- Commercial Music
- Culinary Arts
- Emergency Medical Services

### FREQUENTLY ASKED QUESTIONS

*Can I change information on my COR submission after I completed submitting?*

Yes! You can change the institution course prefix and number, title, units (increase only), and effective date after you have completed submitting your COR by clicking on the "edit" link found by clicking on "view" in the View column of your submitted courses list. Once there, you can change the information listed above.

*Why do some approved courses not appear on the Courses page of the C-ID website?*

Currently, C-ID approved courses which have effective dates in the future will not appear on the Courses page of the C-ID website until the effective date has been reached. However, the C-ID team is working on implementing a way to show all courses that have received C-ID designation with the future effective date listed. An announcement will be made once the change is made.

## Symposium for Transitions Success

November 22, 2013

Holiday Inn, Visalia

<u>Registered</u>		<u>In Attendance</u>		<u>Completed Survey</u>	
17	Administrators	10	Administrators	4	Administrators
8	Coordinators	7	Coordinators	5	Coordinators
3	Deputy Sector Navigators	3	Deputy Sector Navigators	3	Deputy Sector Navigators
24	Faculty Members	18	Faculty Members	7	Faculty Members

### Justification

The Symposium for Transitions Success came as a result of many colleges statewide requesting information on the same issues: relevant Title 5 language and accurate interpretation of the language with respect to credit by exam for articulated high school courses; best practices for articulation and credit by exam; clarification on dual enrollment versus articulation. Given the trend in these and other related questions, John Means (Kern CCD) requested an event be held to showcase best practices. The event was marketed to all Central Region CCD faculty, administration, and CTE Transitions coordinators, but was attended by several from well outside the region.

### Agenda

The agenda was focused on showcasing best practices for the articulation of high school courses, credit by examination for articulated courses, and dual enrollment, with an emphasis on providing the tools to create appropriate policy and procedure on campuses which are lacking or are in search of change. The day began with an overview of CTE Transitions activities by Michelle Pilati, followed by three breakouts that all attended:

- Credit by Examination Policy and Protocols Best Practices  
Eve Nighswonger, Santa Rosa Junior College Manager, School Initiatives & Career Pathway Development
- Best Practices for Creating Dual Enrollment opportunities  
Tom Spillman, Mt. San Jacinto Community College, Dual Enrollment Coordinator
- CTE and Academic Course Articulation Best Practices  
Sid Burks, Chaffey College, Faculty, Automotive Technology

### Preliminary Survey Results

#### **Overview of CTE Transitions – Pathways to student success**

22.2%	Did Not Attend	16.7%	Somewhat helpful and informative
61.1%	Very helpful and informative	0	Not helpful nor informative

#### **Breakout Session: Credit by Examination Policy and Protocols Best Practices**

0	Did Not Attend	11.1%	Somewhat helpful and informative
88.9%	Very helpful and informative	0	Not helpful nor informative

#### **Breakout Session: Best Practices for Creating Dual Enrollment opportunities**

0	Did Not Attend	94.4%	Very helpful and informative
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5.6%	Somewhat helpful and informative	0	Not helpful nor informative
<b>Breakout Session: CTE and Academic Course Articulation Best Practices</b>			
11.1%	Did Not Attend	16.7%	Somewhat helpful and informative
72.2%	Very helpful and informative	0	Not helpful nor informative
<b>Lunch Session Keynote: Charles Parker</b>			
0	Did Not Attend	72.2%	Somewhat Useful
27.8%	Useful	0	Not Useful

**Comments:**

This was a very organized and well-done symposium. I think this is what is needed to get more schools acting in a consistent and student success focused process. I would like to see more secondary program involvement so they too can chime in on what works for their students. Also, so they can stay on the cutting edge of what directions community colleges are moving in on this topic. I only saw a few school district personnel on the sign in sheet. I think this is a worthwhile and important endeavor. I appreciate being invited to attend and am eager to continue being involved in any ways possible. I will certainly be sharing this information with secondary teachers so they can continue engaging in collaboration with postsecondary faculty.

Based on the number of hands participating in the (CTE) overview questions, it was apparent that an overview of what each component is and what the differences are in each type of articulation was critical. It also gave everyone a chance to hear what some successful programs have done to reduce or eliminate residency requirements.

I really thought the speakers were so helpful in giving me ideas. I wish I would be further along in my Dean role to have encouraged participation by our faculty and some of our HS partners. With that in my mind, it might have been helpful to have indicated that in the correspondence and had some "intentional time" together with your own "partners." Just a thought.

Credit By Examination Session was helpful - especially how it lined up with articulation from high school

**Recommendation:**

Similar events have been requested statewide by those in attendance, and more so by those that were unable to travel to the event in Visalia. CTE Transitions coordinators do not currently have a forum to meet annually and share best practices, not to mention learn about relevant regulations and changes in Perkins and other requirements. There is a definite need to create more of a statewide conversation about CTE transitions, programs of study and pathways.



**Final Minutes**  
**EXECUTIVE COMMITTEE MEETING**  
*Residence Inn Sacramento Downtown at Capitol Park*  
 Friday, October 4, 2013 - Saturday, October 5, 2013

**I. ORDER OF BUSINESS**

**A. Roll Call and Welcome Guests**

President B. Smith called the meeting to order at 10:10 a.m.

Members present: Adams, Bruno, Chiabotti, Crump, Davison, Freitas, Grimes-Hillman, Harrell, Kawaguchi, Morse, North, Rico, B. Smith, P. Smith, and Stankas.

Guests present: Rich Hansen, CCCI; and Barry Russell, CCCCCO and Kat Haro, Runyon, Saltzman, and Einhorn.

**B. Approval of the Agenda**

Move VII. B to VI. F. Verbal report on the activities of the Foundation.

**MSC (Kawaguchi) to approve the agenda as modified.**

**C. Oral Communication from the Public**

No communication from the field.

**D. Calendar**

Adams updated members of calendar deadlines including those for the *Rostrum*, fall plenary session, and institutes. Area representatives were encouraged to inform their areas about plenary session registration and hotel deadlines, as well as to recruit readers for the upcoming Hayward Award.

**E. Action Tracking List**

Adams informed members about two changes. She noted that the tracking sheet will be posted on the Executive Committee page and asked members to review and provide her with corrections or feedback to the format.

**F. Dinner Arrangements**

Members discussed dinner arrangements.

**II. CONSENT CALENDAR**

**A. August 22-24, 2013 Minutes**

**MSC (Harrell) to approve the minutes.**

**III. LEGISLATION (Action, as necessary)**

**A. Legislative Activities**

Morse and Adams presented information about options for Senate legislative activities, particularly associated with lobbying and advocacy. Members provided advice regarding future direction for Senate involvement and proposed the following next steps.

**Action:**

- IPC will explore developing a document addressing good practice for Senate involvement in lobbying and advocacy.
- Resolutions Chair will review the Resolutions policies and procedures for updates needed

- regarding what legislative actions the Senate can or cannot take.
- North will develop a *Rostrum* article educating local senates about the legal options for the ASCCC and local senate legislative activities.
  - Hold future breakouts addressing local senate and Senate lobby/advocacy topics.
  - Crump will research the Chancellor's Office legal opinions to see if there is any information available about lobbying and advocacy.
  - Members will consider the Senate's legislative activities when discussing strategic planning.

#### IV. ORGANIZATIONAL ACTION ITEMS

No report was provided out of closed session.

##### A. Accreditation Timeline

Members discussed posting an accreditation news/events timeline on the Senate's website.

**MSC (Rico) to approve posting the accreditation timeline on the Senate's website.**

**Action:**

Adams will work with P. Smith to post the timeline on the Accreditation Committee, Accreditation Institute, and the Resources pages. The timeline will also be posted on the "What's New Page" for a short period.

##### B. Budget Committee Membership Composition

Members discussed the composition of the Budget and Finance Committee. Currently, the Budget and Finance Committee is comprised of all the officers (both employed and elected). The proposal presented included two non-Executive Committee members from the field in support of providing greater transparency to the organization's finances. One comment was made that it might make more sense to add Executive Committee members to the Committee versus someone from the field because the Executive Committee is responsible for fiduciary oversight of the Senate.

**MSC (Bruno) to move this proposal to the Budget and Finance Committee for discussion and include the option of adding members from the Executive Committee rather than the field.**

**Action:**

The officers to discuss the implications of the proposal and make a recommendation to the Executive Committee by January 2014.

##### C. Multiple Measures Paper

Members discussed the outline of the paper on multiple measures and provided advice to the task force chair. Grimes-Hillman expressed the concern regarding the lack of clear direction from adopted resolutions and asked for clarification about statewide common assessment and local use of multiple measures. In discussing the paper outline, the Multiple Measures task force members developed a resolution for discussion and possible adoption by the body at the fall plenary session.

**Action:**

This item will return to a future meeting for discussion and possible approval.

#### **D. Credit By Exam Paper**

Members discussed the paper on Credit by Exam and provided advice to the task force chair.

##### **Action:**

This item will return to a future meeting for discussion and possible approval.

#### **E. Distance Education Paper**

Freitas informed members that the task force members felt that having a paper ready by Spring 2014 would be too aggressive given the data that still needed to be collected and instead proposed Fall 2014 as a more reasonable timeline. Members discussed the draft outline and provided feedback.

##### **MSC (Kawaguchi) to approve the recommendations of the task force to**

- Focus the paper on student preparation to take online courses and faculty preparation to teach online courses.
- Ready this paper for adoption as early as Fall 2014 but no later than Spring 2015.
- Identify in the paper the need for potential future papers on distance education, and that subsequent papers be compiled into a combined volume.

##### **Action:**

The paper will return to a future meeting for discussion and possible approval.

#### **F. Survey Regarding Effect of Attendance Accounting on DE Offerings**

Members reviewed the survey questions regarding the effect of attendance accounting on DE offerings and provided advice to the DE Task Force chair.

**MSC (P. Smith) to approve B. Smith and Freitas to check with the chair of the CIO Board to see if they have a similar survey on this topic. If there has not been a survey, then work with the CIO Board president to solicit input to design the survey to meet the needs of the resolution.**

#### **G. Survey Regarding Preparation for Teaching/Taking Online Classes**

Members reviewed the survey questions regarding preparation for teaching and taking online classes and provided advice to the DE Task Force chair.

**MSC (Harrell) to approve the faculty preparation survey as revised.**

**MSC (Davison) to approve the student preparation survey as discussed.**

##### **Action:**

Freitas will work with Adams to set up and administer the surveys.

#### **H. Area Representative Handbook**

The Executive Committee reviewed the Area Representative Handbook and provided advice.

##### **Action**

- IPC will review the listserv policy to ensure that it provides direction to area representatives about what can or cannot be sent out via the listserv (e.g., disciplines list materials to support/oppose positions).
- The handbook will return to another meeting for approval.

**I. Discipline List Handbook**

The Executive Committee reviewed the Discipline List Handbook outline and provided advice.

**Action:**

This item will return to another meeting for approval.

**J. Fall Regional Curriculum Meetings**

Members discussed the following dates and draft agenda for the fall regional curriculum meetings. Some topics include C-ID, repeatability, IGETC for STEM, and noncredit vs. credit.

Northern California –November 16, 2013 [10 am – 3 pm] Laney College

Southern California –November 15, 2013 [10 am – 3 pm] Long Beach City College

**MSC (Chiabotti) to approve the dates and agenda for the fall regional curriculum meetings.**

**MSC (Rico) to approve March 7, 2014, in northern CA and March 14, 2014, in southern CA.**

**Action:**

Stankas will provide Adams with information for advertising these events and posting on the website.

**K. Accreditation Institute**

Members discussed the Accreditation Institute program outline.

**MSC (Chiabotti) to approve the Accreditation Institute program outline.**

**Action:**

- P. Smith will provide Adams with an outline of the program for communicating with the field and posting on the website.
- P. Smith will bring a final program to the next Executive Committee for approval.

**L. Academic Academy/GE Taskforce Update**

Members discussed the Academic Academy program outline.

**MSC (Rico) to approve the Academic Academy Institute program outline.**

**Action:**

Harrell will provide Adams with an outline of the program for communicating with the field and posting on the website.

**M. GEAC Update and Statway Extension**

Stankas updated members about conversations at the General Education Advisory Committee (GEAC) and the possibility of CSU continuing a Statway pilot. The CSU Chancellor has the final determination regarding extending the pilot. Stankas reminded members that the delegates referred a number of resolutions (9.05, 9.05.01, 9.05.02, 9.06, and 9.07) to the Executive Committee during the Fall Plenary Session. Members discussed the resolutions and next steps, particularly how best to share information with the field about

the status of STATWAY.

**MSC (Chiabotti) to write a letter to north and south CMC<sup>3</sup> to seek an update about their position regarding accelerated math tracks.**

**N. ICAS' Council OER Proposal**

B. Smith updated members about the OER proposal and the Senate's participation. Adams noted that the funding for the Senate's coordination was half of the original agreed upon amount and that she was concerned that the operations would not be able to support the OER Council effectively as intended. Members discussed the ICAS OER Proposal and agreed that it would be difficult to support the work of the Council without resources.

**MSC (Bruno) although we value the effort and acknowledge the importance of Senate involvement, budget considerations preclude us from full participation until such a time that resources are allocated for work to be completed by the Senate.**

**O. Fall Session Planning**

Members discussed possible keynote speakers and breakout sessions for the Fall Plenary Session.

**MSC (Harrell) to approve the preliminary program for fall session.**

**P. Resolutions**

Members discussed resolutions to forward to the area meetings for discussion and debate.

**MSC (Chiabotti) to forward the Executive Committee resolutions to the area meetings for discussion and debate.**

**Q. Strategic Planning Process**

B. Smith reported on the strategic planning process and presented a turnaround survey for the fall plenary session.

**MSC (Chiabotti) to approve the turnaround survey for session.**

**V. REPORTS**

**A. Chancellor's Office Liaison Report**

Vice Chancellor Russell provided members with a Chancellor's Office update including status of grant applications, focus on adult education and noncredit, Basic Skills eResouce, and other activities.

**B. Liaison Oral Reports**

Hansen updated members on the activities for both FACCC and CCCI.

**VI. EXECUTIVE COMMITTEE DISCUSSION ITEMS**

**A. Proposed FACCC Counselor Conference Fall 2013**

Rico reminded members that the Senate is participating with FACCC in planning this Conference. She noted that the date has been changed from Fall 2013 to Spring 2014 and updated members on topics.

**B. Social Media Presentation**

Adams reminded members that the Executive Committee requested a presentation about how

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social media might enhance the work of the Senate and communication to the field. She noted that the purpose of the presentation was to provide members with information to use as they move through the strategic planning process.

Adams introduced Kat Haro, Runyon, Saltzman, and Einhorn (RS&E) who made a presentation about the benefits of social media and provided recommendations for the Senate. Haro provided members with data about how the Senate compared to similar organizations and suggested a few recommendations. RS&E suggested that the ASCCC might want to launch a social media effort with Twitter and discussion forums. Given the research of similar organization engagement, RS&E felt that the time and resources would be best spent in establishing and developing the Senate's profiles since our programs and services are too niche to effectively use social media. Members thanked Haro.

**C. Board of Governors**

Discussed briefly under other areas.

**D. Non-credit Taskforce Update**

Members were briefly updated on the work of the Non-credit Taskforce.

**E. C-ID/TMC Update**

Bruno briefly reported on the current activities related to C-ID/TMC, and ICW, particularly issues, processes, and policies.

**F. Foundation Report**

Bruno briefly reported on the activities of the Foundation including upcoming scholarships, contests, and communication with donors.

**VII. ASCCC Written Reports**

**A. Executive Director**

**B. Foundation Report**

**C. Committee Reports**

1. Accreditation and Assessment Committee, P. Smith
2. Curriculum Committee, Stankas

**D. Task Force Reports**

1. Credit by Exam Task Force, Kawaguchi
2. Distance Education Task Force, Freitas
3. General Education Task Force, Harrell
4. Multiple Measures Task Force, Grimes-Hillman
5. Non-Credit Task Force, Harrell

**E. Liaison Reports**

**F. Grant and Project Reports**

**G. Approved Minutes**

1. May 31, 2013

Respectfully submitted by

Julie Adams, Executive Director  
Julie Bruno, Secretary