

Friday, March 2, 2018 to Saturday, March 3, 2018

Butte College

3536 Butte Campus Drive, Oroville, CA 95965

Meeting Room: Center for Excellence, Library Building (LB)

FREE Parking

Friday, March 2, 2018

11:30 a.m. to 12:00 p.m. Executive Committee Meeting

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

12:30 p.m. to 5:00 p.m. Executive Committee Meeting

6:00 p.m. to 8:00 p.m. Dinner

Nash's Restaurant

1717 Esplanade, Chico, CA 95926

Oxford Suites

2035 Business Lane, Chico, CA 95928

Meeting Room: Town Meeting 1&2

FREE Parking

Saturday, March 3, 2018

7:00 a.m. to 8:00 a.m. Breakfast

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

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

12:30 p.m. to 4:30 p.m. Executive Committee Meeting

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 emailing the Senate at agendaitem@asccc.org or contacting Ashley Fisher at (916) 445-4753 x103 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 Comments: A written request to address the Executive Committee shall be made on the form provided at the meeting. Public testimony will be invited at the beginning of the Executive Committee discussion on each agenda item. 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. Public comments are limited to 3 minutes per individual and 30 minutes per agenda item. Materials for this meeting are found on the Senate website at: http://www.asccc.org/executive_committee/meetings.

I. ORDER OF BUSINESS

A. Roll Call

B. Approval of the Agenda

C. 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.

- D. **Executive Committee Norms, pg 5**
 - E. **Calendar, pg 6**
 - F. **Action Tracking, pg 11**
 - G. **Local Senate Visits, pg 13**
 - H. **Dinner Arrangements**
 - I. **One Minute Accomplishment**
- II. CONSENT CALENDAR**
- A. **February 2-3, 2018 Meeting Minutes, Davison, forthcoming**
 - B. **EDAC Regionals Schedule, Davison, pg 21**
 - C. **ACCE Liaison to Noncredit Committee, Freitas, pg 23**
 - D. **Statement of Activities – Updated, Mica, pg 25**
- III. REPORTS**
- A. **President’s/Executive Director’s Report – 20 mins., Bruno/Adams**
 - B. **Foundation President’s Report – 10 mins., Rutan**
 - C. **Liaison Oral Reports (*please keep report to 5 mins., each*)**
 Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CCA, CCCI, CCL, CFT, CIO, FACCC, and the Student Senate.
- IV. ACTION ITEMS**
- A. **Update of the ASCCC Strategic Plan – 30 mins., Stankas, pg 29**
 The Executive Committee will review and discuss the goals, objectives, and strategies for the 2018-2021 ASCCC Strategic Plan.
 - B. **Legislation and Government Update – 45 mins., Stankas, pg 39**
 The Executive Committee will be updated on recent legislative activities and consider for approval any action as necessary.
 - C. **2018 Spring Plenary Discussion – 60 mins., Bruno, pg 53**
 The Executive Committee will continue to review, provide feedback, and consider for approval the 2018 spring session program.
 - D. **Revision of Paper on Faculty Hiring – 10 mins., Davison, pg 59**
 The Executive Committee will review the draft of the revision to the Faculty Hiring Paper.
 - E. **2018 Leadership Institute Program – 45 mins., Stankas, pg 103**
 The Executive Committee will review, provide feedback, and consider action on the theme and breakout sessions for the 2018 Curriculum Institute.
 - F. **Succession Planning – 60 mins., Stankas, pg 109**
 The Executive Committee will review, discuss possible revisions, and consider action on the updated Executive Director job description.
 - G. **990 Form Hourly Calculation – 20 mins., Mica, pg 113**
 The Executive Committee will review and revise or consider for approval the hourly calculation to determine weekly hours worked on the 990 Form.
 - H. **Online Education Initiative – ASCCC Input – 15 mins., Aschenbach, pg 115**
 The Executive Committee will provide direction on items related to OEI Exchange course expansion.

- I. Executive Committee Meeting Dates 2018 -2019 – 15 mins., Mica, pg 117**
The Executive Committee will consider for approval the 2018 – 19 Executive Committee meeting dates.
- J. California Community College Math and Quantitative Reasoning Task Force (CCC MQRTF) Recommendations – 15 mins., May, pg 119**
The Executive Committee will consider the recommendations from the CCC MQRTF on moving toward compliance with AB 705 and Quantitative Reasoning Requirements.
- K. Spring 2018 Resolutions – 60 mins., May, pg 137**
The Executive Committee will discuss and consider for approval resolutions to forward to the Area meetings in March 2018 for discussion.
- L. ASCCC Academic Academy Fall 2018 – 20 mins., Roberson, pg 149**
The Executive Committee will discuss and consider for approval an Academic Academy to be held in fall 2018.
- M. Ensuring Effective Online Education Programs: A Faculty Perspective – 15 mins., McKay, pg 151**
The Executive Committee will review and consider for approval of Ensuring Effective Online Education Programs: A Faculty Perspective.
- N. Effective Practices for Educational Program Development Paper – 15 mins., Beach, pg 189**
Executive Committee will review and consider for approval the "Effective Practices for Educational Program Development" paper to forward to the body for approval at the Spring plenary session.
- O. Effective Practices for Online Tutoring Paper – 15 mins., Beach, pg 213**
Executive Committee will review and consider for approval the outline for the "Effective Practices for Online Tutoring" paper.
- P. Foundation Bylaws – 15 mins., Rutan, pg 217**
The Executive Committee will consider for approval the changes to the ASCCC Foundation Bylaws.
- Q. Part Time Faculty Leadership Institute – 20 mins., Foster, pg 225**
The Executive Committee will provide guidance as necessary and consider for approval the preliminary draft program of the Part-Time Faculty Institute.
- R. Part Time Faculty Regional Meeting – 15 mins., Foster, pg 229**
The Executive Committee will discuss and consider for approval regional meetings for part-time faculty.
- S. Career and Noncredit Education Institute Final Program – 10 mins., Slattery-Farrell/Freitas, pg 231**
The Executive Committee will consider for approval the Career and Noncredit Education Institute theme and final draft program.
- T. 2019 SLO Symposium – 15 mins., Aschenbach, pg 233**
The Executive Committee will decide what to do with the SLO Symposium in 2019.
- U. Communication Plan, – 10 mins., Davison/May, pg 235**
The Executive Committee will consider for approval the External Communications Plan.
- V. CCC Guided Pathways Award Program – 20 mins., Bruno, pg 247**
The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program.

V. DISCUSSION

A. Chancellor's Office Liaison Report – 45 mins. *(Time certain on Friday at 12:30 p.m.)*, pg 249

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

B. Board of Governors/Consultation Council – 15 mins., Bruno/Stanskas, pg 251

The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.

C. Report and Discussion with the Accrediting Commission for Community and Junior Colleges Vice-Chair – 30 mins., May, pg 253

The Executive Committee will receive a report and have an opportunity for questions and comments with the ACCJC Vice-Chair

D. AB 705 Update – 15 mins., Rutan, pg 255

The Executive Committee will receive an update on the AB 705 implementation at the Chancellor's Office.

E. Executive Committee Communication Protocol – 20 mins., Bruno/Stanskas, pg 257

The Executive Committee will discuss the Communication Protocols.

F. Meeting Debrief – 20 mins., Bruno, pg 259

The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.

VI. REPORTS *(If time permits, additional Executive Committee announcements and reports may be provided)*

A. Standing Committee Minutes

- i. Accreditation Committee, May
- ii. California Community Colleges Curriculum Committee (5C), Rutan
- iii. CCC Math and Quantitative Reasoning Task Force, May
- iv. CTE Leadership Committee, Slattery-Farrell
- v. CTE/Noncredit Collaborative Institute Planning Committee, Slattery-Farrell
- vi. Equal Employment Opportunity (EEO) and Diversity Advisory Committee, Davison
- vii. Equity and Diversity Action Committee, Davison
- viii. Noncredit Committee, Freitas
- ix. Part Time Faculty Committee, Foster
- x. Standards and Practices Committee, Freitas

B. Liaison Reports

- i. Faculty Association of California Community Colleges, Freitas
- ii. OER Task Force, Dillon

C. Senate and Grant Reports

D. Local Senate Visits

VII. ADJOURNMENT

Executive Committee Community Norms

Approved February 2-3, 2018

Authenticity

- Commit to being your authentic, truthful self.
- Be honest. Speak truth as you see it and ensure that your words and actions match.
- Allow others to speak their truth and listen without prejudice as they do.
- Listen with respect as others speak. Be informed by what they say.
- Be open to outlying opinions or ideas and share the air to allow time for others to speak.

Practice Self-Awareness, Presence, and Patience

- Be mindful of your own possible assumptions or biases, reflect on them, and set them aside. Forgive someone if they fall short or express bias.
- Be positive and respectful when speaking of others (e.g., if the person heard what you said would it be hurtful)
- Forgive yourself if you need to stop, rewind, and change your mind.
- Practice patience when others dig deeper or change their minds.
- Be mindful when communicating. Be mindful of behaviors that may appear to be a macroaggression and passive aggressive behaviors.
- Recognize your potential attachment to issues. Bring options and interests to the group for discussion and be open to other possibilities.

Collegiality, Criticism, and Feedback

- Honor experience, knowledge, and the diversity of our perspectives
- Critique, with respect and humility, not maliciousness
- When an issue or conflict arises, engage individuals directly to resolve the issue or conflict.
- Support others to find a positive way to express concerns or conflict and to find resolution.
- Be a trusted ally who can be a sounding board and will help you redirect negativity into positive action.
- Recognize that we are more than one opinion or position and avoid labeling or stereotyping someone based on past decisions or opinions

Honor the Space and the Dedication of The Committee

- Give thought and attention to innovative ideas during a meeting and avoid making rapid decisions or reacting to an idea too quickly or derisively.
- Establish clarity between what comments should be kept in confidence and what can be expressed outside the meeting. Respect that shared expectation of privacy.
- Acknowledge and celebrate the work of all of the Executive Committee members and Staff
- Praise publicly and provide constructive criticism and other critique privately.



Executive Committee Agenda Item

SUBJECT: Calendar •Upcoming 2017-2018 Events •Reminders/Due Dates •2017-2018 Executive Committee Meeting Calendar		Month: March	Year: 2018
		Item No: I. E.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	Inform the Executive Committee of upcoming events and deadlines.	Urgent: No	
		Time Requested: 5 mins.	
CATEGORY:	Order of Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Ashley Fisher	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **Area Meetings** – Various – March 23-24, 2018
- **Executive Committee Meeting** – San Mateo – April 11, 2018
- **Spring Plenary Session** - San Mateo – April 12-14, 2018

Please see the 2017-2018 Executive Committee Meeting Calendar on the next page for August 2017 – June 2018 ASCCC executive committee meetings and institutes.

Reminders/Due Dates

March 5, 2018:

- Spring Session: Final resolutions due to Krystinne for circulation to Area Meetings
- Spring Session: AV and event supply needs due to ASCCC Office Manager (Tonya Davis)
- Spring Session: Presenters list and breakout session descriptions due to Krystinne

March 9, 2018:

- Spring Session: Final program due to Communications and Development Director (Erika Prasad)

March 23, 2018:

- Agenda items for April 11 meeting
- Reports
- Action Tracking updates

March 24/25, 2018:

- Spring Session: Deadline for Area Meeting resolutions to Resolutions chair: Area A & B March 24, 2018; Area C & D March 25, 2018

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

REGIONAL MEETINGS DATES

- *September 15/16 – Fall OER Regional North/South
- *September 22/23 – Fall CTE Regional North/South
- *October 27/28 – Civil Discourse and Equity Regional North/South
- *November 17/18 – Fall Curriculum Regional North/South
- *February 9/10 – Spring OER Regional South/North
- *March 8/9 – TASSC Regional North/South
- *April 6/7 – EDAC Regional North/South
- *May 18/19 – Spring Curriculum Regional

*Approved

Academic Senate

2017 - 2018

Executive Committee Meeting Agenda Deadlines

Reminder Timeline:

- Agenda Reminder – 2 weeks prior to agenda items due date
- Agenda Items Due – 7 days prior to agenda packets being due to executive members
- Agenda Packet Due – 10 days prior to executive meeting

Meeting Dates	Agenda Items Due	Agenda Posted and Mailed
August 11 – 12, 2017	July 25, 2017	August 1, 2017
September 7 – 9, 2017	August 21, 2017	August 28, 2017
September 29 – 30, 2017	September 12, 2017	September 21, 2017
November 1, 2017	October 13, 2017	October 20, 2017
December 1 – 2, 2017	November 14, 2017	November 21, 2017
January 12 – 13, 2018	December 20, 2017	January 2, 2018
February 2 – 3, 2018	January 16, 2018	January 23, 2018
March 2 – 3, 2018	February 13, 2018	February 20, 2018
April 11, 2018	March 23, 2018	March 30, 2018
June 1 – 3, 2018	May 15, 2018	May 22, 2018

	Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/In complete	Month Complete	Year Complete	Status/Notes
	SB 967 Student Safety: Sexual Assault	November	2014	V. E.	Davison	December	In Progress			The committee has identified a contact in the CCCC's Legal Affairs office to work on this item. The current EDAC chair will pass this information on to the next EDAC chair.
	Outline for Revision of the 2009 Noncredit Instruction Paper	May	2016	IV. E.	Aschenbach	February & March	In progress			Once modifications have been made to the outline a resolution for adoption of the paper is expected to be presented at the 2016 Spring Plenary. Paper will return to a future meeting for first reading. Paper is postponed until Fall. A breakout will be held in spring to report on the delay and to get feedback.
	Institutional Effectiveness Partnership Initiative	March	2017	IV. P.	Bruno	Spring/Summer	In progress			The Operational Committee will agendize this policy.
	A2Mend	June	2017	II. D.	Davison	October	Assigned			EDAC will bring back a recommendation about how to partner with A2Mend in the future.
	Periodic Review Report Recommendations	June	2017	II. F.	Adams	January/February	In progress			Adams will either implement or facilitate the actions as noted by the PRC
	Spring Session Resolutions	June	2017	II. H.	Chairs	September	Assigned			The Accreditation and Curriculum Committee chairs will solicit members to serve on a task force to address Resolution 9.01 S17.
	Resolution Handbook	June	2017	II. I.	Stanskas	November/April	Assigned			When asking the body to adopt the procedures and rules, the vice president will announce that it is important for those who write resolutions to attend the breakout session.
	ASCCC Professional Development	June	2017	IV. L	Aschenbach	September	In progress			1) The FDC will discuss at its first meeting topics for the PDC, review the Professional Development Plan, and make recommendations for future professional development activities.
	Executive Committee Participation at Events	June	2017	IV.M	Adams/Bruno	September	In progress			A policy will be brought back to a future meeting for consideration for approval. The policy is on the September 8 - 9 agenda for consideration. The policy will go to the Operational Committee for revision based on recommendations at the September 8th Executive Committee meeting.
	Publications Guidelines	August	2017	II. F.	Adams	November	Assigned			Adams will bring the "Other Official Documents" to the Operational Committee to address members comments. The revised guidelines will return to another meeting for approval.
	Committee Priorities	August	2017	IV. D.	Committee Chairs	November	Assigned			Committee chairs will provide Adams and Bruno with an update of the committee priorities after the first meeting of the standing committee.
	Policy for Executive Committee Members Attending Events	September 7-9	2017	II. C.	Adams	November	Assigned			The policy for Executive Committee members attending events will return to the Operations Committee for clarification and return to a future meeting for approval.
	Foundation Bylaws	September 7-9	2017	II. D.	Adams	November	Assigned			The Foundation Bylaws as amended have been posted on the Foundation website. Adams will contact the ASCCC attorney to explore actions to address possible conflict of interest of directors who serve on both the ASCCC and the ASFCCC.
	Career and Noncredit Education Institute	September 7-9	2017	IV. C.	Adams	January/February	Assigned			Staff will begin seeking locations for the event with Riverside Convention Center as the first option. A subgroup of the CTE Leadership and the Noncredit Committees will be formed with the addition of representatives from 3CSN, the Chancellor's Office, and ACCE to plan the event. Event marketing will begin once the event location is identified and registration is open.
	TASSC Regional Meetings	September 29-30	2017	II. C.	Beach	November	Assigned			Information about and registration for the events will posted on the website as soon as locations are determined.
	Update on Quantitative Reasoning	September 29-30	2017	IV. F.	Stanskas/May/Adams	November	In progress			The ASCCC and CMC3 North and South have formed the CCC Math and Quantita
	Revision of 2000 ASCCC Paper: Re-Examination of Faculty Hiring: Processes and Procedures	November 1	2017	IV. B.	Davison	Spring 2018	Assigned			Make approved revisions and bring back for spring plenary session 2018.
	CTE C-ID and Model Curriculum Workgroup	November 1	2017	IV. E.	Slattery-Farrell	January 2018	Completed			Arrange for a meeting between chairs and directors and bring further discussion and action to the Board at a future meeting. This meeting occurred on 1/31/18
	Executive Director Succession Planning	December 1-2	2017	IV. D.	Bruno, Stanskas, Freitas, Davison, Aschenbach, Eikey	February 2018	In progress			Four officers and two volunteer members to conduct research and provide recommendations to the group in February. Group also needs to make edits to the ED job description and bring to February meeting for review, discussion, and possible action.

	Future Direction of ASCCC Foundation	December 1-2	2017	IV. F.	Rutan	February 2018	Assigned			Foundation Board to discuss future direction and provide a recommendation to the Executive Committee in February.
	Board of Governors Interviews	January	2018	IV. R.	Freitas	March 2018	Assigned			All interviewees will be notified and provided feedback based on conversations in closed session. A letter will be sent to the governor informing him of the ASCCC recommendations. The Governor's Office notified the ASCCC of a desire to change the timeline for nominations. The Standards and Practices Committee reviewed and drafted revisions to the process that will be considered by the Executive Committee.
	Legislation and Government Update	January	2018	IV. B.	Stanskas	Fall 2018	Assigned			Work with CCLC and system partners to sponsor a bill regarding Open Educational Resources.
	Clarifications and Revisions to Local Senate Visits Policies	February	2018	IV. G.	Eikey	Summer 2018	Assigned			Revise master document and bring back to future Executive Committee meeting for discussion and action.
	Proposed Event Dates for 2018-2019	February	2018	IV. P.	Roberson, May, and Davison	Spring 2018	Assigned			Bring forward an agenda item to propose having the Academic Academy in late September 2018.

LOCAL SENATE CAMPUS VISITS 2016 – 2018

(LS= member of Local Senates; IN = report submitted; ~~strikeout~~ = planned but not done)

COLLEGE	VISITOR	DATE OF VISIT	VISITOR	DATE OF VISIT	NOTES
AREA A					
American River	Executive Committee Meeting	9/30/16			
Bakersfield	Bruno	11/28/17			Collegiality in Action
Butte	Goold/Davison/ Aschenbach/ Freitas	10/13/16	Davison	05/12/17	Butte Chico Center/ Curriculum Streamlining Workshop
Cerro Coso					
Clovis	Davison	8/29/16	Davison	05/3/17	1. IEPI PRT 2. Member/Curriculum Streamlining Workshop
Columbia					
Cosumnes River					
Feather River					
Folsom Lake	May/Goold/ Aschenbach Goold	10/14/16 11/22/16	Aschenbach/Rutan	11/17/17	1. Area A meeting 2. Discipline Conversation 3. Curriculum Regional – North
Fresno					
Lake Tahoe					
Lassen					
Merced	Aschenbach	4/27/2017			PDC Visit for Julie Clark
Modesto	May	3/2017			Area A Meeting
Porterville					
Redwoods, College of the					
Reedley					

Sacramento City	Beach, A. Foster, Smith	2/19/17			Diversity in Hiring Regional Meeting
San Joaquin Delta	Smith	11/18/16	Rutan	1/29- 30/2018	1. Formerly Incarcerated Regional Mtg. 2. Curriculum Visit
Sequoias, College of the Shasta					
Sierra	Freitas/May	10/4/17	May/Aschenbach/Bru no/Roberson	10/13/17	1. 10+1 2. Area A Meeting
Siskiyou, College of the Taft					
West Hills Coalinga					
West Hills Lemoore					
Woodland College	Freitas/Rutan/Foster/ Adams	10/28/16			MQ North Regional
Yuba					
AREA B					
Alameda, College of	Bruno	11/21/16	Aschenbach	10/20/17	Collegiality in Action; ISF (CTE Regional)
Berkeley City					
Cabrillo	Davison	4/28/17	Bruno	2/5/18	1. Curriculum Streamlining Workshop 2. Collegiality in Action
Cañada					
Chabot	Smith	3/21/17	Bruno/Davison		Area B Meeting
Chabot – Las Positas District	Davison	5/23/17			Curriculum Streamlining Workshop
Contra Costa					
DeAnza					
Diablo Valley					
Evergreen Valley					
Foothill	Executive Committee Meeting	3/3/17			

Gavilan					
Hartnell					
Laney	May	3/6/17	Corrina Evett		District (PCCD) Enrollment Mgmt.
Las Positas	May	9/16/16			SLO vs. Objectives
Los Medanos					
Marin, College of	Davison	3/17/17	Davison	9/15/17	1. Curriculum Streamlining 2. OER Regional
Mendocino	Bruno	9/22/17			Collegiality in Action
Merritt	Davison	3/17/17			Curriculum Streamlining
Mission	Davison/Freitas	12/08/16			Local Visit
Monterey Peninsula	Freitas/Bruno	11/10/16			Local Visit
Napa Valley	Beach	11/14/16			IEPI RPT Team Member
Ohlone	McKay/Davison	10/19/17			Local Senate Visit
San Francisco, City College of	Davison	3/8/17			Technical Curriculum
San José City	Davison	5/24/17			Curriculum Streamlining Workshop
San Mateo, College of					
Santa Rosa Junior	Beach Slattery- Farrell/Foster	12/21/16 3/10/17	May/Roberson	1/24/18	1. EDAC Strategic Plan Meeting 2. MQ 3. GP Resource Team
Skyline	Davison/Beach/LSF/ McKay/Crump	10/21/16	John Stankas; McKay/Davison	1/25/17 10/13/17	1. Curriculum Regional Meeting 2. BDP Articulation 3. Area B Meeting
Solano	Stankas/McKay/Smith/Davison	10/14/16	Rutan; Foster/Davison	2/16/17 10/27/17	1. Area B Meeting 2. BDP Accreditation 3. EDAC Regional
West Valley	Davison Aschenbach	11/8/16 12/07/16	Bruno	2/6/18	1. Local Senate Visit 2. Noncredit Asst. (Zoom w/WVC

					Noncredit Task Force) 3. Collegiality in Action
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AREA C					
Allan Hancock					
Antelope Valley	Freitas/Slattery-Farrell	11/29/16			Equivalency Toolkit MQ Workgroups
Canyons, College of the	Freitas/Stanskas	10/21/16	Davison May/Roberson/Eikey	10/5-6/17 12/18/17	1. MQ & Equivalencies Presentations 2. Civic Engagement Summit 3. Resolutions Committee Mtg.
Cerritos					
Citrus					
Cuesta					
East LA	Freitas/Foster/Bruno	3/25/17			Area C
El Camino	Executive Committee Meeting	2/3/17	Freitas May/Roberson	10/20/17 1/18/18	1. Governance 2. Presentation for ECC PRIDE P.D. Meeting 3. GP Resource Team
Compton College	May/Roberson	8/25/17			Guided Pathways
Glendale	Rutan/Foster Aschenbach	9/24/16 12/08/16	Freitas/Slattery- Farrell/Stanskas	6/9/17	1. Accreditation Committee Mtg. 2. Noncredit Committee Mtg.
LA District	Davison	3/10/17			Curriculum Workshop
LA City	Rutan	9/22/17	McKay/Freitas	1/5/18	1. LACCD District Academic Senate

					Summit 2. Online Education Committee Mtg.
LA Harbor	Rutan	5/5/17			TOP Code Alignment
LA Mission					
LA Pierce					
LA Southwest					
LA Trade-Technical	Smith	10/21/16			Formerly Incarcerated Regional Meeting
LA Valley	Rutan/Aschenbach	12/9/17			Curriculum Committee Meeting
Moorpark	Freitas/Stanskas/Eikey	10/14/17			Area C Meeting
Mt. San Antonio	Davison/LSF/ Aschenbach/Beach/ Rutan Davison	10/22/16 2/23/17	Davison/Rutan/Beach Curriculum Committee Meeting Aschenbach	2/25/17	1. Curriculum Regionals 2. Dual Enrollment Toolkit 3. Curriculum Assistance
Oxnard					
Pasadena City	Foster/Freitas	11/15/16			Area C Meeting
Rio Hondo					
Santa Barbara City					
Santa Monica					
Ventura	Freitas	4/2/2016	Freitas/Beach	1/18/18	1. Area C Meeting 2. Noncredit Presentation
West LA					

AREA D					
Barstow	Rutan/Stanskas/ S. Foster/Beach/	3/25/17	Slattery- Farrell/Stanskas	8/29/17	1. Area D Meeting 2. Technical Visit

	Slattery-Farrell				
Chaffey	Slattery-Farrell/Freitas/S. Foster	3/10/17	Slattery-Farrell/Aschenbach Beach/Eikey	10/21/17 12/13/17	1. MQ Regional 2. CTE Regional 3. Educational Policies Committee Mtg.
Coastline					
Copper Mountain					
Crafton Hills					
Cuyamaca					
Cypress	Freitas/Stanskas	1/20/17			
Desert, College of the					
Fullerton	Beach	9/20-21/16	Davison/Foster	10/28/17	1. SLO Presentation 2. EDAC Regional
Golden West					
Grossmont					
Imperial Valley	Beach	4/7/17			Governance Presentation
Irvine Valley	Davison/Rutan	5/15/17			Curriculum Streamlining Workshop
Long Beach City	Davison/Rutan	4/26/17	Aschenbach/Rutan	11/18/17	1. Curriculum Streamlining Workshop 2. Curriculum Regional – South
MiraCosta	Foster/Freitas	8/10/17	May/Beach	9/28/16	Educational Policies
Moreno Valley	McKay/Stanskas	1/27/17	Executive Committee	9/29-30-17	1. Online Education Committee 2. Executive Committee Meeting
Mt. San Jacinto	Foster	11/17/17			SI Institute
Norco	Davison/Slattery-Farrell/Eikey/Aschenbach	1/11/18			RwLS Meeting

North Orange - Noncredit					
Orange Coast					
Palo Verde	Rutan	8/31/17			Top Code Alignment
Palomar	Aschenbach/McKay	12/03/16			Noncredit South Regional Meeting
Riverside City	Freitas/Stanskas/ Slattery-Farrell	10/29/16	Davison/Rutan	5/30/17	1. MQ South Regional Meeting 2. Curriculum Streamlining Workshop
Saddleback	Davison	3/15/17			Curriculum Tech Visit
San Bernardino Valley	Executive Committee Meeting	9/9/16			
San Diego City			Beach	1/19/18	FACCC Board
San Diego Cont. Ed.	Rutan/Slattery-Farrell Smith	10/15/16 11/19/16	Stanskas/A. Foster Foster/Davison	5/2/17	1. Area D Meeting 2. Top Code Alignment 3. Tech. Visit 4. PT Faculty Meeting
San Diego Mesa	Davison/Rutan	5/22/17			Curriculum Streamlining Workshop
San Diego Miramar					
Santa Ana	Beach	8/23/17			Presentation on Role of Local ASCCC Senates Governance
Santiago Canyon	Davison/Beach/Rutan	12/8/17			Basic Skills Committee Meeting
Southwestern	Rutan	12/12/16	Beach/A.Foster/Smith Diversity in Faculty Hiring Regional Mtg.	2/10/17	TOP Code Alignment
Victor Valley					



Executive Committee Agenda Item

SUBJECT: EDAC Regionals Schedule		Month: March	Year: 2018
		Item No: II. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will approve proposed schedule for the EDAC regionals	Urgent: Yes	
		Time Requested:	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lateer	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The EDAC Regionals have been approved for 6 and 7 April 2018 (north in Sacramento, south at Southwestern). The below is the proposed schedule for the regionals.

9:00	Registration Opens
10:00	Welcome and Introductions
10:15-10:50	Updates from the EEO Advisory Committee (Davison, Foster, Knapp) -Pipeline project, Hiring multiple measures, New multiple measure requirement
10:50-11:00	Break
11:00-11:45	Progress in Hiring and Information on Steps Moving Forward (Davison Foster, Knapp)
11:45-12:30	Lunch
12:40-1:40	New Information and Updates on DACA. (Davison, Knapp, Wyly) -Legal Advisory and New Legislation and ICAS Letter Update if relevant -Resources and Brainstorming
1:40-1:50	Break
1:50-2:45	Serving DACA and other underrepresented students (Foster, Johnson, Shannon) -Student Services and other Campus Resources -Other issues facing students (food/housing insecurity)
2:45	Thank you and Wrap Up
3:00	Regionals End

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



Executive Committee Agenda Item

SUBJECT: ACCE Liaison to Noncredit Committee		Month: March	Year: 2018
		Item No: II. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will approve formally adding an ACCE liaison to the Noncredit Committee	Urgent: No	
		Time Requested: 10 minutes	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Freitas	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lateer	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Since 2016, a representative from the Association of Community and Continuing Education (ACCE) has been invited to serve as a liaison to the Noncredit Committee on an informal basis. The participation of the ACCE representative has been invaluable in planning the 2017 Noncredit Summit and the 2018 Career and Noncredit Education Institute. The inclusion of the ACCE representative in the work of the Noncredit Committee has served to build and strengthen the relationship between the ASCCC, ACCE, and the larger noncredit community. It is requested that an ACCE liaison be formally added to the Noncredit Committee.

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



Executive Committee Agenda Item

SUBJECT: Statement of Activities – Updated		Month: March	Year: 2018
		Item No: II. D.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will review and approve the updated Statement of Activities.	Urgent: No	
		Time Requested:	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

During the Budget presentation on the January 12-13, 2018 Executive Committee meeting, committee members requested to update the Expenses section of the ASCCC Statement of Activities sheet to further separate both “Reassign Time” and “Stipend” sections, under the Executive heading. The desire is to show expenses for Executive Committee member reassign time and stipends separately from non-Executive Committee members reassign time and stipends.

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

Academic Senate for CA Community Colleges
Statement of Activities -Income Stmt
As of November 30, 2017

	Year To Date 11/30/2017	Year Ending 06/30/2018	
	Actual	Budget	Variance YTD
Income Statement			
Revenue			
Membership Dues	392,918.80	398,501.00	(5,582.20)
Program Fees			
Fall Session	131,540.00	149,500.00	(17,960.00)
Spring Session	0.00	134,360.00	(134,360.00)
Accreditation	9,405.00	44,110.00	(34,705.00)
Curriculum Institute	293,795.00	289,510.00	4,285.00
Faculty Leadership Institute	0.00	45,625.00	(45,625.00)
CTE Institute	0.00	11,250.00	(11,250.00)
Student Learning Outcomes Symposium (SLO)	6,300.00	11,000.00	(4,700.00)
Collaborative-Noncredit Event	225.00	162,500.00	(162,275.00)
Total Program Fees	441,265.00	847,855.00	(406,590.00)
Grant Revenue			
State Grants			
Governor's Grant	768,000.00	768,000.00	0.00
C-ID	47,966.44	1,000,000.00	(952,033.56)
Guided Pathways	193,859.69	854,591.00	(660,731.31)
Total State Grants	1,009,826.13	2,622,591.00	(1,612,764.87)
District Grants			
IEPI Grant	29,000.00	126,000.00	(97,000.00)
Butte-Glenn Initiative - CAI, EPI, OEI	47,713.01	284,801.00	(237,087.99)
LACCD - 3CSN	115,495.89	385,371.00	(269,875.11)
Total District Grants	192,208.90	796,172.00	(603,963.10)
Total Grant Revenue	1,202,035.03	3,418,763.00	(2,216,727.97)
Other Income	31,303.21	54,197.00	(22,893.79)
Total Revenue	2,067,522.04	4,719,316.00	(2,651,793.96)
Expenses			
Executive			
Executive Reassign Time	227,207.06	230,497.00	(3,289.94)
Executive Activities			
Exec Meetings	35,354.35	95,000.00	(59,645.65)
Technical Assistance	875.00	20,500.00	(19,625.00)
Local Senate Visits	2,213.53	3,000.00	(786.47)
Field Activities	82.81	5,000.00	(4,917.19)
Professional Development College	195.95	65,000.00	(64,804.05)
Regional Meetings	7,837.90	15,000.00	(7,162.10)
Area Meetings	1,205.39	3,500.00	(2,294.61)
Committees	10,317.70	30,000.00	(19,682.30)
Task Forces	302.95	5,000.00	(4,697.05)
Total Executive Activities	58,385.58	242,000.00	(183,614.42)
Total Executive	285,592.64	472,497.00	(186,904.36)
Liaison			
Chancellor's Office	24,535.36	75,000.00	(50,464.64)
Groups	2,587.16	5,000.00	(2,412.84)
Conferences	12,002.31	20,000.00	(7,997.69)
Total Liaison	39,124.83	100,000.00	(60,875.17)
Initiatives			
Travel	21,452.37	93,400.00	(71,947.63)

Academic Senate for CA Community Colleges
Statement of Activities -Income Stmt
As of November 30, 2017

	Year To Date 11/30/2017	Year Ending 06/30/2018	
	Actual	Budget	Variance YTD
Initiatives Reassign Time			
Guided Pathways Expertise	114,226.38	425,036.00	(310,809.62)
Faculty Coordinator, C-ID	40,309.50	95,148.00	(54,838.50)
Outside Faculty Expertise, Senate	17,103.88	43,143.00	(26,039.12)
Initiatives, IEPI	41,900.41	45,667.00	(3,766.59)
Initiatives, Butte	22,429.05	18,769.00	3,660.05
Initiatives LACCD	13,704.60	13,704.60	0.00
Total Initiatives Reassign Time	<u>249,673.82</u>	<u>641,467.60</u>	<u>(391,793.78)</u>
Grant Meetings	46,307.98	145,352.00	(99,044.02)
Stipends			
Stipends, C-ID	5,760.00	77,967.00	(72,207.00)
Stipends, CAI/OEI/EPI	1,700.00	137,231.00	(135,531.00)
Stipends, Guided Pathways	14,850.00	74,400.00	(59,550.00)
Stipends, LACCD	12,000.00	0.00	12,000.00
Stipends, Code Alignment Project	9,514.00	0.00	9,514.00
Total Stipends	<u>43,824.00</u>	<u>289,598.00</u>	<u>(245,774.00)</u>
Total Initiatives	<u>361,258.17</u>	<u>1,169,817.60</u>	<u>(808,559.43)</u>
Programs			
Plenary Session			
Fall Session	103,286.52	122,261.00	(18,974.48)
Spring Session	743.44	144,345.00	(143,601.56)
Total Plenary Session	<u>104,029.96</u>	<u>266,606.00</u>	<u>(162,576.04)</u>
Institutes			
Accreditation Institute	441.16	35,945.00	(35,503.84)
Curriculum Institute	147,931.82	170,086.00	(22,154.18)
Faculty Leadership	194.34	34,699.00	(34,504.66)
CTE Curriculum Academy Institute-DNU	289.97	20,000.00	(19,710.03)
Student Learning Outcomes Symposium (SLO)	565.07	11,000.00	(10,434.93)
Summer Part-Time Institute	104,474.54	150,700.00	(46,225.46)
Collaborative-Noncredit Event	120,568.80	149,313.00	(28,744.20)
Total Institutes	<u>374,465.70</u>	<u>571,743.00</u>	<u>(197,277.30)</u>
Advertising & Publications	16,270.71	494,425.00	(478,154.29)
Total Programs	<u>494,766.37</u>	<u>1,332,774.00</u>	<u>(838,007.63)</u>
Salaries and Benefits			
Staff Salaries	151,045.11	348,277.00	(197,231.89)
Staff Salaries, ASFCCC	11,480.76	26,500.00	(15,019.24)
Staff Salaries, C-ID	49,158.92	199,346.00	(150,187.08)
Staff Salaries, IEPI	3,463.47	71,794.00	(68,330.53)
Staff Salaries, Butte Support	14,334.01	42,745.00	(28,410.99)
Staff Salaries, LACCD	18,198.44	23,848.00	(5,649.56)
Staff Salaries, Guided Pathways	32,726.12	83,016.00	(50,289.88)
Benefits	42,628.45	94,584.00	(51,955.55)
Benefits, ASFCCC	2,480.83	7,088.00	(4,607.17)
Benefits, C-ID	12,532.25	58,560.00	(46,027.75)
Benefits, Butte	3,595.75	12,056.00	(8,460.25)
Benefits, Guided Pathways	8,861.74	22,067.00	(13,205.26)
Benefits, IEPI	885.82	17,206.92	(16,321.10)
Benefits, LACCD	3,766.45	4,886.00	(1,119.55)
Staff Training/Development	10,381.18	15,000.00	(4,618.82)
Payroll Processing	1,197.25	4,500.00	(3,302.75)

Academic Senate for CA Community Colleges
Statement of Activities -Income Stmt
As of November 30, 2017

	Year To Date 11/30/2017	Year Ending 06/30/2018	
	Actual	Budget	Variance YTD
Payroll Taxes - Employer	6,077.74	18,996.00	(12,918.26)
Total Salaries and Benefits	<u>372,814.29</u>	<u>1,050,469.92</u>	<u>(677,655.63)</u>
Nonpersonnel			
Equipment and Furniture	10,980.68	13,300.00	(2,319.32)
Office	52,723.87	177,517.00	(124,793.13)
Professional Services	34,134.79	65,000.00	(30,865.21)
Business Expenses	6,619.45	16,000.00	(9,380.55)
Total Nonpersonnel	<u>104,458.79</u>	<u>271,817.00</u>	<u>(167,358.21)</u>
Total Expenses	<u>1,658,015.09</u>	<u>4,397,375.52</u>	<u>(2,739,360.43)</u>
Total Income Statement	<u>409,506.95</u>	<u>321,940.48</u>	<u>87,566.47</u>
+ Net Assets - Beginning	<u>231,298.80</u>	<u>0.00</u>	<u>231,298.80</u>
Net Assets - Ending	<u>640,805.75</u>	<u>321,940.48</u>	<u>318,865.27</u>



Executive Committee Agenda Item

SUBJECT: Strategic Planning		Month: March	Year: 2018
		Item No: IV. A.	
		Attachment: Yes	
DESIRED OUTCOME:	Discussion and Action	Urgent: Yes	
		Time Requested: 30 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lateer	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

In December, the Executive Committee created a timeline to update the expiring strategic plan. In January, the Executive Committee discussed the goals and objectives to incorporate into the new strategic plan. Then, also in January, draft strategies were developed. Between the January and February meetings, the Executive Committee was given a week to provide further feedback to inform the next discussion. In February, the Executive Committee provided additional feedback regarding the strategic plan. Two weeks were provided with the strategic plan available in a google doc to elicit further comments.

This item is here for final approval of the Executive Committee so that the strategic plan can be circulated to Area meetings and presented to the body at the Spring Plenary Session for adoption.

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

GOAL 1: ASSERT THE FACULTY VOICE AND LEADERSHIP IN LOCAL, STATE, AND NATIONAL POLICY CONVERSATIONS.

Objective 1.1: Develop and strengthen strategic relationships between the Executive Committee and legislators, system partners, and organizations involved in statewide and national education policy.					
Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Establish and maintain relationships between ASCCC Executive Committee members and legislators and aides.		President, Vice President, and Legislative Advocacy Committee chair	Executive Director	Yes – travel	
B. Annually develop a legislative agenda aligned with the goals of the ASCCC and actively pursue/sponsor bills of interest.		Legislative Advocacy Committee Chair	Executive Director	Yes-Committee meeting costs	
C. Maintain a current public relations campaign to promote the priorities of the ASCCC.		Executive Director	Creative Director	Yes--Materials	
D. Research and attend state and national conferences related to academic and professional matters.		Executive Committee	Executive Director	Yes-conference attendance	
E. Cultivate relationships and work with external organizations to discuss common interests and how we may mutually advance the critical policies of CCCs.		CoFO Representatives	Executive Director	No	
Objective 1.2: Expand advocacy and leadership opportunities for faculty, senates, and the the Executive Committee.					
Strategies	Status/Notes	Lead	Support	Resource	Due Date

**THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGE
STRATEGIC PLAN**

2018-2023

A. Include Legislative Advocacy topics at appropriate ASCCC Events including Leadership Institute for new Senate leaders.	Possible external training/PD, civic engagement	Legislative Advocacy Committee Chair	Executive Director	No	
B. Expand leadership opportunities for faculty, senates, and the Executive Committee.	Evaluate how ASCCC utilizes faculty in liaison roles	Committee Chairs	Executive Director	No	
C. Evaluate how the ASCCC utilizes faculty in liaison roles.		Committee Chairs	Executive Director	No	
D. Ensure committee chairs are encouraged to build relationships with other organizations.		Committee Chairs	President	No	
D. Ensure committee succession planning occurs.					

GOAL 2: ENGAGE AND EMPOWER DIVERSE* GROUPS OF FACULTY AT ALL LEVELS OF STATE AND LOCAL LEADERSHIP. *See ASCCC Inclusivity Statement for definition of “diverse groups”

Objective 2.1: Increase leadership development opportunities to prepare diverse faculty to participate in and lead local and statewide conversations.					
Strategies	Status/Notes	Lead	Support	Resource	Due Date

A. Lead professional development opportunities designed to promote recruitment of diverse faculty for participation in local and statewide senate activities.	Reach out to CCCCCO and ACHRO regarding the efficacy of EEO revisions and resulting impact on faculty diversity	Professional Development Chair	Executive Director, President	Yes	
B. Design leadership development opportunities targeted to specific populations of faculty.	Women’s Leadership Circle Summer 19	Faculty PD Chair, President	Executive Director	Yes	
C. Increase part-time faculty involvement at the local and statewide level.	PT Institute	Executive Director		Yes	
D. Engage local senates to senates to promote culture change to empower diverse faculty at the local level.	Implicit bias training?				

Objective 2.2. Increase the diversity of faculty representation on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Review and revise the cultural competency plan.		EDAC Committee	Executive Director	Yes – committee costs	6/30/16
B. Develop and strengthen partnerships with organizations that specifically target racially/ethnically diverse populations.	Umoja, Puente, EOPS, A ² MEND, TRIO – possibly linked to Guided Pathways work	Committee chairs	Executive Director	No -- scholarships	6/30/16
C. Identify disengaged faculty voices and develop recruitment and retention strategies.		Executive Director, FPD Chair, EDAC			

D. Comprehensively evaluate ASCCC infrastructure and processes in relation to this objective.		Executive Director, President	Committee Chairs		
E. Evaluate the efficacy of the ASCCC caucus structure.		Executive Director, President	FPD Committee Chair		
F. Identify barriers to participation and implement retention strategies.		Executive Director, President	FDP Committee Chair		

GOAL 3: ASSERT ASCCC LEADERSHIP IN ALL FACULTY PROFESSIONAL DEVELOPMENT FOR THE CALIFORNIA COMMUNITY COLLEGE SYSTEM REGARDING ACADEMIC AND PROFESSIONAL MATTERS.

Objective 3.1. Ensure that all statewide faculty professional development regarding academic and professional matters in California Community Colleges occurs in collaboration with the ASCCC.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Increase outreach to organizations and individuals regarding ASCCC professional development activities by developing partnerships and collaborations.		President, FPD Chair, Executive Director		No	
B. When grant opportunities for system initiatives are released that pertain to academic and professional matters, immediately contact the field to urge inclusion of the ASCCC in grant applications.		Executive Director		No	
C. Consult with the Chancellor's Office on methods to ensure the ASCCC's primacy in faculty professional development.		President, VP, Executive Director		No	

D. Develop relationships and collaborate with other professional development organizations on events.		All EC members		No	

Objective 3.2. Evaluate and Revise the ASCCC professional development plan.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Implement a comprehensive ASCCC Professional Development Plan.		FPD and Executive Director		Yes	
B. Ensure the professional development opportunities of committee members and the Executive Committee.		President, Executive Director, Committee Chairs		No	
C. Maintain a conference attendance budget for Executive Committee members and staff to attend conferences relevant to their ASCCC committee assignments.		Executive Director		Yes	

GOAL 4: ENHANCE ENGAGEMENT, COMMUNICATION, AND PARTNERSHIPS WITH LOCAL SENATES, SYSTEM PARTNERS, AND OTHER CONSTITUENT GROUPS.

Objective 4.1. Increase the participation of official ASCCC representatives at events and meetings conducted by system partners and other constituent groups					
Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Strengthen partnership with the Chancellor’s Office Divisions.		EC Members			

B. Expand the ASCCC presence at constituent groups meetings and conferences to create more faculty presence and advance ASCCC goals and resolutions.		EC Members			
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Objective 4.2. Improve methods of communicating with faculty, local senates and system partners.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Implement and evaluate a communication plan.		Executive Director	Executive Committee members	No	
B. Create and implement a master calendar of events.		Executive Director	Staff		
C. Evaluate the role of liaisons, caucuses, and other groups to facilitate gathering input.		FPD Chair, Executive Committee	Executive Director		

Objective 4.3. Improve engagement of ASCCC with all colleges.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Maintain short- and long-range plan for local senate visits by ASCCC.		Local Senate Committee Chair	Executive Director	No	
B. Arrange college visits at times and days when local faculty may be present to engage with the Executive Committee.		Committee Chairs, Executive Director	Committee Chairs		
C. Encourage participation of all colleges with the ASCCC.		Local Senate Committee Chair	President, Executive Director		

GOAL 5: SECURE RESOURCES TO SUSTAIN AND SUPPORT THE MISSION AND THE WORK OF THE ASCCC.

Objective 5.1. Evaluate resources and implement appropriate strategies to secure funding needed to maintain the work and mission of the ASCCC.					
Strategies	Status/Notes	Lead	Support	Resource	Due Date
Objective 5.2 Realize a minimum increase of \$250,000 in Governor’s base funding.					
Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Create a work plan to justify the increase.		Executive Director	President		
B. Enter into conversations with the Chancellor’s Office about ways to increase ASCCC funding.		President	Executive Director		
C. Leverage relationships established between Executive Committee members and legislators/system partners to secure increased funding for the ASCCC.	Justify with a workplan	President, Vice President, and Executive Director			

GOAL 6: SUSTAIN, SUPPORT, AND EXPAND THE ASCCC COURSE IDENTIFICATION NUMBERING SYSTEM (C-ID)

Objective 6.1. Stabilize funding stream to maintain C-ID system					
Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Enter into conversations with the Chancellor’s Office about ways to secure stable C-ID funding.		President	Executive Director		

B. Create a 5-year workplan for C-ID with measurable goals and linkages to ASCCC and system goals		Executive Director, C-ID Director, C-ID Curriculum Chair, CTE C-ID Curriculum Chair, MCW Chair	President		
Objective 6.2 Maintain and Optimize C-ID transfer functions					
Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Evaluate and improve the 5-year curriculum review processes to ensure continuous quality improvement.		President, Vice President, C-ID Curriculum Chair	C-ID Director		
B. Increase CCC, CSU, and UC faculty participation in C-ID processes.		President, Vice President, Executive Director	Staff		
C. Improve processes and functionality of C-ID.	Survey AOs, Curriculum Chairs, Faculty groups	C-ID Director, C-ID Curriculum Chair	Staff		
D. Optimize technological support for C-ID Infrastructure.		President, Vice President, Executive Director	C-ID Director		
E. Establish non-TMC based pathways for transfer majors with significantly more lower division requirements.	Chem, Physics, Biol, Computer Science, Engineering, Music	President, Vice President, CTE C-ID Curriculum Chair	Executive Director, C-ID Director, C-ID Curriculum Chair		
F. Evaluate the feasibility of identifying courses as	This could be difficult intersegmental work	C-ID Curriculum Chair, GEAC liaison,	resident, Executive Director, C-ID		

meeting general education requirements.		Curriculum Chair	Director		
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Objective 6.3 Expand C-ID CTE Efforts

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Evaluate and recommend methods to improve CTE C-ID efforts.		MCW Chair, CTELC Chair, Executive Director, C-ID Curriculum Director, C-ID CTE Director	President		
B. Expand the number of certificate and degree Model Curricula.		MCW Chair, CTELC Chair, Executive Director, C-ID CTE Director	C-ID Director, Executive Director		
C. Evaluate and implement competency based models of student achievement in C-ID processes.		MCW Chair, CTELC Chair, Executive Director, C-ID CTE Director	C-ID Director, Executive Director		



Executive Committee Agenda Item

SUBJECT: Legislation and Government Update		Month: March	Year: 2018
		Item No: IV. B.	
		Attachment: Yes	
DESIRED OUTCOME:	Discussion and Action	Urgent: No	
		Time Requested: 45 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lateer	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

1. *The Executive Committee approved at its January 2018 meeting to pursue legislation in support of a faculty led initiative regarding Open Educational Resources. Conversations with system partners have been supportive. The Executive Committee will be updated regarding the progress of this effort.*
2. *The release of the Governor’s Budget has sparked discussion throughout the system, particularly regarding funding model reforms, a possible online college, and combining categorical program funding streams. Utilizing the past positions of the ASCCC, a response has been formulated. The Executive Committee may wish to engage in further dialog regarding the budget process.*
3. *An update of current legislation is attached. The Executive Committee may wish to express its views on various proposed legislation.*

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

ASCCC Legislative Report
February 8, 2018

Legislation with implications for academic and professional matters
Assembly Bills

AB204 (Medina) Community colleges: waiver of enrollment fees

This bill would require the board of governors to, at least once every 3 years, review and approve any due process standards adopted to appeal the loss of a fee waiver under the provisions described above. If the board of governors adopt any due process standards to appeal the loss of a fee waiver under those provisions, the bill would require those standards to also require a community college district to **Office of the Chancellor of the California Community Colleges to review, for general consistency, each community college district's due process procedures, including any subsequent modifications of the procedures, adopted to appeal the loss of a fee waiver under these provisions, and comment on the procedures, as appropriate. The bill would require that the district's procedures allow for an appeal due to hardship based on geographic distance from an alternative community college at which the student would be eligible for a fee waiver. The bill would require each community college district to, at least once every 3 years, examine the impact of the specified minimum academic and progress standards and determine whether those standards have had a disproportionate impact on a specific class of students, and if a disproportionate effect is found, the bill would require the community college district to include steps to address that impact in a student equity plan. Amended in the Assembly 3/17/17 Nonsubstantive amendment in Senate, 6/28/17.**

Status: Referred to Appropriations Suspense, Held by Appropriations 9/1/17

ASCCC Position/Resolutions: The ASCCC Executive Committee voted at its February meeting to support this legislation. The legislation is sponsored by FACCC. The ASCCC approved resolution SP17 6.01 to support.

^AB 227 (Mayes) CalWORKs: Education Incentives

AB 227 provides a supplemental education incentive grant when a CalWORKs recipient reaches an educational milestone, as outlined below:

- High school diploma or equivalent: \$100/month
- Associate's degree or career/technical education program: \$200/month
- Bachelor's degree: \$300/month

This bill would also authorize CalWORKs recipients eligibility to apply for educational stipends totaling no more than \$2400 per year for enrollment in an associate's degree, CTE certificate, or bachelor's degree program. The bill appropriates \$20 million to partially restore funding to the California Community Colleges CalWORKs program, which provides work-study slots, education and career counseling, and other services to CalWORKs recipients. Amended 4/27/17

Status: Passed Assembly, Referred to Senate Committee on Human Services, 6/14/17.

ASCCC Position/Resolutions: This bill is consistent with past ASCCC positions that the full cost of higher education is not reflective of the student aid awarded. This bill seeks to address that disparity for CalWORKs students.

^AB276 (Medina) Cyber Security Education and Training Programs

This bill would request the Regents of the University of California, the Trustees of the California State University, the governing board of each community college district, and independent institutions of higher education, no later than January 1, 2019, to complete a report that evaluates the current state of cyber security education and training programs, including specified information about those programs, offered at the University of California, the California State University, the California Community Colleges, and independent institutions of higher education, respectively, to determine the best method of educating and training college students to meet the current demand for jobs requiring cyber security knowledge and experience. **Non-substantive revisions 3/28/17**

Status: Passed Assembly, Senate Rules Committee for assignment 5/18/17

ASCCC Position/Resolutions: Information is useful

AB310 (Medina) Part-time Faculty Office Hours

Requires each community college district to report total part-time hours paid divided by the total part-time faculty office hours taught during the prior fiscal year and posted each year on the district website. **Re-introduced 1/18/18**

Status: Passed committee, referred to Assembly Appropriations 1/18/18. **Passed Assembly, referred to Senate Rules Committee for assignment 1/29/18.**

ASCCC Position/Resolutions: This bill was vetoed by the Governor last year.

^AB 370 (Rodriguez) Student Financial Aid: Competitive Cal Grant A and B awards

AB 370 would require the California Student Aid Commission to calculate a target for Competitive Cal Grants A and B to be awarded in an academic year. The intent of the bill is to ensure that all Competitive Awards are distributed to needy students in an academic year.

Status: Held by Appropriations, Suspense file, 5/26/17 This bill appears to be dead for this legislative cycle. **Died 1/31/18.**

ASCCC Position/Resolutions: This bill is consistent with past ASCCC positions that the full cost of higher education is not reflective of the student aid awarded. This bill seeks to address that disparity for Cal Grant A and B recipients.

^AB 387 (Thurmond) Health Care Professionals Minimum Wage

This bill would expand the definition of “employer” for purposes of these provisions to include a person who directly or indirectly, or through an agent or any other person, employs or exercises control over the wages, hours, or working conditions of a person engaged in a period of supervised work experience *longer than 100 hours* to satisfy requirements for licensure, registration, or certification as an allied health professional, as defined. *This section shall not be construed to apply to the educational institution at which a person is enrolled to fulfill the educational requirements for licensure, registration, or certification as an allied health professional.* Amended 5/30/17

Status: Ordered to the inactive file at the author’s request, 6/1/17. **Died on inactive file 2/1/18.**

ASCCC Position/Resolutions: The ASCCC passed resolution SP17 6.02 in opposition to this bill due to the curricular impact of clinical or laboratory instruction in allied health fields. Recent amendments seem to remove the impact on teaching institutions.

^AB 405 (Irwin) Baccalaureate Degree Cybersecurity Program

AB 405 authorizes the Board of Governors of the California Community Colleges, in consultation with the California State University and the University of California, to establish a statewide baccalaureate degree cybersecurity pilot program at not more than 10 community college districts.

Status: Hearing scheduled for 3/28/17 and cancelled at author’s request. This bill appears to be dead for this legislative cycle. **Died 1/31/18.**

ASCCC Position/Resolutions: The CCC Chancellor’s Office opposes this bill until AB276 (Medina) is completed.

^AB 559 (Santiago) Community Colleges: Enrollment Fee Waiver

AB 559 requires the California Community Colleges Board of Governors, by January 1, 2019, to ensure that a fee waiver application is available online for students at each community college.

Status: Held by Appropriations, Suspense file, 5/26/17 This bill appears to be dead for this legislative cycle. **Died 1/31/18.**

ASCCC Position/Resolutions: Access to financial aid is supported by numerous ASCCC resolutions in the past.

***AB 809 (Quirk-Silva) Veterans’ priority registration for enrollment in nursing programs.**

AB 809 clarifies that veterans are granted priority enrollment for California Community Colleges and California State University nursing programs.

Status: Passed in the Assembly Committee on Higher Education (13-0) and sent to the Assembly Appropriations Committee. **Passed Assembly 1/29/18. Referred to Senate Rules Committee for assignment 1/29/18.**

ASCCC Position/Resolutions: Access to financial aid is supported by numerous ASCCC resolutions in the past.

^AB847 (Bocanegra) Academic Senates: Membership Rosters

~~This bill would require the local academic senate of a campus of the California State University or of a campus of the California Community Colleges, and would request the local academic senate of a campus of the University of California, to post its membership roster on its Internet Web site or Internet Web page.~~ **The bill would also require the local academic senate of a campus of the California State University or of a campus of the California Community Colleges, and would request the local academic senate of a campus of the University of California, to make the demographic data of its members, including gender and race or ethnicity, as specified, available to the public upon request. Amended 4/3/17**

Status: Passed Assembly, pulled by the author. This has become a two-year bill. 6/07/17

ASCCC Position/Resolutions: Currently local academic senates are required to comply with the Brown Act that demands published agendas and membership. We have significant concerns regarding the limited demographic profile specified and the ability to target individual members – especially for smaller senates. IF the goal is to improve the diversity of our faculty, we would welcome the opportunity to work with the author toward that end. The ASCCC adopted resolution SP17 6.03 in opposition to this bill. The status of this bill is in question with the resignation of the author.

^AB 856 (Levine/Holden) Postsecondary Education: Hiring Policy and Socioeconomic Diversity

The Trustees of the California State University and the governing board of each community college district shall, and the Regents of the University of California are requested to, ensure that, when filling faculty or athletic coaching positions, consideration is given to candidates with socioeconomic backgrounds that are underrepresented among existing faculty or athletic coaching staff on the campus for which the position is to be filled.

Status: Held by Appropriations, Suspense file, 5/26/17 This bill appears to be dead for this legislative cycle. **Died 1/31/18.**

ASCCC Position/Resolutions: This seems like something that should be currently in practice.

***AB 1037 (Limon) Public Postsecondary Education: Student Financial Aid.** AB 1037 establishes the Cal Grant B Service Incentive Grant Program, under the administration of the California Student Aid Commission. The program is a state work-study program available to California's AB 540 students who are ineligible for Federal Work Study (FWS) programs, and supported through the State General Fund resources. In order to be eligible for the grant, a student must be a recipient of a Cal Grant B award, enrolled at a UC, CSU, community college, or private, non-profit campus, and perform a minimum of 300 hours of community service or volunteer work in each academic year. Recent amendments to the bill limit the number of eligible students simultaneously receiving grants under the program to 2,500 awards per term.

Status: Passed in the Assembly Committee on Higher Education (9-3) and sent to the Assembly Appropriations Committee. **Passed Assembly 1/29/18. Referred to Senate Rules Committee for assignment 1/29/18.**

ASCCC Position/Resolutions: Access to financial aid is supported by numerous ASCCC resolutions in the past.

^AB 1038 (Bonta) Postsecondary Education: Higher Education Policy

AB 1038 establishes a nine member Blue Ribbon Commission on Public Postsecondary Education, and specifies its membership and duties. The Blue Ribbon Commission is required to develop a written plan to ensure that public universities and colleges in California are tuition-free and affordable to all students, including low-income and underrepresented students, and have the capacity to provide universal participation for all high school graduates by the year 2030. AB 1038 makes additional requirements of the Commission to hold hearings, conduct research, and report to the Legislature.

Status: Held by Appropriations, Suspense file, 5/26/17 This bill appears to be dead for this legislative cycle. **Died 1/31/18.**

ASCCC Position/Resolutions: Well, that sounds lovely.

***AB 1786 (Cervantes) Community Colleges: Veterans**

This bill would express the intent to create an articulation platform for the California Community Colleges to facilitate the transition of recent veterans to state institutions for higher education.

Status: Introduced

ASCCC Position/Resolutions: The ASCCC supports the application of credit for prior military experience toward the associate degree (18.04 S11) and generally supports resources for veterans.

AB 1978 (Chavez) Cal Grant Program. Spot bill related to financial aid.

Status: Introduced 1/31/2018.

ASCCC Positions/Resolutions: Watch. Access to financial aid is supported by numerous ASCCC resolutions in the past.

***AB 1803 (Choi) Postsecondary Education: career placement and job search services for graduates**

This bill would require any public or private institution that offers a bachelor's degree program to provide career placement and job search services for five years to students in order to receive state funds for student financial assistance. Because services should be offered at no cost to the student, this would be an additional cost to colleges that offer baccalaureate degrees.

Status: Introduced. Referred to Committee on Higher Education 1/22/18.

ASCCC Position/Resolutions: None.

***AB 1805 (Irwin) Community College Placement Policies**

This bill would require districts to provide public notice of its policies regarding the placement of students. The bill also requires the notice to include placement policies regarding 1) threshold scores required on specified assessments, 2) requisite grades in specific high school courses, and 3) recommendations by an instructor or counselor.

Status: Introduced

ASCCC Position/Resolutions: Watch this bill.

***AB 1858 (Calderon) Student financial aid: Financial Aid Shopping Sheet.** AB 1858 adds a provision to the Donahoe Higher Education Act that would require public and private California colleges and universities to use the Financial Aid Shopping Sheet as developed by the U.S. Department of Education or a successor document identified by the Student Aid Commission to inform students about financial aid award packages.

Status: Introduced. Referred to Committee on Higher Education 1/22/18.

ASCCC Position/Resolutions: Access to financial aid is supported by numerous ASCCC resolutions in the past.

***AB 1935 (Irwin) Community Colleges: Tutoring.** Existing law identifies nine allowable areas for noncredit instruction. AB 1935 adds supervised tutoring for degree-applicable and transfer-level courses as a noncredit category. Noncredit supervised tutoring would be eligible for state apportionment funding. This bill may be merged with SB 1009 (Wilk), which is similar.

Status: Introduced. **Referred to Committee on Higher Education 2/5/18.**

ASCCC Positions/Resolutions: The ASCCC supports allowing noncredit apportionment to be collected for supervised tutoring, regardless of student skill level (Resolution 18.02 F12).

***AB 1936 (Low) Postsecondary Education: Office of Higher Education Performance and Accountability.** This bill would establish the Office of Higher Education Performance and Accountability as the statewide postsecondary education coordination and planning entity. The bill would provide for the appointment by the Governor, subject to confirmation by a majority of the membership of the Senate, of an executive director of the office. and an 8-member advisory board for the purpose of examining, and making recommendations to, the office regarding the functions and operations of the office and reviewing and commenting on any recommendations made by the office to the Governor and the Legislature, among other specified duties. This is basically the same as AB 1837 (Low, 2016) which died.

Status: Introduced. **Referred to Committee on Higher Education 2/5/18.**

ASCCC Positions: This bill is basically the same as AB 1837 (Low, 2016), which died. The ASCCC opposes the creation of such a body as a reformed version of CPEC (6.02 S15).

***AB 2027 (Fong) Career Technical Education.** This is a spot bill related to career and technical education.

Status: Read first time 2/5/18.

ASCCC Positions/Resolutions: Watch.

AB 2081 (Melendez) Postsecondary Education: Campus Free Speech Act This bill would establish the Campus Free Speech Act, which would require the governing board or body of each higher education institution to develop and adopt a policy on free expression that contains specified components. The would policy supersede any provisions in the policies and regulations of the institution that restrict speech on campus and are inconsistent with the policy. The establishment of a Committee on Free Expression would be required, and noncompliance would result in the loss of public funds except Cal Grant. The focus of this bill is

the protection of student speech. This appears to replace ACA 14 (Melendez, 2017) which sought to amend the California Constitution.

Status: Introduced.

ASCCC Positions/Resolutions: Watch. The ASCCC generally supports freedom of speech. However, it is not clear what effect this bill would have on the classroom environment.

Senate Bills

^SB15 (Leyva) Cal Grant C Awards – Urgent

Existing law requires that a Cal Grant C award be utilized only for occupational or technical training in a course of not less than 4 months. Existing law also requires that the maximum award amount and the total amount of funding for the Cal Grant C awards be determined each year in the annual Budget Act.

This bill would instead, commencing with the 2017–18 award year and each award year thereafter, set maximum amounts for annual Cal Grant C awards for tuition and fees, and for access costs, respectively. The bill would also provide that, notwithstanding the maximum amounts specified in the bill, the maximum amount of a Cal Grant C award could be adjusted in the annual Budget Act for that award year. The maximum award amount for tuition and fees would be \$2,462 and the maximum amount for access costs would be ~~\$3,000~~ **\$547 with an additional possible access award of up to \$2464. Amended 4/3/17.**

Status: Referred to Appropriations Suspense File, Held by Appropriations 9/1/17
This bill appears to be dead for this year.

ASCCC Position/Resolutions: The ASCCC is very supportive of financial aid programs that improve access including reforms to the Cal Grant program – SP16 6.01.

^SB 307 (Nguyen) Postsecondary Education: Student Housing Insecurity and Homelessness.

SB 307 requires the ~~Legislative Analyst's Office, in consultation with~~ the University of California, the California State University, and the California Community Colleges governing boards to appoint a task force to conduct a study on housing insecurity and homelessness of current postsecondary students in this state and prospective applicants to postsecondary educational institutions in this state. **This bill requests the University of California convene a task force with three members from each system to conduct the study.** The study is due to the Legislature on or before December 31, 2018.

Status: Held by Appropriations, 9/1/17
This bill appears to be dead this year.

ASCCC Position/Resolutions: The ASCCC has historically supported vulnerable

student access to education and the wrap-around services required for educational attainment.

^SB 319 (Nguyen) Public postsecondary education: remedial coursework

SB 319 requires the California Community Colleges to provide entrance counseling and assessment or other suitable support services to inform an incoming student, prior to that student completing registration, of any remedial coursework the student will be required to complete and the reasons for the requirements, [exemption policies](#), and [availability of any test preparation workshops](#).

Status: Held by Senate Appropriations, Suspense file 5/26/17. This bill appears to be dead for this legislative cycle.

ASCCC Position/Resolutions: The ASCCC has supported counseling and matriculation services to students.

^SB 577 (Dodd) Community College Districts: Teacher Credentialing Programs of Professional Preparation.

AB 577 authorizes the Board of Governors of the California Community Colleges, in consultation with state universities and local education boards and school districts, to authorize [up to five](#) community college districts to offer a teacher-credentialing program, subject to approval by the California Commission on Teacher Credentialing. [Amended 5/26/17](#)

Status: Passed Senate, referred to Assembly Higher Ed. First hearing cancelled at request of author. 7/11/17

ASCCC Position/Resolutions: The CCC Chancellor's Office opposes this bill as written. The ASCCC has no position.

^SB769 (Hill) Baccalaureate Degree Pilot Program

This bill would ~~limit the prohibition to a district's baccalaureate degree program that is offered within 100 miles of~~ [by the California State University's or the University of California's baccalaureate degree program.](#) The bill would extend the operation of the statewide baccalaureate degree pilot program [until 2028.](#) ~~indefinitely and would no longer require a student to complete his or her degree by the end of the 2022-23 academic year.~~ The bill would [increase the maximum number of district baccalaureate degree pilot programs to 30-25 programs.](#) ~~The bill would require each district seeking approval to offer a new baccalaureate degree pilot program on or after January 1, 2018, to use exclusively its existing financial resources to implement the program by no later than the 2020-21 academic year, if the district receives approval to offer the program.~~

[Amended 5/26/17](#) [Amended 7/13/17](#)

Status: Referred to Appropriations Suspense File, Held by Appropriations 9/1/17
This bill appears to be dead this year.

ASCCC Position/Resolutions: The ASCCC has no position at this time. The CCC Chancellor's Office supports lifting of the sunset for current programs.

SB 968 (Pan) Postsecondary Education: Mental Health Counselors Would require the Trustees of the California State University, the governing board of each community college district, and the governing body of each independent institution of high education that is a qualifying institution, and request the Regents of the University of California, to hire one full-time equivalent mental health counselor per 1,000 students at each of their respective campuses to the fullest extent consistent with state and federal law. The bill would define mental health counselor for purposes of this provision. No funding is included.

Status: Introduced.

ASCCC Position/Resolutions: The ASCCC supported AB 2017 (McCarty, 2016) to provide mental health services for students (Resolution 6.04 S16).

***SB 1009 (Wilk) Community Colleges: Tutoring** Currently, colleges are allowed to capture apportionment for supervised tutoring of students in basic skills or non-credit courses, and eliminates the requirement for faculty referral. This legislation would extend these provisions to supervised tutoring for students in credit classes and thus provide more resources for tutoring services. This bill is very similar in intent to AB 1935 (Irwin). There have been discussions about merging the two bills.

Status: Introduced.

ASCCC Positions: The ASCCC supports allowing noncredit apportionment to be collected for supervised tutoring, regardless of student skill level (Resolution 18.02 F12).

Budget Bills

AB 1806 (Ting) Budget Act of 2018

Status: Introduced. Referred to Committee on Budget.

SB 119 (Committee on Budget and Fiscal Review) Budget Act of 2017

Status: Removed from inactive file 1/4/18. Re-referred to Committee on Budget.

SB 839 (Mitchell) Budget Act of 2018

Status: Introduced 1/10/2018

Bills of Interest

^AB34 (Nazarian) Student financial aid: Children's savings account program

This bill would express the intent of the Legislature to enact legislation that would establish a universal, at-birth, and statewide 529 children's savings account program to ensure California's children and families foster a college-bound identity and practice education-related financial planning.

Status: Held by Assembly Appropriations, Suspense File, 5/26/17 This bill appears to be dead for this legislative cycle. **Died 1/31/18.**

^AB95 (Jones-Sawyer) Public Post Secondary Education: CSU: Baccalaureate Degree Pilot

Requires CSU to establish a BA degree pilot program to create a model among K-12 schools, community colleges, and CSU campuses to allow a student to earn a BA degree for \$10,000. This bill authorizes up to seven pilot programs among institutions that request to participate. Degrees are limited to the fields of Science, Technology, Engineering, and Mathematics (STEM). Requires community colleges to grant priority enrollment to these students.

Status: Referred to Committee on Higher Education, 1/19/17. This bill has become a two-year bill. **Died 1/31/18.**

~~*AB310 (Medina) Part Time Office Hours~~

~~This bill would require each community college district to report, on or before August 15 of each year, the total part-time faculty office hours paid divided by the total part-time faculty office hours taught during the prior fiscal year and post this information on its Internet Web site.~~

~~**Status:** Passed Assembly Higher Ed. Committee, sent to Appropriations (See Assembly bills section above)~~

AB 1731 (Committee on Jobs, Economic Development, and the Economy) Apprenticeships: training funds: audits.

Status: Introduced.

AB 1952 (Mayes) Social Services: Access to Food This bill addresses student food insecurity. It requests the UC Regents and directs the CSU Trustees and CCC Board of Governors to develop systems to allow students to use EBT cards on their campuses.

Status: Read first time 1/29/18. Active bill pending referral.

AB 1961 (Choi) Postsecondary education: student housing and meal plans.

This bill would require each institution of higher education receiving state funds for student financial assistance to, as a condition of receipt of the funds, separately list the cost of university-operated housing and meal plans on all websites and documents it provides to students for purposes of advertising or otherwise displaying the student costs associated with university-operated housing. The bill would prohibit each of these institutions from requiring a student to have a campus meal plan in order to live in university-operated housing. This primarily affects the UC and the CSU, but there are some community colleges with student housing.

Status: Introduced. Referred to Committee on Higher Education 2/8/18.

SB7 (Moorlach) School Bonds

Existing law authorizes the governing board of any school district or community college district to order an election and submit to the electors of the school district or community college district, as applicable, the question whether the bonds of the district should be issued and sold for the purpose of raising money for specified purposes, including, among other things, the supplying of school buildings and grounds with furniture, equipment, or necessary apparatus of a permanent nature. This bill would additionally require the governing board of a school district or community college district to support those specified purposes with a facilities master plan with cost estimates. In order for any one or more of those specified purposes to be united and voted upon as a single proposition, the bill would additionally require each planned project and the named school or college campus to be specified.

Status: Hearing scheduled for April 19 and cancelled by author, 4/17/17. This bill has become a two-year bill. **Died.**

SB32 (Moorlach) Public Employee Retirement

~~The California Public Employees' Pension Reform Act of 2013, on and after January 1, 2013, established various limits on retirement benefits generally applicable to a public employee retirement system in the state, with specified exceptions.~~

~~This bill would state the intent of the Legislature to enact legislation to resume the public employee pension reform begun in the California Public Employees' Pension Reform Act of 2013. This bill would create the Citizens' Pension Oversight Committee to serve in an advisory role to the Teachers' Retirement Board and the Board of Administration of PERS. The bill would require the committee, on or before January 1, 2019, and annually thereafter, to review the actual pension costs and obligations of PERS and STRS and report on these costs and obligations to the public and would require reports of audits of STRS and PERS conducted by the public accountants described above to be filed with the committee for this purpose.~~

Status: Public Employment and Retirement Committee, failed passage, reconsideration granted. 4/25/17. **Died.**

SB 183 (Lara) State Buildings: Federal Immigration Agents Seeks to prevent federal immigration enforcement agents, officers, or personnel from state or public school buildings, or California community college campuses to perform surveillance, arrests, or question an individuals without valid federal warrants. When in possession of a valid federal warrant, the activities of federal immigration enforcement agents, officers, or personnel are limited to the individual who is the subject of the warrant.

Status: Passed the Senate 1/29/18. Read first time in Assembly 1/30/18.

SB 972 (Portantino) Pupil and student health: identification cards: suicide prevention hotline telephone number. The bill would require a public or private institution of higher education that issues student identification cards to have printed on the back of the student identification cards the telephone number for a suicide prevention hotline. Because the bill would impose a new duty on campuses of the California Community Colleges, the bill would impose a state-mandated local program. This bill also applies to public schools and private schools that serve grades 7-12.

Status: Introduced.

*Indicates bills to be highlighted during the Executive Committee meeting legislation discussion.

^Indicates bill will be removed from next iteration of report since the bill is not germane to the work of the ASCCC or has been replaced by a new bill.

ACR = Assembly Concurrent Resolution
AB = Assembly Bill

ACA = Assembly Constitutional Amendment
SB = Senate Bill



Executive Committee Agenda Item

SUBJECT: 2018 Spring Session Planning		Month: March	Year: 2018
		Item No: IV. C.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider for approval the 2018 Spring Session draft program and discuss keynote presentations.	Urgent: Yes	
		Time Requested: 60 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Spring Plenary Session will be held on April 12 – 14, 2018, at the San Mateo Marriott. At its last meeting, the Executive Committee approved the preliminary program and discussed other planning details for the Spring Plenary Session. The Executive Committee will continue to review the program and approve any changes.

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

Thursday, April 12, 2018

7:30 a.m. to 8:15 a.m. Registration/Delegate Sign In

7:30 a.m. to 8:30 a.m. Continental Breakfast

8:00 a.m. to 8:30 a.m. Candidate Information Session

8:00 a.m. to 8:30 a.m. New Delegate Information Session

8:30 a.m. to 9:45 a.m. **FIRST GENERAL SESSION**

Welcome and Call to Order, Julie Bruno, ASCCC President

Adoption of the Procedures, John Stankas, ASCCC Vice President

Presentation:

AB 705 Rutan / May / Roberson (moderator)

9:45 a.m. to 10:00 a.m. Coffee Break

10:00 a.m. to 11:15 a.m. **FIRST BREAKOUT SESSION**

1. Plenary 101/ Resolutions (New to Plenary, Got Questions?) - Eikey / Davison
2. Math and Quantitative Reasoning Task Force - May / Rutan
3. Apprenticeship – Freitas / Slattery-Farrell
4. Funding Formula – Stankas and CEO and/or CBO
5. Educational Planning Initiative (EPI) and Guided Pathways – Beach / Parker
6. A Fully Online College? What Your Colleges Can Do Now to Meet the Student Needs Identified in the Governor's January Budget Proposal for a Fully Online College - Aschenbach / McKay
7. **Open room for vendor or system partner

11:30 a.m. to 1:45 p.m. SECOND GENERAL SESSION

Lunch

Elections Nominations, Dan Crump, ASCCC Elections Chair

Resolution Presentations

Presentation - Q and A with Chancellor Eloy Oakley

1:45 p.m. to 2:00 p.m. Break

2:00 p.m. to 3:15 p.m. SECOND BREAKOUT SESSION

1. Critical Conversations for Educational Program Development - Beach / Slattery-Farrell
2. Guided Pathways Hot Topics – Roberson / Eikey / May
3. Basic Skills/Incarcerated/ReEntry Students – Davison / Foster
4. OER Update - Bruno
5. Curriculum Hot Topics – Rutan / Aschenbach
6. Legislative and Budget Update – Stankas / Freitas
7. **System Partner – SEM ASK

3:15 p.m. to 3:30 p.m. Break

3:30 p.m. to 4:00 p.m. RESOLUTIONS

3:30 p.m. to 4:45 p.m. THIRD BREAKOUT SESSION

1. Equity and Diversity - Davison / Foster
2. Faculty Role in Determining AP Credit - Parker
3. CTE MQs/Reimagining CTE disciplines – Freitas / Slattery-Farrell
4. Reexamining Curriculum with Guided Pathways - Aschenbach / Beach
5. Integrated Metrics– Stanskas / Eikey
6. AB 705 (include noncredit) - Rutan / Bruno
7. **Open room for vendor or system partner

4:00 p.m. Resolutions and Amendments Due

4:45 p.m. to 5:30 p.m. State Service (We want you! How to volunteer and serve with ASCCC)
Foster / Davison / McKay

5:00 p.m. – 5:45 p.m. Resolutions and Amendments at Plenary-Mandatory for Contacts

This is a mandatory session for those plenary attendees who have submitted a resolution or amendment at the plenary session. The contact for the submitted resolution or amendment **must** attend a meeting in order for the Resolutions Committee to consider adding it to the packet for the following day.

6:00 p.m. to 6:30 p.m. Candidate Orientation

7:00 p.m. to 9:00 p.m. Caucus Meetings

Friday, April 13, 2018

7:30 a.m. to 8:15 a.m. Registration/Delegate Sign In

7:30 a.m. to 8:30 a.m. Continental Breakfast

8:30 a.m. to 9:45 a.m. **THIRD GENERAL SESSION**

Elections Speeches, ASCCC Elections Chair

Foundation Report, ASCCC Foundation President

9:45 a.m. to 10:00 a.m. Coffee Break

10:00 a.m. to 11:45 a.m. Area Meetings

12:00 p.m. to 2:00 p.m. FOURTH GENERAL SESSION

Lunch

State of the Senate, Julie Bruno, ASCCC President
Regina Stanback-Stroud Diversity Award Presentation
Keynote

2:15 p.m. to 3:30 p.m. FOURTH BREAKOUT SESSION

1. Best Practices for Senate Leaders (Local Senate Organizational Structures) – Eikey / Beach
2. Strategic Plan Update – Davison / Rutan
3. Guided Pathways and Job Placement– Slattery-Farrell / Roberson
4. Zero to Noncredit – Freitas / Aschenbach
5. Accreditation - May / Foster / McKay
6. Conversations with the President and Vice President - Bruno / Stankas
7. **Open room for vendor or system partner

2:30 p.m. Amendments and Urgent Resolutions Due

3:30 p.m. to 3:45 p.m. Break

3:45 p.m. to 5:00 p.m. FIFTH BREAKOUT SESSION

1. Online Education – McKay / Aschenbach
2. Engaging all faculty in Guided Pathways – Slattery-Farrell / Roberson
3. Part-time faculty – Foster / Parker
4. Faculty Hiring – Davison / Knapp
5. UC Transfer Task Force /Strengthening UC/CSU Connections - Stankas / Eikey
6. Minimum qualifications, disciplines list, and equivalency basics – Freitas / Rutan
7. **Open room for vendor or system partner

5:00 p.m. to 5:45 p.m.

Submitting Amendments at Plenary-Mandatory for Contacts

This is a mandatory session for those plenary attendees who have submitted a resolution or amendment at the plenary session. The contact for the submitted resolution or amendment must attend a meeting in order for the Resolutions Committee to consider adding it to the packet for the following day.

5:00 p.m. to 6:00 p.m. Officers Candidate Forum

6:15 p.m. to 6:45 p.m. Executive Committee Meeting

6:30 p.m. to 7:30 p.m. President’s Reception

7:30 p.m. to 10:00 p.m. Spring Fling

Saturday, April 14, 2018

7:30 a.m. – 8:00 a.m.	Breakfast
7:45 a.m. – 8:00 a.m.	Final Delegate Sign In
8:15 a.m. – 11:50 a.m.	FIFTH GENERAL SESSION
12:00 p.m. – 12:45 p.m.	Lunch Buffet Treasurer Report, Freitas Secretary Report, Davison
1:00 p.m. – 3:30 p.m.	General Session Continues



Executive Committee Agenda Item

SUBJECT: Revision of Paper on Faculty Hiring		Month: March	Year: 2018
		Item No: IV. D.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will review the draft of the revision to the Faculty Hiring Paper	Urgent: No	
		Time Requested: 10 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lateer	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Resolution 3.01 (S17) stated:

Whereas, The most recent Academic Senate for California Community Colleges (ASCCC) paper on faculty hiring, *A Re-examination of Faculty Hiring Processes and Procedures*, was adopted in Fall 2000, and it is good practice to regularly review and reevaluate professional standards regarding the hiring processes and procedures for all faculty;

Whereas, Awareness of the importance of developing faculty hiring processes to increase the diversity of candidates applying and being interviewed for full-time faculty positions has become more significant throughout the system, including the drafting and recent release by the Chancellor’s Office of the *Equal Employment Opportunity (EEO) and Diversity Best Practices Handbook*, which provides an explanation of the recently-adopted, multiple methods allocation model for EEO funding and model practices for addressing the nine multiple methods described in the allocation model; and

Whereas, The report from the Board of Governors’ Task Force on Workforce, Job Creation, and a Strong Economy included recommendations to expand the pool of potential career and technical education (CTE) faculty with industry experience, and subsequent efforts by the ASCCC and the Chancellor’s Office CTE Minimum Qualifications Task Force have been made to assist colleges to be more flexible when hiring CTE faculty while maintaining high academic and professional standards;

Resolved, That the Academic Senate for California Community Colleges update the paper *A Re-examination of Faculty Hiring Processes and Procedures* and bring it to the Spring 2018 Plenary Session for discussion and possible adoption.

This resolution was assigned to EDAC for completion, and the second draft of the paper is being presented to exec for approval to move to the body for adoption at the spring 2018 plenary session.

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

A Re-examination of Faculty Hiring Processes and Procedures

For discussion at the 2018 Spring Plenary Session

2017-2018 Equity and Diversity Action Committee

Dolores Davison, chair, Foothill College
Sam Foster, Fullerton College
Eartha Johnson, Victor Valley College
Orlando Shannon, Lassen College
Michael Wyly, Solano College

Introduction

The hiring of faculty is at the heart of developing and maintaining programs in all educational systems, and the California Community College system is no exception to this. While hiring practices may vary in terms of specifics in the 72 districts in California, basic principles and tenets of faculty hiring are consistent across the state. In recent years, there has been an increased interest in diversifying the faculty that are hired at the community colleges, and both the Academic Senate for California Community Colleges (ASCCC) and the California Community Colleges Chancellor's Office (CCCCO) have responded to this interest in a range of ways. This paper, in response to resolution 3.01 (S17), is one of the ways that the ASCCC has responded to the interest in diversifying community college faculty.

Resolution 3.01 (S17) reads:

“Whereas, The most recent Academic Senate for California Community Colleges (ASCCC) paper on faculty hiring, A Re-examination of Faculty Hiring Processes and Procedures¹, was adopted in Fall 2000, and it is good practice to regularly review and reevaluate professional standards regarding the hiring processes and procedures for all faculty;

Whereas, Awareness of the importance of developing faculty hiring processes to increase the diversity of candidates applying and being interviewed for full-time faculty positions has become more significant throughout the system, including the drafting and recent release by the Chancellor's Office of the Equal Employment Opportunity (EEO) and Diversity Best Practices Handbook², which provides an explanation of the recently-adopted, multiple methods allocation model for EEO funding and model practices for addressing the nine multiple methods described in the allocation model; and

Whereas, The report from the Board of Governors' Task Force on Workforce, Job Creation, and a Strong Economy included recommendations to expand the pool of potential career and technical education (CTE) faculty with industry experience, and subsequent efforts by the ASCCC and the Chancellor's Office CTE Minimum Qualifications Task Force have been made to assist colleges to be more flexible when hiring CTE faculty while maintaining high academic and professional standards;

¹ <http://asccc.org/papers/re-examination-faculty-hiring-processes-and-procedures>

² <http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-EEO-and-Diversity-Handbook-ADA.pdf>

Resolved, That the Academic Senate for California Community Colleges update the paper A Re-examination of Faculty Hiring Processes and Procedures and bring it to the Spring 2018 Plenary Session for discussion and possible adoption.”

This resolution was assigned to the Equity and Diversity Action Committee, which began working on the revision of the paper in the 2017 fall term. In addition to providing a revision of the Fall 2000 paper, this new paper also includes significantly more information about the statewide efforts of both the ASCCC and the CCCCCO on hiring more diverse faculty, effective practices for expanding the diversity of hiring pools, and sample language from colleges used in hiring practices and procedures.

As is clearly spelled out in the Fall 2000 paper, “The California Education Code is unequivocal in its assignment of authority to faculty in the realm of hiring. Section 87360 (b) reads: “hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.” Two things are significant here: First, this mandate appears in Education Code, rather than in Title 5 Regulations, and whereas both Education Code and Title 5 Regulations have the force of law, this mandate is clearly the express intent of the Legislature. Second, there is no qualification of the mandate, no specification of circumstances wherein it would be permissible for boards to circumvent the requirement to reach joint agreement with the academic senates. These two points combine to make the authority of faculty in hiring even stronger than in the ten-plus- one academic and professional areas specified in Title 5 §53200. That faculty have the discipline expertise and the motivation to set the highest possible standards in selecting those who will be their colleagues for the next twenty to thirty years is simply unarguable.

As with the Fall 2000 paper, which was not intended as a substitute for previous ASCCC papers on hiring, this paper is intended as an update with more information about concerns which have become increasingly prevalent, including the role of faculty in the hiring of part-time faculty, the interest in the diversification of faculty in the California Community College system, and the need for effective practices that can be used to expand the pools for both full and part-time hiring in all disciplines across the state.

In addition, as will be discussed in more depth later, this paper should be used in conjunction with the CCCCCO’s *Equal Employment Opportunity and Diversity Best Practices Handbook* (2016), found at <http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-EEO-and-Diversity-Handbook-ADA.pdf>. This document was created by the CCCCCO’s Equal Employment Opportunity (EEO) Advisory group to assist colleges in understanding the requirements around diversification of hiring which are required to be met in order for colleges to receive EEO funding.

What Has Changed Since the Last Paper

As one might expect, there have been dramatic changes around hiring in the 18 years since the ASCCC delegates approved the last hiring paper at the plenary session in 2000. Some of these changes are technological – the submission of applications through an online portal, for example, or the electronic transmission of transcripts rather than hard copies of the same. Others are more philosophical – the interest in diversifying departments, in expanding pools to including non-traditional candidates, and even in the pedagogical expectations listed in preferred qualifications. 18 years ago, it is unlikely that most colleges included a preferred qualification of teaching online; today, that is far more likely to be included.

Changes in campus demographics around diversity have also occurred. Campuses overall have seen increased diversity in terms of gender, ethnicity, race, veteran status, disciplines, and other measures of diversity. While faculty hiring has not always matched these increases, there is evidence that the most recent efforts to diversify faculty hiring has resulted in increases in diversity across the state. This examination of faculty diversity, undertaken by the Chancellor’s Office’s EEO Advisory Committee, has dispelled one long-time myth: the ranks of the part-time faculty across the state are no more diverse than those of the fulltime faculty. Instead, faculty diversity remains fairly consistent regardless of employment status. As such, this paper will include effective practices in the diversification of hiring of both full and part-time faculty.

The resolution calling for the paper’s update included a whereas regarding recommendations from the Board of Governors’ Taskforce on Workforce, Job Creation, and a Strong Economy in terms of expanding the pool of qualified applicants for Career Technical Education (CTE) positions while maintaining high academic and professional standards. Many of the effective practices and strategies designed to diversify hiring pools are applicable across disciplines, including CTE openings. Included in these strategies are ways by which colleges can be more flexible in terms of equivalencies; however, because the focus of this paper is around hiring, equivalency is only one of the elements discussed. Readers are encouraged to read the 2016 ASCCC paper on Equivalence to the Minimum Qualifications (<https://www.asccc.org/papers/equivalence-minimum-qualifications-1>) for further information on the topic.

Change has not been occurring solely at the campuses. Significant work has been accomplished over the last three years by the California Community Colleges Chancellor’s Office Equal Employment Opportunity (EEO) workgroup, which created the *Equal Employment Opportunity and Diversity Best Practices Handbook*. While the handbook covers topics other than hiring, hiring practices are at the heart of the document. Changes to the funding structure of categorical funds such as Basic Skills monies helped lead to the creation of this document, which spells out the requirements that colleges and districts need to meet in their hiring processes and procedures in order to secure those funds.

This paper is divided into multiple sections designed to address each aspect of hiring, from the construction of the committee through the process itself, and also includes a new section on mentoring of new faculty. There are also appendices with effective practices at different colleges, and information from the Chancellor's Office regarding the efforts to diversify faculty in the last few years.

Summary of Changes to the EEO Fund Allocation Model and Impact on Hiring Practices

It would be impossible to read the paper without a basic understanding of the changes to hiring practices introduced by the creation of the EEO Handbook. In 2015, the Statewide EEO and Diversity Advisory Committee and the CCCCCO modified the EEO Fund Allocation Model. While historically EEO Funds were allocated based on FTES, EEO Funds are now allocated to districts that meet "multiple methods of measuring success in promoting equal employment opportunity" as per Title 5 §53030(b)(2).

The *Equal Employment Opportunity and Diversity Best Practices Handbook* was created to assist colleges in meeting these multiple measures. Each local district's Chief Human Resources Officer, Chief Executive Officer, and Board of Trustees must annually certify compliance with these multiple measures to receive funds. The handbook spells out the current (as of 2017-18) nine possible measures and provide examples for each. All of these measures will be discussed at various points in the paper, and as a reference a summary of the nine measures is below.

Mandatory for all colleges

1. First, the district must convene an Equal Employment Opportunity committee, and demonstrate the convening through the use of minutes or other records. That committee, in accordance with local processes, must create and submit an Equal Employment Opportunity Plan to the Chancellor's Office, and must also submit expenditure and performance reports for the prior year. Having this step be mandatory (the only one of the nine that is mandatory for all districts) has seen an increase in compliance from 79% of districts submitting these materials in 2015 to 100% of districts submitting them in 2017.

Districts must also comply with five of the following eight measures in 2017-18, and six of the following eight measures in 2018-2019:

In the pre-hiring processes:

2. The district must demonstrate that it has adopted board policies and resolutions that show a commitment to diversifying hiring processes and procedures. The Chancellor's Office has been clear that if a board does not use resolutions in its normal proceedings, adopted board policies will suffice.

3. The district must provide incentives to hire in hard to hire disciplines or areas. These do not need to be financial incentives; the district can demonstrate this by allowing for Skype interviews if the college is difficult to reach, for example, or by limiting preferred qualifications to increase the overall size of the pool.

4. The district provides focused outreach and publications that demonstrate a commitment to diversifying hiring. This could include running advertisements and job announcements in atypical publications, attending job fairs that are out of the area, or other demonstrable examples of diversifying outreach efforts.

In the hiring processes:

5. The district has established processes and procedures for addressing diversity throughout all steps and levels of the hiring processes. This includes the creation of the committee, the steps for job announcements, the interview processes, etc.

6. The district has provided consistent and ongoing training for all members of all hiring committees.

In the post-hiring processes:

7. The district will provide professional development focused on diversity.

8. The district will ensure that diversity is incorporated into the tenure and evaluation processes.

9. The district will actively pursue the creation of “Grow Your Own” programs, seeking to hire students who attended California Community Colleges.

Beginning in 2016-17, districts were expected to demonstrate that they met five of the above multiple measures, in addition to the required measure, in order to receive EEO funding. In 2016, 77% of districts were able to demonstrate compliance by meeting at least five of the measures; in 2017, that number rose to 94%. It is probably safe to predict that the number of multiple measures expected to be met, as well as the measures themselves, will increase in the coming years.

Hiring Processes and Prioritizations

The decision to hire faculty for contract positions, including tenure-track, should be determined cooperatively through a well-defined procedure which involves college administration (including human resources), the academic senate, and subject-area faculty. This procedure should include a thoughtful review of the capacity and needs of the college and/or district and an assessment of subject area strengths and weaknesses, as well as any need for special skills or foci within the discipline. According to California Education Code §87360 (b), “hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by

representatives of the governing board, and the academic senate, and approved by the governing board” and are required to “develop criteria that include “a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students” §87360(a). These processes should result in jointly agreed upon recommendations for hiring criteria, policies, and procedures for faculty; in addition, any changes to these criteria, policies, and procedures must also be jointly agreed upon.³

While it is clear that actual policies vary considerably around the state, whenever possible, the initial determination of the need to hire within a subject area should rely on, and often begins with, consultation with discipline faculty. Discipline faculty possess the expertise to evaluate the needs and requirements of the subject area. In collaboration with administration, such as the appropriate academic dean, a subject-area review by discipline faculty should include quantitative and qualitative data, and, where possible, make reference to the college’s program review process, program-level outcome assessments, and other data relevant to the program or department. For Career Technical Education programs, additional assessments vis-à-vis employment data and other information from the regional consortia, advisory committee, or other outside entities might also be relevant.

Quantitative factors are typically provided to faculty and administration by the college’s office of research and planning. Attention should be given to any identified data trends to include the current term and at least the two prior academic years, where possible. Quantitative factors to consider may include current full-time equivalent faculty (FTEF) within the discipline; the percentage of FTEF who are full-time faculty; the percentage of FTEF who are part-time faculty and/or overload sections; the total number of sections offered in the discipline; the total number of full-time equivalent students (FTES); and the average percent fill of course sections; and the total weekly student contact hours (WSCH).

Additional quantitative factors to consider include overall ratio of full-time to part-time faculty at the college. Although Education Code §87482.6 specifies a goal of 75% of all sections to be taught by full-time faculty, many community colleges do not meet this goal. However, colleges should not be trending away from this goal, nor should the percentage for a college in a multi-college district differ significantly from other colleges within that same district.

Colleges will also want to consider their districtwide Faculty Obligation Number, or FON. The FON is set by the Chancellor’s Office per Title 5, §51025 which requires college districts to increase the number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES. Local senates should remain aware of the FON of the district as there are significant penalties for failure

³ See the Irvine Valley College vs. South Orange Community College District decision, June 2005 <http://caselaw.findlaw.com/ca-court-of-appeal/1068365.html>

to meet this requirement. FONs are set for the district, rather than individual colleges, so in multi-college districts it is possible that there might be seeming disparity despite the district still meeting its Faculty Obligation Number.

Qualitative factors should also be considered in establishing hiring prioritization. The identification of qualitative factors should involve consultation with discipline faculty, and should be seen as a method to connect the hiring prioritization process to a college's and district's integrated planning processes, including program review and/or program updates. Qualitative factors to consider may include the proposed job description, including how the position would serve the needs of the discipline; potential teaching load; the availability of qualified part-time faculty in the discipline; representation of the staff with regard to gender, underrepresented group status, and other diversity metrics; subjects and areas of the greatest strengths of the current staff, and areas where additional expertise is required; specific needs related to departments staffed by a single full-time faculty member or only part-time faculty members; any legal mandates for the program, including state or federal mandates and/or requirements by external accreditation bodies (e.g. allied health programs); and new programs that may require discipline faculty expertise. In addition, colleges with a baccalaureate degree will need to take into consideration the requirements of these programs.

A college may also want to consider an analysis of projected needs within the discipline, where relevant. As such, the hiring prioritization process may allow for reference to additional quantitative and/or qualitative factors which demonstrate these anticipated needs. Some to consider are an analysis of projected enrollment trends within the discipline based on employment trends and/or trends in transfer-level courses or developmental needs; additional requirements for student support; changing technology and the need to support the development of new skills; diversity needs for the department as well as the college and/or district; additional needs revealed by the district's strategic planning processes, such as program review; forthcoming categorical funding requirements; and/or the district's education master plan.

The academic senate should be centrally involved in the determination of new faculty positions, as hiring "criteria, policies, and procedures" are a matter of joint agreement between the governing board and the academic senate as per Ed Code. To this end, the academic senate should work with the governing board and/or its designee(s) to develop clearly delineated procedures for analyzing the submitted requests and for ranking successful positions for which new faculty will be hired. Although colleges and districts may utilize a range of local processes for the determination and prioritization of faculty positions, colleges are best served by clear processes which connect requests for the hiring of faculty to local planning and budgeting procedures to ensure that decisions are made on the basis of objective criteria, are applied fairly, and are focused on student needs.

Factors which the academic senate should consider in developing or reviewing its hiring prioritization process may include a printed timeline for the hiring prioritization process, to include submission deadlines, review by the academic senate, and submission to the president and board of trustees; request for hiring prioritization forms which solicits the same information from all petitioning subject-areas, including clear connections to program review, outcome assessment, and integrated planning and resource allocation procedures; open discussion between the academic senate and administration regarding the merits of each petition; an agreed upon procedure for forwarding recommendations to the college president and/or governing board; and an agreed upon procedure should the college choose to deviate from or alter the recommended priorities. In this way, the hiring prioritization process is both predictable and transparent, while still maintaining required flexibility on behalf of the district.

In addition, while the majority of current and future faculty requirements may be anticipated, some program needs may be unknown at the time of the hiring prioritization process. These unknowns may include late or unanticipated retirements and resignations, unanticipated vacancies of probationary faculty positions, unanticipated vacancies due to loss of adjunct faculty to other full-time positions, or unfilled positions needed to implement new or existing programs (e.g. time-sensitive, grant-funded programs). Moreover, critical hires may be a response to an immediate need for more course sections or academic or student services due to program accreditation requirements, insufficient discipline adjunct pool, or other similar factors.

In all instances where a critical (sometimes called an “emergency”) hire is required by the college, a corresponding procedure for the determination of eligible positions further contributes to the transparency of the overall hiring prioritization process. Therefore, it is in the best interest of any college or district to develop a separate and clear procedure for the determination and hiring of critical hires, including a timeline, criteria for the request, validation of the necessity of such a hire, and the like. More on critical hiring processes can be found in the “Other Hiring” section of the paper, below.

At its core, any procedure for the determination of hiring priorities should involve the academic senate in consultation with subject-area faculty, college administration and the board of trustees. The process should be as objective and data-informed as possible, while allowing for the inclusion of quantitative and qualitative factors. The procedures should be timely and predictable, as transparent, repeatable procedures are the best method to ensure the integrity and transparency of the hiring prioritization process for all involved constituencies.

Consideration Regarding the Construction of the Hiring Committee

District policies typically will specify the composition of the hiring committee; however, it is recommended that the academic senate review that policy

periodically to assure that is providing the best opportunity to hire faculty experts that meet the needs of our diverse student population. In some districts, the collective bargaining unit also plays a role in the hiring process. If this is the case, the collective bargaining unit must work with the academic senate to facilitate formation of an appropriate hiring committee.

The hiring committees should contain diverse membership to provide many perspectives in selecting candidates, as per Title 5, §53024(e).

The hiring committee shall contain:

- faculty confirmed or approved (depending on local policy) by the academic senate in consultation with discipline or subject area experts. Best practices would include a minimum of three or four faculty, but can vary depending on local practice.
- an EEO representative selected and trained by the EEO advisory committee or other sources as discussed in the district EEO plan. This may be the role of a faculty member already on the committee.
- the area administrator (typically a dean)

The composition and training of the hiring committee are very important, as the committee will make an impression on the interviewee that may be a factor in the decision of a candidate with multiple offers. No committee should ever sacrifice discipline expertise for the sake of a more diverse committee makeup; however, if the discipline expertise does not supply significant diversity for the committee, then the college may wish to supplement the discipline faculty with additional faculty representatives who can provide differing perspectives.

The Role of Administrators in Hiring Faculty

A number of administrators will play key roles in the hiring process, although the precise nature of administrative involvement will vary from district to district.

The area administrator, often a dean, may be the chair or may simply be a member of the committee. In most district processes, the administrator's office will supply the committee with logistical support. Ideally, the area administrator, by virtue of service on a multiplicity of hiring committees, should have developed considerable expertise in all areas of the hiring process, and should be a valuable resource to the committee. If the area administrator is not the chair, he or she should also work with the committee chair on various tasks, including making reference checks on the finalists. The position of the area administrator on the committee, including whether or not the administrator is a voting member of the committee, will be a matter of local policy, jointly agreed upon by the governing board and the academic senate and spelled out in district processes.

The chief human resources officer (or his/her designee) will review committee materials to ensure their conformity to state law and district policy and will serve as

a resource to the committee on these matters. The chief human resources officer or the office of the chief human resources officer may also be responsible for coordinating the advertisement of the position.

In some districts, a vice president or other senior administrator serves as the president's designee in final interviews. The number of interviews and the involvement of the committee with those interviews beyond the initial interview will be dependent on local processes. The selection of the finalist to be recommended to the chancellor and/or the board of trustees is the responsibility of the college president.

The Role of Faculty on Faculty Hiring Committees

First, it is critical that faculty on the committee be appointed or confirmed, depending on local process, by the academic senate. Hiring procedures are, by statute, the product of joint agreement between the governing board and the academic senate. The academic senate's involvement provides assurance that procedures are being followed and thus affords a level of legitimacy that might otherwise be absent. Also, in practice, the exercise of the academic senate's role provides an opportunity for any objections to the committee's composition to surface and be resolved at the earliest stage of the hiring process. Finally, academic senate confirmations/appointments will be made "in consultation with faculty of the discipline or subject area," acknowledging the key role of department members in hiring into their own discipline and avoiding unnecessary tension between the roles of the department and the academic senate.

As the discipline experts, faculty play a key role in the hiring process. Depending on local process, discipline faculty may be involved in writing the job description, determining if the minimum qualifications should go beyond the disciplines list requirements, additional desirable or preferred qualifications, and applicant screening criteria. Having a diverse committee composition also insures that many different perspectives are considered throughout the process so that the candidates that can best serve the diverse needs of students are more likely to be selected. Some districts may also request faculty input regarding where to advertise the position, recruitment efforts prior to the position close, or other activities.

In addition to the job description, faculty may be involved in other aspects of the process prior to the actual interviews, including writing interview questions, determining possible scenarios for a teaching demonstration, suggesting addition measures within the interview process (such as a hands-on demonstration for some programs) and other areas.

Training the Hiring Committee

Once the hiring committee has been constructed, it must be trained in accordance with the district's EEO plan [Title 5, §53003(c)(4)] This training should go far

beyond the legal requirements of compliance with EEO standards, to include anti-bias training including components of implicit bias. This type of training is essential if colleges are to make significant progress toward diversifying their faculty, and is one of the multiple measures spelled out in the EEO Handbook. Furthermore, it is imperative that this training occur before the job description is written to assure that a richly diverse applicant pool is obtained and that qualified applicants are not inadvertently screened out because of biases in the job description.

It is the role of the EEO representative on the committee to monitor the process to ensure that process adheres to the principles in Education Code §87100(a)(3) “that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.” All members of the committee must have EEO training; however, in an effort to increase diversity according to the district EEO plan, it is essential that there be one person on each committee whose primary function is to ensure that appropriate procedures are adhered to and that the EEO perspective is maintained throughout all of the committee’s deliberations. Thus, the EEO committee member must receive specific anti-bias and compliance training according to the district’s EEO plan and have access to the district’s EEO officer for advice and, if necessary, reporting any perceived bias that cannot otherwise be resolved.

As mentioned above, the committee should receive anti-bias training. As job announcements may contain implicit bias, committee members must receive training on elimination of bias before construction of the job announcement. Furthermore, it is important to remember that many potential candidates that meet or exceed minimum qualifications have little familiarity with the California Community College system and cannot be presumed to know about common terms used in the system. Therefore, as with the job description, the primary qualifications desired should be made very clear. The details of the application processes and the meaning of such terms as equivalency and how it can be demonstrated should be provided to potential applicants. District equivalency processes should be clearly spelled out and easily obtainable for interested applicants who might not meet the minimum qualifications as stated.

Confidentiality must also be a central part of hiring committee training. Committee will generally be asked to agree that they understand that the work of the committee is done in the strictest confidence, and that the committee should not communicate with each other or others outside of the committee about any of the candidates, interviews, or the like, both during the process and following its conclusion. While local processes might have slightly different procedures to training committee members on confidentiality, it should be part of every hiring committee training in the state.

Developing objectives

Prior to even developing the description for a hire, the committee should begin by developing clear objectives. While colleges are generally very good about explaining the specific types of courses a new hire would be expected to teach and how the committee wants the candidate to appreciate the diversity of the students, clarity must also be provided about what it means to be part of the campus culture and any other attributes that would contribute to someone being an ideal candidate. This will dictate the design of the entire hiring process including job description, applicant screening criteria, interview questions, and applicant selection criteria.

The first things to consider and determine are hiring objectives. Ideally, the discipline faculty or the department would meet and have a serious dialogue about who this person needs to be – both objectively and subjectively. What strengths does the new hire need to have? What particular challenges will a new hire face? What perspective might be needed in the department? The development of the objectives should be the product of extensive dialogue such that the whole committee has a common understanding of what characteristics are desired in this new faculty member.

The Job Description

The next challenge is crafting the job announcement to capture the objectives. Aside from the college's required information on each faculty vacancy announcement, what minimum qualifications are expected from a candidate? What desired qualifications should the ideal candidate possess? To broaden the pool of applicants, the authors of the job description may wish to have the only standard minimum qualifications from the Board of Governors' *Minimum Qualifications for Faculty and Administrators in the California Community Colleges*, known colloquially as the Disciplines List.

The minimum qualifications as elucidated in the Board of Governors document simply allow an applicant to become part of a pool of candidates to be considered. A decision to raise the minimum qualifications should warrant serious consideration, especially in disciplines that traditionally have a limited overall pool or a limited pool of diverse candidates. Depending on the position, however, more rigorous qualifications than stipulated by the Disciplines List may be desired. For example, if the new hire needs to have particular experience, a license or certificate in a particular area, or be bilingual, these supplemental criteria could be used. As raising the minimum qualifications often has the effect of limiting the applicant pool, this should only be pursued when it is determined that additional qualifications are necessary to perform the duties in the job description. While constructing the job announcement, the authors should bear in mind that "Job requirements shall include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. (Title 5 §53022)"

After determining the minimum **required** qualifications, a determination of **preferred** or **desirable** qualifications should be made. These preferred or desirable

qualifications, as well as any minimum qualifications above those in the Disciplines List, should clearly connect to the hiring objectives. For example, it is a fairly common practice to give preference to candidates with California Community College teaching experience. Unless there is data to show that candidates with California Community College experience are significantly more successful in serving students than faculty with other backgrounds, such criteria should be avoided. Criteria such as these not only serve to limit the applicant pool, but often have other unintended consequences including limiting the diversity of candidates. For example, many recent graduates with experience as graduate teaching assistants but no community college experience, including recent graduates of nearly all HBCUs and HSIs, would be eliminated if this type of preferred qualification was included. In addition, while the committee might be willing to consider candidates that might not possess all of the preferred qualifications, candidates may be dissuaded from initially applying if the preferred qualifications appear to be insurmountable. As an example, a potential candidate without a completed doctorate might not apply to a job in which one of the preferred qualification was a PhD in the subject area.

Desirable or preferred qualifications can include but are not limited to the following:

- Academic qualifications beyond the minimum set by law and regulation if these qualifications would provide the basis for better teaching or other service.
- Measures of pedagogical skill such as evaluations of prior experience, education in pedagogy, or demonstrations of effectiveness as a teacher, counselor, librarian, or other faculty member.
- Specific preparation to offer instruction or other service narrower in scope than a discipline. An example from the Fall 2000 paper is still relevant: when hiring someone to teach piano, the college would probably require not only the minimum qualifications to teach music, but specific qualifications to teach piano.

Committees should identify the desirables that, when teamed with the minimum qualifications, will result in a candidate that meets the characteristics of the ideal candidate. It is essential that the previously determined objectives emerge clearly from the job description developed. Committees should also seek the assistance of the appropriate administrators to be certain that the job description conforms to relevant legal requirements, particularly those noted in Title 5, §53022.

Once the job description has been approved through local practice, it is not acceptable for others to subsequently add additional qualifications to the description. In districts where this intrusion is a problem, the academic senate should request to the governing board that hiring policies be revisited, and revise them to explicitly exclude this practice. It should be noted that interference with established hiring policies in an ongoing hiring process should be cause for

immediate alarm, and may be a basis for terminating the process. Academic senate presidents should be alerted to any such intrusion when it occurs.

Finally, the language of the job description should be diversity friendly and inclusive. A job announcement should do more than state what the college is looking for in the position; it should also convince the applicant that the college is a desirable place to work. In order to attract a diverse body of candidates, the job announcement should reflect the institution's mission, priorities, and interest in inclusion and diversity. Colleges should look for every way possible to make all job announcement materials represent the institution's commitment to all students and to make them inviting to candidates of diverse backgrounds and perspectives. In addition, colleges should consider hiring as a means by which to foster a culture of diversity within the college community itself. By welcoming a greater diversity of applicants, candidates, and hires, the college has the potential to cultivate a more vibrant campus culture which may more accurately reflect the diversity that exists in the students within the community.

Advertising and Recruiting

At many colleges, the selection committee is involved in the development of advertising copy to ensure that the copy is clear in its intent, honest in its representations, and friendly to diverse populations. As the job announcement is a recruitment tool, committee members also give thought to the nature of their campus culture, the features of the campus and community that make it a pleasant and exciting place to work, and accomplishments or traditions of which they are particularly proud, and communicate these to potential applicants. To develop a richly diverse pool of candidates, more will be required than posting the job opening in the California Community Colleges Registry or the Chronicle of Higher Education. Ideally, the selection committee should work with the college and district human resources and EEO offices to identify additional avenues to reach potential candidates. Some examples include:

- targeting discipline departments at colleges with large populations of historically underrepresented groups;
- working with national organizations, representing historically underrepresented groups, to develop further postings;
- working with local regional consortia and other organizations to promote teaching in the community college system to potential faculty in career technical fields;
- advertising in a variety of locations that increase the likelihood of reaching the most diverse pool of potential candidates possible; and
- connecting with discipline specific organizations representing historically underrepresented groups.

Beyond electronic and print mechanisms, faculty should, if consistent with local practice, consider face-to-face opportunities at local or regional job fairs,

educational placement fairs, or other such creative venues. While human resources officers often attend such efforts, the committee members themselves may make better salespersons, responding to particular questions about the discipline, the college expectations, and the joy of teaching at the local institution.

“Paper” Screening

The selection of candidates begins with the review of “paper” applications. The hiring committee’s first pass through the applications should eliminate any applicants who do not meet minimum qualifications. Any questions regarding equivalency are to be resolved, according to Education Code §87359(b) using procedures “developed and agreed upon jointly by representatives of the governing board and the academic senate.” In some districts the initial screening for minimum qualifications is performed by the human resources office. However, having individuals outside of the discipline determining minimum and preferred qualifications is not good practice, and could result in the loss of excellent candidates, whose qualifications would be evident to discipline faculty.

The hiring committee should make every effort to ensure that review and selection procedures are free from bias and/or barriers in order to identify the best qualified candidates from diverse backgrounds. The following recommendations should be taken into consideration when evaluating applications:

- Assess ways that non-traditional or unconventional scholarship or research might contribute to the discipline, department, etc.;
- Recognize that some individuals from underrepresented groups or other populations, such as those who were refugees, may have gaps in their education or might have taken longer to complete their coursework;
- Understand that many transferrable skills are acquired through alternative work or volunteer experiences and are no less valuable than more traditional pathways;
- Be sensitive to how applicants whose secondary language is English might utilize grammar, word choices, etc. in the writing of cover letters and resumes.

The committee should have a screening instrument, or score sheet, which allows members to evaluate each candidate on the qualities enumerated in the job description. As with the job description, the responses on the screening instrument should be weighted to emphasize those qualities most relevant to the candidates’ performance of the work for which they will be hired. Determination of the scale for this evaluation should be agreed upon by the committee prior to the review of any applications to ensure that no bias seeps into the process. Screening criteria should align with the minimum and preferred qualifications spelled out in the job description, although additional screening criteria, such as quality of application,

can be included if there is agreement among the committee members and inclusion of such criteria reflects locally approved processes.

Committee members should allot time for a full discussion of their responses to candidates' applications. This allows each individual member to process any thinking that might influence their perceptions of the applicants. Having an open and honest dialogue encourages members to ask questions about aspects of an applicant's background that they might not understand and creates an opportunity to reflect on any unconscious biases that might lead to the exclusion of qualified candidates from being interviewed.

Members should be encouraged to modify their scores in the light of insights gained through discussion, and at that point the scores might be given a major role in the final decisions. Because all of the documents used in the hiring process must be submitted as part of the legal record, committees may want to create a second rating sheet for this discussion phase, on which they make notes and enter their sometimes-revised scores. Both sets of scores, both pre- and post-discussion would then be submitted.

Once the decision as to who to interview has been made, the committee should establish a tentative interview schedule. At that time, both successful and unsuccessful candidates should be notified as soon as possible. It will probably not be the responsibility of the committee to notify the candidates; however, this courtesy is extremely important, as any faculty member who remembers his/her own job applications will recall. The committee chair, if not responsible for this step of the process, should follow up with the responsible party to see that this courtesy has been rendered.

Interview Process and Questions

College and district policies on interview questions vary, with some colleges using a relatively "boiler plate" set of questions and other colleges allowing the discipline faculty or the hiring committees to determine their own questions. At some colleges there might be a mixture of both: a set of pre-determined questions in addition to more specific, often discipline or pedagogically grounded, questions. The creation of the questions for the interviews should be done prior to the screening of applications to avoid any kind of bias in the questions themselves. If the committee is creating the questions, it may seek out questions used in previous interviews or from other sources, or create the questions collaboratively. The same questions should be asked of each candidate to ensure fairness, although some processes do allow for follow up questions or for clarification.

While in the past certain types of questions were a given, such as the so-called "diversity question", committees should seek to infuse desirable qualifications such as diversity or cultural competence into multiple questions. Questions which require knowledge of a particular subject or terminology that is not a requirement

for the position, such as knowledge of the California Community Colleges nomenclature, may screen out candidates and prevent them from being considered for a second or final interview, potentially impacting the overall diversity of those being sent forward. Committees should consider these types of questions before agreeing to include them – for example, is it necessary that a candidate know what Title 5 is, or can the question reference “regulations” instead? In order to ensure fairness for the candidates, the committee should ensure that there is consistency in the interview process for all being interviewed.

Most faculty hiring committees require a teaching demonstration of some sort, and it is important for the committee to consider the question or questions for the teaching demonstration and the expectations of the candidates. Candidates should be told how much time they have ahead of time, so that they can prepare an appropriate demonstration within the allowed time constraints. Candidates should be informed if they will be allowed to use technology and what the expectations around that will be -- for example, will they be required to bring their own computer? Will there be internet access if the candidate wants to bring up a cloud-based document? Should they expect to bring a sample syllabus or assessments?

Committees should also consider what kind of teaching demonstration they want to ask the candidates to provide. While in the past the standard demonstration often involved a lecture, pedagogical changes have meant that many classes are “flipped” or have more interactive components, and committees should be clear about what their expectations are in terms of the demonstration. For example, if the committee is instructed not to interact with the candidate (an instruction that was not uncommon until a few years ago) and the candidate is not made aware of this requirement, the candidate might not understand why the committee is not reacting. Given the stressful nature of interviews, ensuring that the candidate is aware of what is expected ahead of time will go a long way in allowing the candidate to shine.

The committee may also want to consider whether or not to allow for variations on interviews, such as allowing online or video interviews for the first round of interviews. Because most colleges do not have the budget to reimburse candidates’ travel expenses to come to the interviews, the cost associated with interviewing may preclude some potential candidates from being able to participate in the interview process. Additionally, colleges which are not easily reached may want to consider the possibility of alternative interview processes. These processes may enable all colleges to reach a more diverse group of candidates. While it can be easy to fall into the mindset of “Well, if they want the job, they’ll get here”, it is crucial that colleges interview the candidates that they believe will be the best faculty hire, not the candidates who can afford transportation to the campus.

Selecting the Finalists

The selection of finalists can be a stressful proposition for a committee, particularly if there is a divide among the members about whom to send forward. Committees often fall into the trap of looking for “fit”, and while it is important that a potential hire be collegial and able to work with colleagues, it is also important to consider the needs and interests of students in the program for which the faculty member is being sought. It is also crucial that the committee be cognizant of the implicit bias that can exist when interviewing candidates whose experiences or educational path may be different than those of the members of the committee. Relatively new graduates might be more interested in different forms of assessment than those traditionally used in a discipline; that should not automatically preclude them from consideration. The committee should consider a wide range of criteria, including the diversification of the department, growth and development of new curriculum, and the overall needs of the students when determining who to send forward to final interviews.

Different colleges and presidents have a varied range of expectations and processes when it comes to selecting finalists. At some colleges, the committee is charged with sending forward only candidates that they are enthusiastic about, even if that means forwarding only one candidate or even no candidates. At other colleges, a minimum number of finalists is expected, and in some cases, a maximum number exists as well. It is important for the committee to recognize that if this is the case, a failed search might be a more preferable answer than sending forward unsuitable candidates simply to meet an expected number of finalists. In addition, while it might make sense to limit the number of finalists due to the busyness of a presidential schedule, these limits might also exclude a candidate that would be the best choice for the position.

Finalist Interviews

Colleges have a variety of processes for final interviews. In some cases, only the president and the EEO representative, along with the chair, are present in the interviews. At other colleges, the entire committee, or available members of the committee, is part of the final interview. Some colleges require a teaching demonstration in the final interview, while others do not. Some presidents prefer a more casual approach to the final interview, almost in the form of a conversation, while others prefer a more traditional scripted interview format. Whichever processes a college has chosen to follow, it is important that the president be confident in the candidates that the committee has sent forward and that the committee representatives be able to articulate the reasons that the candidate(s) have been given the opportunity for a final interview. Committees need to be able to be honest with a president or his/her designee regarding their choices and the reasons that certain finalists were sent forward, which is why the confidentiality of the processes is essential for all members.

Colleges may also want to consider alternatives for final interviews. For example, if a college requires that candidates physically travel to the campus for a first

interview, the committee may want to try to schedule the final interviews as close to the first interview as possible, so that candidates that are selected to go forward do not have to travel twice, especially if a college is not near an airport or is more remote. Alternatively, giving candidates several weeks to make travel arrangements might result in less expensive plane tickets depending on their destination. These kinds of considerations can assist in the diversification of pools and bringing greater diversity to a college.

What Happens If a Search Fails?

Sometimes, despite the best efforts of the committee, a search fails. It could be due to a lack of diversity in the pool, an absence of qualified candidates, or reasons beyond the control of the committee, such as budget cuts or all the finalists accepting jobs elsewhere. If a search fails, local processes should be followed to determine if the pool can be reexamined, if new candidates can be considered, or if other actions can be taken. For example, if a position is posted as “Open Until Filled”, local processes might allow the committee to review all applications that have come in since the original close date.

If the search is deemed to have failed, the committee may want to review the reasons for the failure and determine if there are means by which to avoid these issues in future searches. For example, was the search conducted late in the year when the pool was already limited? Were there similar searches going on at nearby colleges that might have impacted the overall quantity of applicants? For some colleges, external factors may play a role; for example, if a college is located in an area where costs of living are particularly high, candidates may be hesitant to take a job knowing that it would be difficult to find affordable housing. While there may be little that the committee can do to mitigate external factors, it may be worth considering how to communicate these factors to the candidates prior to final interviews to ensure that candidates are aware of what to expect.

Other Hiring Processes: Part-Time Hiring

As mentioned above, one of the myths about the California Community College faculty ranks is that the part-time faculty in the system are far more diverse than their fulltime counterparts. Recent information from the Chancellor’s Office has demonstrated that this is not accurate; however, part-time faculty are an essential part of the community college system and can be the first faculty members that students encounter when beginning at a college. For that reason, it is essential that the hiring of part-time faculty be done with rigor akin to that found in the hiring of full-time faculty.

Processes for hiring part-time faculty vary across districts, colleges, and even divisions and departments. Some colleges have set practices when it comes to hiring part-time faculty, including set interview questions, while others are more casual in their approach. Some colleges require a teaching demonstration, for

example, while others do not. While there is no single effective practice when it comes to hiring part-time faculty, it is a good idea to have consistent policies whenever possible. It is also important to remember that in a multi-college district, an equivalency granted at one college would also be valid at the other colleges in the district, so if a part-time faculty member was granted equivalency and then became full-time, that equivalency could potentially carry implications for the other colleges in case of a reduction in force or other action. Because of the variations in some disciplines, especially in areas such as art, physical education, and career technical fields, it is essential that equivalency be considered when hiring someone who does not meet the established minimum qualifications for the particular discipline. For more information on equivalencies, see the ASCCC paper *Equivalency to the Minimum Qualifications* (2016).

In addition to traditional part-time faculty hiring, there are also cases where a college may choose to hire a full-time temporary replacement, such as a parental leave substitute or other temporary replacement situation. These positions often have no processes associated with them, and it would behoove the academic senate to discuss processes prior to the college requesting a temporary hire. The hiring of full-time temporary faculty can be viewed as another opportunity to diversify the faculty at the college.

Other Hiring Processes: “Critical” or “Emergency”, Full-Time, and Part-Time Temporary Positions

Whenever possible, a college district should use its regular procedures and timelines for the hiring of full-time and part-time faculty. However, there are times when the need to hire additional faculty falls outside of predictable norms and calendars needed for regular hiring practices to occur. For this reason, a hiring procedure should take into account the need for emergency hires for both full-time and part-time faculty members, including what conditions should trigger the process, as well as providing timelines and requirements feasible within shorter time periods.

Emergency hires typically occur when regular hiring procedures are impacted by restrictive timelines due to unanticipated vacancies close to the beginning of a term. Often, these vacancies can mean unstaffed but populated sections of courses. As such, emergency hires may serve the student, the discipline, and the college. Some criteria to consider prior to initiating an emergency hiring procedure might include the number of viable and/or populated course sections without an instructor and any subsequent impact on student completion and success to include a clear need for additional faculty; if the vacancy is deemed essential for the viability of the program; if the vacancy is essential for purposes of accreditation, including external accrediting bodies; or there are twenty or fewer days prior to the term of the identified need.

A college or district may choose to have different emergency hire procedures, depending on how much time is available between when the need is identified and when the term begins. For example, a college may choose to identify one streamlined process if there are fewer than twenty days but more than seven, and another more truncated process should the number of days be fewer than seven. In these cases, it is up to the academic senate, in joint agreement with administration, to identify what works best for its college, as Education Code does not differentiate between regular hires and critical hires.

Some items to consider when developing these procedures might include how a shorter timeline might impact the membership of the committee, especially if hires are to occur during summer or winter breaks when most faculty are off-campus; how the membership of the committee is to be selected, including academic senate confirmation, given the potentially compressed timeline; how interview materials reviewed, and as well as the development of interview questions, teaching demonstrations, and other materials required for interviews; changes to timelines and expectations for reference checks; and the viability of additional interviews.

Generally, for emergency hires, the hiring of part-time faculty is preferable, in absence of specific and compelling circumstances to justify an emergency, full-time hire. If a full-time faculty member is needed for the long-term, the subject area faculty may participate in the next round of considerations for hiring prioritization. If the hiring of a full-time faculty member is necessary, the position should be a full-time temporary position, with the term of service clearly identified, to allow this position to be reconsidered at the time of hiring prioritization considerations. In all cases, emergency part-time and full-time hires should be required to interview per the college's regular hiring procedure within a reasonable timeframe after the date of the emergency hire. Emergency hiring procedures should not be used solely as a method to grow FTES and college apportionment.

Beyond Hiring: Mentoring and Retaining New Faculty

The hiring of a new fulltime faculty member is a lengthy and time-consuming practice that can involve significant expense to the college, including the need for substitutes for faculty that are sitting on committees, clerical and other support from the administration, and the like. While it is frustrating to have a search fail, it may be even more frustrating to hire a faculty member and then have that new hire leave after a year or two at the college. Sometimes, the departure of a new hire is due to circumstances beyond the control of the college – a spousal deployment or other family matter that precludes the new hire from remaining at the college.

However, sometimes new hires leave because they don't feel that they have truly found a place at the college. Mentoring new faculty is an essential part of the experience of retaining new hires at a college, and it is an element that the faculty should absolutely take the lead on. Mentoring is outside of the proscribed role of

the tenure committee, and therefore may be difficult at a college where there are a limited number of permanent fulltime faculty. However, as it may be one of the most important means by which to retain new hires, it is imperative that colleges do what they can to provide the newly hired faculty with guidance and assistance in navigating a new college system, and to make them comfortable with the college and therefore more comfortable with their position and their students.

Many colleges have begun experimenting with programs such as a first year mentorship program, which brings together all of the new full-time hires for regular gatherings to discuss college culture, allow the new hires to express concerns or frustrations, and provide information for the newly hired faculty that might not be apparent outside of the tenure process. Creating a cohort with the new faculty benefits the new hires, as they see that their experiences are shared and that they are not alone, and it provide the opportunity for the new faculty to interact with senior faculty that they might not otherwise have the chance to meet. A model mentoring program, from Sacramento City College, is provided in the appendices, and includes a variety of ideas regarding mentoring new faculty. Other programs, including the first year program at Foothill College, bring the new hires together weekly throughout the first year to allow them to hear from a wide range of guest speakers on everything from student services at the college to various forms of assessment. These types of programs, which often include lunch or snacks, provide the new faculty with a sense of community and may be the first line of defense against losing a new faculty member.

Beyond Hiring: Consideration of Administrative Retreat Rights

An additional factor which may impact a district's hiring procedures, including hiring prioritization, as well as the district's faculty obligation number, are administrative retreat rights. Per Education Code §87454 and §87458, there are two conditions wherein a current administrator may invoke retreat rights to become a faculty member at the college: as a previously tenured faculty member, or as an administrator who has not previously received tenure within the district.

The first condition applies if the administrator was previously a tenured faculty member within the same district and continuously employed by that same district. In this instance, the tenured employee may invoke retreat rights, and, in so doing, shall retain status as a tenured faculty member at that institution. Faculty tend to be aware and supportive of the first condition, as the retreating administrator navigated successfully the college's hiring and tenure processes prior to assuming an administrative role.

However, the second condition allows for retreat rights of an administrator who has not participated in the college's hiring processes for faculty, thereby disallowing discipline faculty the opportunity to participate in the hiring of a tenure-track peer, including any corresponding teaching demonstration. While this second condition is

not commonly exercised, should it occur, this condition may invoke feelings of disenfranchisement for discipline faculty who are appropriately accustomed to having an active voice in the hiring process.

Per Education Code §87458, “a person employed in an administrative position that is not part of classified service, whose first day of paid service as a faculty member or administrator is on or after July 1, 1990, who has not previously acquired tenured status as a faculty member in the same district, and who is not under contract in a program or project to perform services conducted under contract with public or private agencies, or in other categorically funded projects of indeterminate duration” does have the right to become a first-year probationary faculty member (tenure-track) once the administrative assignment expires presuming all of the following criteria apply:

1. In mutual agreement with the senate, procedure is followed to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that the administrator possesses the minimum qualifications for employment as a faculty member;
2. In mutual agreement with the senate, procedure is followed to provide the academic senate with an opportunity to present its views to the governing board before the board makes a determination and that the written record of the decision, including the views of the academic senate, shall be available for review pursuant to Education Code §87358;
3. The administrator has completed at least two years of satisfactory service, including any time previously served as a faculty member, in the district;
4. The termination of the administrative assignment is for any reason other than dismissal for cause;
5. There is an identified, first-year, probationary faculty position available to which the administrator may retreat.

Of relevance to the final criterion, if there is no currently identified first-year probationary faculty position to which the requesting administrator could be appointed at the time of termination, the College is not required to grant the request of the administrator.⁴

Importantly, a lack of procedural language which captures the above allows the district to follow pre-existing procedures (if there even is one), tacitly empowering the district with greater latitude for decision-making which may or may not include its academic senate. It is therefore prudent to be aware of the conditions of each

⁴ Wong v. Ohlone College (2006) at <http://caselaw.findlaw.com/ca-court-of-appeal/1419242.html>

scenario, as well as to develop corresponding procedural language by mutual agreement prior to any discussion of a previously untenured administrator seeking retreat rights. In this way, academic senates have the opportunity to participate in the development of corresponding procedures without the added weight of faculty discord or feelings of administrative overreach into the hiring and/or tenure processes.

Therefore, academic senates should work with the college to mutually agree upon related procedures to accommodate each of these criteria. Development of a procedure should include a timeline for the district to communicate in writing the intent of the non-tenured administrator to invoke retreat rights. Where possible, the timeline should correspond to the ranking of faculty hiring priorities. Moreover, any timeline should be reasonable enough to allow for the senate to provide feedback ideally prior to the issuance of March 15th notifications to assure the senate that its feedback is to be considered.

As a part of the request, the district should provide evidence that the administrator meets all of the conditions as required by Education Code §87458. As part of the procedure, the academic senate shall be allowed to review the minimum qualifications of the administrator to ensure they align with the most current “Minimum Qualifications for Faculty and Administrators in California Community Colleges.” The procedure may also want to allow the review of the minimum qualifications to include the appointment of a faculty member from the identified discipline. Should the identified administrator not meet the minimum qualifications, there is no equivalency process.

Best practice would suggest that any procedure include a presentation of the proposed job description to be assumed by the administrator be provided. Where the identified position requires specific expertise, reasonable assurance the administrator can fulfill assigned faculty duties should be provided by the district. Based on the information provided, the academic senate is to communicate its recommendations to the college president and/or the governing board. To best equip the academic senate, any procedure may want to consider the development of an impact report, as there will likely be measurable impacts on the hiring prioritization process, as well as impacts on subsequent quantitative and qualitative measurements of the affected subject area. In its assessment, the academic senate may also choose to consider additional impact on current full-time and adjunct faculty, the potential for other full-time hires in areas where the need is greater, the fiscal sustainability of the position, any impact on the diversity of teaching faculty, and any potential impact on student success.

When the governing board takes action either to approve or not approve the retreat request, the board or its designee shall provide to the academic senate an explanation of action taken by the board in writing, to include reference to the written record of the decision, including the views of the Academic Senate, pursuant to Education Code §87358.

Recommendations for Hiring Processes and Procedures

1. All campus personnel involved in hiring should be familiar with the CCCCCO's *Equal Employment Opportunity and Diversity Best Practices Handbook* (2016) and any subsequent updates from the Chancellor's Office regarding the requirements for use of multiple measures while hiring.
2. Processes and procedures within colleges and districts should be as consistent as possible and should involve the academic senate in the development and implementation of those processes and procedures, as defined by Education Code.
3. Faculty should consider a variety of options in hiring both full and part-time faculty in an attempt to diversify the faculty ranks at their colleges. For specific suggestions, see the EEO Handbook.
4. In accordance with local policies, hiring committees should be actively involved in as many aspects of faculty hiring as possible, from the creation of the job description to the forwarding of finalists. If committees are not involved in all areas of the hiring process, consideration should be brought to the local academic senate to discuss these processes to determine if changes should be suggested.
5. Processes for hiring part-time faculty should, to the greatest extent possible, mirror the processes for hiring full-time faculty and should, ideally, be as consistent as possible.
6. Committees should be familiar with the role of equivalency and should exercise caution when granting equivalency while recognizing that the granting of equivalency in some cases may result in a more diverse pool of applicants. Equivalency information should be made clear to the candidates in the application as well as the job announcement.
7. Local academic senates and tenured faculty should be involved in the district and college Equal Opportunity Committee and any other shared governance groups which are involved in hiring processes for faculty.

Conclusion

The hiring of faculty, both full and part-time, is at the heart of the success of the California Community College system and the ultimate success of its students. The involvement of faculty, through the academic senate and hiring committees, is essential to ensuring the strength of the faculty hired at the colleges in all positions. As colleges move forward with hiring a new group of faculty, the needs of students should be at the forefront of each hiring decision, and the diversification of the faculty ranks can only serve to benefit students and the colleges that serve them. While the hiring processes can be onerous, it is among the most crucial jobs that faculty take on beyond their responsibilities as teachers, counselors, librarians, and coaches. The conclusion of the Fall 2000 paper quoted the great philosopher Baruch Spinoza's *Ethics*, and the quote rings as true for this paper as it did for the one adopted in 2000: "All things worthwhile are as difficult as they are rare." The hiring of faculty may be

difficult, but it is a worthwhile endeavor that will serve to benefit the students and the system of the California Community Colleges.

**Equal Employment Opportunity Fund Multiple Method Allocation Model
Certification Form, Fiscal Year 2017-2018**

District Name: _____

Does the District meet Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year) (All mandatory for funding).

- Yes**
- No**

The district met at least 6 of the remaining 8 Multiple Methods? (Please mark your answers.)

- Yes**
 - Method 2 (Board policies and adopted resolutions)
 - Method 3 (Incentives for hard-to-hire areas/disciplines)
 - Method 4 (Focused outreach and publications)
 - Method 5 (Procedures for addressing diversity throughout hiring steps and levels)
 - Method 6 (Consistent and ongoing training for hiring committees)
 - Method 7 (Professional development focused on diversity)
 - Method 8 (Diversity incorporated into criteria for employee evaluation and tenure review)
 - Method 9 (Grow-Your-Own programs)
- No**

I CERTIFY THAT THIS REPORT FORM IS COMPLETE AND ACCURATE. Please attach meeting agenda showing district EEO Advisory Committee's certification of this report form.

Chair, Equal Employment Opportunity Advisory Committee

Name: _____ Title: _____
Signature: _____ Date: _____

Chief Human Resources Officer

Name: _____ Title: _____
Signature: _____ Date: _____

Chief Executive Officer (Chancellor or President/Superintendent)

Name: _____ Title: _____
Signature: _____ Date: _____

President/Chair, District Board of Trustees

Date of governing board's approval/certification: _____, 2018

Name: _____ Title: ***President/Chair, Board of Trustees***
Signature: _____ Date: _____

Date Due at the Chancellor's Office: June 1, 2018
Return to: Leslie LeBlanc lleblanc@cccco.edu; Office of the General Counsel
California Community Colleges; 1102 Q Street, Ste. 4400, Sacramento, CA 95811

Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form, Fiscal Year 2017-2018

This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 Multiple Methods.

When providing explanation(s) and evidence of your district's success in implementing the Multiple Methods, please keep narrative to no more than one page per Multiple Method. If you reference an attachment, please ensure it is attached to your submittal.

Nine (9) Multiple Methods

Mandatory for Funding

1. District's EEO Advisory Committee, EEO Plan, and submittal of Expenditure/Performance reports for prior year.

Pre-Hiring

2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

Hiring

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

Post-Hiring

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

Does District meet Multiple Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year)?

- Yes**
 No

Under the Multiple Method allocation model, districts must minimally have an operational district EEO Advisory Committee, and an updated EEO Plan. Additionally, districts are required to annually report on the use of EEO funds.

- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor's Office. (Title 5, section 53003).
- EEO Plans are considered active for three years from the date of when the district's Board of Trustees approved the plan.
- The districts are required to establish an EEO Advisory Committee to assist in the development and implementation of the EEO Plan. (Title 5, section 53005).
- The districts are required to annually submit a report on the use of Equal Employment Opportunity funds. (Title 5, section 53034).

Please provide an explanation and evidence of meeting this Multiple Method, #1.

**Equal Employment Opportunity Fund Multiple Method Allocation Model
Certification Form, Fiscal Year 2017-2018**

To receive funding for this year's allocation amount, districts are also required to meet 6 of the remaining 8 Multiple Methods.

Does the District meet Method #2 (Board policies and adopted resolutions)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #2.

**Equal Employment Opportunity Fund Multiple Method Allocation Model
Certification Form, Fiscal Year 2017-2018**

Does the District meet Method #3 (Incentives for hard-to-hire areas/disciplines)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #3.

Does the District meet Method #4 (Focused outreach and publications)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #4.

**Equal Employment Opportunity Fund Multiple Method Allocation Model
Certification Form, Fiscal Year 2017-2018**

Does the District meet Method #5 (Procedures for addressing diversity throughout hiring steps and levels)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #5.

Does the District meet Method #6 (Consistent and ongoing training for hiring committees)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #6.

**Equal Employment Opportunity Fund Multiple Method Allocation Model
Certification Form, Fiscal Year 2017-2018**

Does the District meet Method #7 (Professional development focused on diversity)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #7.

Does the District meet Method #8 (Diversity incorporated into criteria for employee evaluation and tenure review)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #8.

**Equal Employment Opportunity Fund Multiple Method Allocation Model
Certification Form, Fiscal Year 2017-2018**

Does the District meet Method #9 (Grow-Your-Own programs)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #9.

Appendix B – Sample Hiring Procedures

Lassen Community College

Part-time Faculty Hiring Procedures

1. At least once each semester, anticipated new part-time teaching positions will be advertised. Applications for part-time teaching positions may be submitted at any time to the Office of Human Resources.
2. The applications will be forwarded to the Minimum Qualification/ Equivalency Committee chair for minimum qualification and/or equivalency review according to the approved policy and procedures. All applications meeting minimum qualifications will be placed in the Part-Time Faculty Applicant Pool.
3. The Division Chairs or Dean of Academic Services will recommend a part time faculty position to be hired from the Part-Time Faculty Applicant Pool. The Office of Human Resources will be notified when a position will be offered and will complete the employment processes prior to the part-time faculty applicant being placed in the schedule.
4. Coaching positions will undergo a screening/interview process similar to the procedures for hiring permanent positions. Coach committees will be comprised of a coach and a faculty member appointed by the Academic Senate, the Athletic Director, and an educational administrator or representative from Academic Services. By consensus, the Committee will agree upon candidates to invite to an interview. The Committee will present up to three candidates for selection by the President or Dean of Academic Services.
5. Full-time temporary positions will undergo a screening/ interview process similar to the procedures for hiring permanent positions. Committees for full-time temporary positions will be comprised of a division chair and a faculty member from the discipline appointed by the Academic Senate, and an educational administrator from the Academic Services. By consensus, the Committee will agree upon candidates to invite to an interview. The Committee will present up to three candidates for selection by the President or Dean of Academic Services.

CCR, Title 5, Section 53021 “Recruitment for part-time faculty positions may be conducted separately for each new opening or by annually establishing a pool of eligible candidates, but in either case full and open recruitment is required consistent with this section.”

Retrieved from: Lassen College Faculty Association, (LCFA) and Lassen Community College District, (LCCD).

Los Rios Community College District

II. HIRING AND DIVERSITY

About Adjunct Pools: Los Rios Community College District recruits adjunct professors year-round. Applicants may apply to adjunct pools at any time. Applications are sent to campus when adjunct positions become available and are requested by the campus. Since, adjunct pools are on-going, emails reminding applicants to update their information are sent once a year.

About Temporary Pools: This pool of applicants is used by various departments throughout our district to search for applicants interested in working temporarily. Assignments may vary in length and hours of the day, up to 110 days per fiscal year per California Education Code. Temporary pools are generally open for six months. To keep pools up-to-date after six months the Human Resources Department will close the pool and send emails to applicants. Applicants that wish to still be considered will be instructed to re-apply to a NEW posting number.

- Human Resources reviews the diversity of applicant and interview pools for each position/recruitment, and takes appropriate measures if/when concerns occur. Applicant and employee demographics are reviewed annually with the Board of Trustees (Attached are District's EEO Plan Analysis of Applicant Pools, Plan Component 10: Analysis of District Workforce and Applicant Pool, and P-5121 providing for steps/review for ensuring diversity in hiring). Per the District's EEO Plan and Board Regulations/Policies on Hiring Committees (R-5121 and R-5122 attached) each hiring committee member is required to receive required Title 5 Hire Committee training and each committee must include a trained Equity Representative.
- Each classified, faculty and management Los Rios CCD job application (attached) includes a section for applicants to address their experience/background related to diversity and cultural competence.
- Every Los Rios job description across all classifications includes the requirement that the individual demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation and ethnic backgrounds of community college students (current job advertisements attached).
- The Los Rios CCD Faculty Hiring Manual requires hire committees to include screening and interview criteria on a candidate's ability/experience with diversity. (Faculty Hiring Manual - Sections VI - A, VI - B, and VII - A).
- All classified, faculty and managerial interviews include at least one question pertaining to diversity. (samples attached).
- Per the Equity Manual on Hiring, applicant pools may not be released for review by hiring committees until both the screening criteria and interview questions have been finalized.

Upon a recommendation for hire, the Equity Representative completes an EEO Checklist (attached), which addresses the District's commitment to equity, fairness and inclusion/diversity.

Los Rios Community College

Beyond Hiring

I. Mentoring programs

The colleges do have new faculty mentorship programs. For example, at Sac City, Specifically, mentors are expected to:

- Meet with the mentee several times throughout the first semester
- Share his or her syllabi, and, if possible, copies of syllabi prepared by other faculty.
- Introduce the mentee to colleagues and staff within the department, the division, and at the college.
- Orient the mentee to routine college procedures such as textbook requisition, supply requisition, travel authorizations, forms (e.g., flex obligation form and course availability), duplication requests, parking permits, and key requests.
- Serve as a resource to explain departmental, division, and college practices, culture, and procedures.
- Include the mentee in formal and informal social activities of the department, division, and college.
- Provide assistance in learning new teaching techniques, presentation materials, student involvement.
- Introduce the mentee to the location of important instructional support services.
- Orient the mentees to the location of services available to assist students (transfer center, tutoring services, career center, assessment center, learning disabilities center, and others)
- Help mentee solve problems (curriculum, instruction, or relationships).
- Be accessible, trustworthy, and understanding.
- Visit the mentee's class relatively often and give feedback.
- Encourage mentee to observe the teaching of other faculty.

[Classroom Observations for Equity-Minded and Culturally Inclusive Practices](#)

- Give assistance if grievance issues arise. (See Dean, and or Office of Instruction, Equity Office.)
- Demonstrate professional competence.
- Help new faculty find ways to manage the administrative details of teaching.

Sac City also has a "Faculty How-To" Webpage. <https://www.scc.losrios.edu/facultyhowto/>

American River College has a publication on its website called:

[Suggestions for Faculty Mentoring - American River College! - Los ...
www.arc.losrios.edu/Documents/CTL/facmentor.pdf](http://www.arc.losrios.edu/Documents/CTL/facmentor.pdf)

1.

Suggestions for. Faculty Mentoring. From the Center for Teaching and Learning (CTL). The art and heart of teaching and learning. American River College. 2006 ... Mentors and new faculty (including new adjuncts) can report up to three hours of mentoring ... reporting and class rosters: <http://inside.arc.losrios.edu/~intranet>.

CRC has a webpage and publication called "Faculty and Staff Resource Guide" for full-time and adjunct faculty. <https://www.crc.losrios.edu/facstaff/resourceguide/facultyAdjuncts> -

Overview of the adjunct pool process

- Adjunct pools are continuously open for applicants to apply to;** there are no closing dates.
- Job postings on the web:** In general, the job postings for adjunct positions give general information about the nature of the adjunct assignment, and will list the minimum qualifications for the position, as the pool is listed by disciplines.
 - NOTE: If your department has a discipline specific to your college and you find it helpful to the applicant and department to have more detailed information in the announcement, please let us know and we would be happy to work with you to modify the posting.
- Meeting minimum qualifications:** An HR Director will verify that applicants claiming the required minimum qualifications show the appropriate degrees/credentials on their transcripts. If work/professional experience is a requirement for the adjunct position, this requirement will be verified.
 - **Applicants who do not provide the required unofficial copies of transcripts** are screened out of the active pool. Applicants are automatically sent an email that transcripts are required, and the applicant will remain inactive in that discipline until unofficial transcripts are received in HR.
- To be considered, individuals must have applied to the appropriate adjunct pool. Board Regulations 5122 mandates the following:** "1.1.1 Only those persons having an application on file at the District will be considered as applicants."

- **Emergency hires** must also be an active, screened applicant in our adjunct pools.
- Maintaining an equitable process for all applicants:** It is paramount departments consider only applicants that have applied to the appropriate adjunct pool. To ensure fairness and equity, individuals must be in the pool to be considered for screening/hiring.
- Keeping the pools updated for you:** Once a year HR will email applicants as a reminder to update their application information. Applicants must respond affirmatively to the email to remain active in the pool --- this helps to keep our pools current and up-to-date with interested and available applicants.
- Indicating a preferred work location:** Although an applicant may indicate on the application which campus they prefer to work on, please don't exclude them if they do not choose yours. Often an applicant will not go back to modify their application if their situation changes, and will often consider other campuses as well

Lassen Community College

Special Hiring Situations

- A. Emergency hiring may be conducted when time factors, special issues, or business necessity warrant immediate appointments as determined by the Superintendent/President.
 - i. Emergency hiring may be conducted to fill a short-term "classified" position for no more than sixty (60) days to allow for full and open recruitment.
 - ii. Emergency hiring may be conducted to fill a part-time teaching assignment for up to one semester.
 - iii. Interim appointment for administrative and managerial assignments may be made for up to one year to fill a vacancy or a new position. When a regular faculty member is appointed to an interim assignment, procedures in Section 7 of the LCFA contract will apply.
- B. In-house or promotion only hiring
 - i. In-house hiring is permitted when it has been determined that no new position has been created according to Title V regulations.

- ii. Whenever in-house or promotion only hiring is permitted by law, all qualified internal candidates will be given an opportunity to apply. Qualified internal candidates are regular employees.
- iii. Procedures for classified in-house hiring are in the classified union contract.

Retrieved from: Lassen College Faculty Association, (LCFA) and Lassen Community College District, (LCCD).

Solano Community College District

C. Administrative Retreat Rights.

1. Per EDC 87454 and 87458, there are two conditions wherein a current administrator may invoke retreat rights to faculty:
 - Any tenured employee, when assigned from a faculty position, or assigned and special or other type of work, or given special classification or designation, shall retain status as a tenured faculty member.
 - A person employed in an administrative position that is not part of classified service, whose first day of paid service as a faculty member or administrator is on or after July 1, 1990, who has not previously acquired tenured status as a faculty member in the same district, and who is not under contract in a program or project to perform services conducted under contract with public or private agencies, or in other categorically funded projects of indeterminate duration, shall have the right to become a first-year probationary faculty member once the administrative assignment expires or is terminated, if all of the following conditions apply:
 - In mutual agreement with the senate, procedure is followed to ensure that the governing board relies primarily upon the advice and judgment

of the academic senate to determine that the administrator possesses the minimum qualifications for employment as a faculty member.

- In mutual agreement with the senate, procedure is followed to provide the academic senate with an opportunity to present its views to the governing board before the board makes a determination and that the written record of the decision, including the views of the academic senate, shall be available for review pursuant to EDC 87358.
- The administrator has completed at least two years of satisfactory service, including any time previously served as a faculty member, in the district.
- The termination of the administrative assignment is for any reason other than dismissal for cause.
- There is an identified, first-year, probationary faculty position available to which the administrator may retreat, as, if there is no currently identified first-year probationary faculty position to which the requesting administrator could be appointed at the time of termination, the College is not required to grant the request of the administrator. (Ref. *Wong vs. Ohlone College*, No. A109823, 28 March, 2006.)

2. Procedures for Retreat Rights for Administrators Not Previously Tenured by the District:

- The Superintendent-President or the Vice-President of Human Resources will communicate to the Academic Senate President the intent of the administrator to retreat to a faculty position, as well as evidence that the administrator meets required conditions, when possible, this communication should occur as soon as possible and no later than the end of February of the current academic year to allow for timely input, including at least two bi-monthly meetings of the academic senate, prior to the issuance of March 15th notifications. The proposed job description of the teaching position will be provided as well. Where possible, these procedures should parallel the agreed upon timeline for the ranking of faculty hiring priorities.
- As soon as possible, the Vice-President of Human Resources shall arrange for the Academic Senate President to review the minimum qualifications of the administrator to ensure the qualifications of the administrator align with the most recent iteration of the “Minimum Qualifications for Faculty and Administrators in California Community Colleges,” adopted by the Board of Governors in consultation with the Academic Senate for California Community Colleges. The Academic Senate President may also include an appointee from the identified discipline in the consultation process. Where the identified position requires specific expertise, reasonable assurance the administrator can fulfill assigned faculty duties should be provided by the district. Should the identified administrator not meet the minimum qualifications, there is no equivalency process.
- Once minimum qualifications have been verified, the district, in consultation with the affected discipline and its academic dean, shall provide to the

academic senate a revised job description, if relevant, as well as quantitative and qualitative data per the Department Profile and Summary of Projected Need form as outlined in section II.1 of this document.

- The completed Department Profile and Summary of Projected Need form will be provided to the Academic Senate and placed on the agenda by its president as soon as possible for information and discussion.
- The Academic Senate shall base its recommendations to the Board of Trustee using the same criteria it considers in discussing all hiring prioritizations. In addition, the senate shall consider the impact of the position on current adjunct faculty, the potential for other full-time hires in areas where the need is greater, the fiscal sustainability of the position, any impact on the diversity of teaching faculty, and any potential impact on student success.
- At the following meeting, or as soon as possible, the Academic Senate will take action to direct its president to communicate in writing its recommendations to the governing board. The Academic Senate President may also choose to speak to the item at a meeting of the Board of Trustee.
- The Superintendent-President will provide to the Academic Senate an explanation of action taken by the board in writing, to include reference to the written record of the decision, including the views of the Academic Senate, pursuant to EDC 87358.

Retrieved from: Solano Community College hiring handbook.



Executive Committee Agenda Item

SUBJECT: Leadership Institute		Month: March	Year: 2018
		Item No: IV. E.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will review and approve the draft Faculty Leadership schedule.	Urgent:	
		Time Requested: 45 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	April Lateer	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC Faculty Leadership Institute is scheduled for June 14-16 in San Diego this year. Attached is a draft outline to generate discussion regarding breakouts, structure, and schedule of the event. Feedback from the Executive Committee will be gathered and incorporated into a final version for consideration at the April Executive Committee meeting.

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

FACULTY LEADERSHIP INSTITUTE
Sheraton San Diego Hotel and Marina
June 14 – 16, 2018

On behalf of the Executive Committee, it is my pleasure to welcome you to the 2018 Faculty Leadership Institute. This year has been challenging for many of our colleges with dialogue and discourse over how best to serve our students through curriculum, technology, and student services as well as significant conversation about the implementation of new programs such as the guided pathways initiatives, online education, and funding the hard work of serving our students. All these efforts present challenges to senate leaders, but they also present opportunities to ensure that faculty are taking the lead in any and all academic and professional matters to the benefit of our students and our colleges.

The Faculty Leadership Institute is designed to provide you with the skills and knowledge you need to be an effective and inspiring leader. We hope that you find the next four days valuable as we share diverse perspectives and collective wisdom on any number of senate issues and topics. Thank you for joining us as we look forward to a useful and enjoyable institute.

WEDNESDAY JUNE 13, 2018

Do we want some sort of pre-session, half-day event?

Or a follow-up Executive Committee meeting post-orientation, half-day? Perhaps about committee assignments and the September Academic Academy?

THURSDAY, JUNE 14, 2018

Registration

11:45 a.m. – 12:15 p.m. LUNCH
12:15 p.m. – 12:30 p.m. Brief Welcome

12:30 p.m. – 1:45 p.m. General Session 1: Collegiality in Action

Understanding the authority and role of the academic senate, as well as the roles of students, staff, and administrators, is important for ensuring that a college's governance structure functions well in order to serve its students and the community. This general session is intended to explore the role of the senate in collegial governance processes and discuss how to effectively navigate the community college shared governance landscape.

1:45 p.m. – 2:00 p.m. Break

**2:00 p.m. – 3:00 p.m. Collegiality in Action – Continued?
Something outside or at least active?**

3:00 p.m. – 3:15 p.m. Break

3:15 p.m. – 4:15 p.m. Resolution Writing 101: Resolution Writing Made Easy

The ASCCC expresses its official positions on issues, legislation, and ideas through the resolution process. For that reason, writing resolutions and understanding the process is crucial. During this session, attendees will learn the nuts and bolts of resolution writing as well as what happens after a resolution has been voted up or down. Attendees will receive an overview of the Resolutions Handbook, the parliamentary process for debating and voting on resolutions at a plenary session, and how to use resolutions locally, at a college and or district. To put into practice that which was learned, attendees will write resolutions for consideration at the mock plenary session on Saturday morning.

4:15 p.m. – 4:30 p.m. Break and Snack and Coffee

4:30 p.m. – 5:30 p.m. First Breakout Sessions

- 1. Creating a More Effective Senate by Establishing Strong Relationships (Unions, Administration, Boards of Trustees)**
- 2. Surviving as a Senate Leader: Finding Your Successor and Managing Workload**
- 3. Resolution Writing 102: Master Class in Resolution Writing**
- 4. Minimum Qualifications, Equivalency, and Assigning Courses to Disciplines**

6:00 p.m. Resolutions Due

6:00 p.m. Dinner with Executive Committee Members

Attendees will sign up for dinner at various restaurants near the hotel. Dinner groups will be led by Executive Committee members.

FRIDAY, JUNE 15, 2018

6:30 a.m. – 7:45 a.m. Ocean View Walking (optional)

8:00 a.m. – 9:00 a.m. Breakfast

9:00 a.m. – 9:45 a.m. General Session 2: The Role of the Senate President

9:45 a.m. – 10:45 a.m. The Community College Budget

Invite Christian Osmena, Vice Chancellor of Fiscal Services, CCCCCO

10:45 a.m. – 11:00 a.m. Coffee Break

11:00 a.m. – 12:15 p.m. Second Breakout Session

- 1. Local Budget**
- 2. Policies, Processes, and Practices, Oh My!**
- 3. Representation Matters: Building Diverse Faculty Leadership**
- 4. Being an Emotionally Intelligent Leader**

12:15 p.m. – 12:45 p.m. Luncheon

Freedom Fighter Award Recognition if applicable

12:45 p.m. – 2:00 p.m. General Session 3: Goal Setting and Metrics

invite Barry Gribbons and Omid Pourzanjani

2:00 p.m. – 2:15 p.m. Break

2:15 p.m. – 3:45 p.m. Second Breakout Session

- 1. Developing Leadership Style**
- 2. Civil Discourse: Engaging with Colleagues Who May Not Like You**
- 3. Research and Data: Driving Dialog and Decisions**
- 4. The Brown Act: Making the Process Work for You**

3:45 p.m. – 4:00 p.m. Break and Snack and Coffee

4:00 p.m. – 5:00 p.m. Area Meetings: Building A Community

This short session is an opportunity to meet other faculty leaders in your area and to begin to build your network, which will be important in your work as a senate leader.

Area A

Area B

Area C

Area D

5:00 p.m. – 6:00 p.m. Resolution Amendment Writing

During this session, attendees will learn about amendment writing while actually writing amendments to the resolutions in the resolutions packet for debate at Saturday's mock plenary session. Discussion will include unintended conflicts or confusion that often results from multiple amendments to the same resolution.

6:00 p.m. Resolution Amendments Due

6:00 p.m. Field Trip to Gas Lamp District (can we get the hotel to shuttle people?) (optional)?
Reception of some sort?
Beach Campfire?

SATURDAY JUNE 16, 2018

6:30 a.m. – 7:45 a.m. Ocean View Walking (optional)

8:00 a.m. – 9:00 a.m. Breakfast

9:00 a.m. – 10:00 a.m. Third Breakout Session

- 1. Senate Resources at Your Finger Tips: Using the Local Senates Handbook, Navigating the ASCCC Website, When to Call for Help**
- 2. Conversation with the President and Vice President**
- 3. Managing Conflict**
- 4. Legislative Update**

10:00 a.m. – 10:15 a.m. Break

10:15 a.m. General Session 4: Mock Plenary Session

In order to prepare to represent their colleges at the Fall Plenary Session and to understand how the ASCCC's voting and resolution process works, attendees will participate in a mock plenary and voting session based on the resolutions written on Thursday and the amendments from Friday. All attendees are encouraged to participate in debating the resolutions and to express their views on the issues under consideration. Just as with the real plenary voting, anything can happen, and you never know what will be said next. This session will also serve to demonstrate good use of Robert's Rules of Order and good practices for conducting organized, productive meetings.

12:00 p.m. Adjournment

Executive Committee (2018 – 2019)

~~Julie Bruno, President (Sierra College)~~

~~John Stanskas, Vice President (San Bernardino Valley College)~~

~~Dolores Davison, Secretary (Foothill College)~~

~~John Freitas, Treasurer (Los Angeles City College)~~

~~Ginni May, Area A Representative (Sacramento City College)~~

~~Conan McKay, Area B Representative (Mendocino College)~~

~~Rebecca Eikay, Area C Representative (College of the Canyons)~~

~~Craig Rutan, Area D Representative (Santiago Canyon College)~~

~~Carrie Roberson, North Representative (Butte College)~~

~~Cheryl Aschenbach, North Representative (Lassen College)~~

~~Randy Beach, South Representative (Southwestern College)~~

~~Lorraine Slattery Farrell, South Representative (Mt. San Jacinto College)~~

~~LaTonya Parker, At Large Representative (Moreno Valley College)~~

~~Sam Foster, At Large Representative (Fullerton College)~~



Executive Committee Agenda Item

SUBJECT: Succession Planning		Month: March	Year: 2018
		Item No: IV. F.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will continue its discussion regarding the Executive Director job description and succession planning.	Urgent: Yes	
		Time Requested: 60 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lateer	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the February Executive Committee, meeting the general job description of the Executive Director was updated and approved. In the continuing work of effective succession planning, the Executive Committee may consider what the job announcement may contain and what kind of process would best serve the ASCCC in the event that the succession plan needs to be enacted.

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

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES EXECUTIVE DIRECTOR JOB DESCRIPTION

The Executive Director is the chief executive officer of the Academic Senate for California Community Colleges. The Academic Senate for California Community Colleges (ASCCC) fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The ASCCC strengthens and supports the local senates of all California community colleges in terms of leadership, empowerment and voice.

The Executive Director is responsible for overseeing the administration, programs, and strategic plan of ASCCC. Other key duties include marketing, community outreach, and ensuring the values of empowerment, inclusivity, and diversity are embodied in all aspects of the organization. The ASCCC Executive Committee, composed of 14 community college faculty elected to serve in specific positions, is the Governing Board of the ASCCC. The Executive Director position reports directly to the Executive Committee.

GENERAL RESPONSIBILITIES:

1) Board Governance: Works with the Board of Directors (i.e. Executive Committee) to assist in fulfilling the ASCCC's mission.

- Responsible for leading the ASCCC in a manner that supports and guides the organization's mission as defined by the Executive Committee.
- Responsible for communicating effectively with the Executive Committee and providing, in a timely and accurate manner, all information necessary for the Executive Committee to function properly and to make informed decisions.

2) Financial Performance and Viability: Manages resources sufficient to ensure the financial health of the organization.

- Responsible for the ASCCC's fiscal integrity, including submission to the Executive Committee of a proposed annual budget and regular financial statements which accurately reflect the financial condition of the organization.
- Responsible for fiscal management that generally anticipates operating within the approved budget, ensures maximum resource utilization, and manages grants and other sources of revenue.
- Maintains and oversees all financial documents associated with the ASCCC as a 501(c)(6) organization.

3) Organization Mission and Strategy: Works with Executive Committee and staff to ensure that the mission is fulfilled.

- Responsible for implementation of ASCCC's programs that carry out the organization's mission.
- Responsible for strategic planning to ensure that the ASCCC can successfully fulfill its mission into the future.

- Responsible for tracking and reporting measurable outcomes aligned with the strategic plan of the ASCCC.

4) Organization Operations. Oversees and implements appropriate resources to ensure that the operations of the organization are appropriate.

- Responsible effective administration of operations.
- Responsible for the hiring and retention of competent, qualified and diverse staff.
- Responsible for signing all notes, agreements, and other instruments made and entered into and on behalf of the organization.

JOB DUTIES:

1. Report to and work closely with the President and the Executive Committee.
2. Protect resources of the ASCCC by establishing and ensuring appropriate policies for the organization.
3. Plan and operationalize the annual budget.
4. Establish employment and administrative policies and procedures for all functions and for the day-to-day operation of the ASCCC office.
5. Establish and maintain relationships with various organizations throughout the state and utilize those relationships to strategically enhance the ASCCC's mission.
6. Supervise and collaborate with organization staff.
7. Facilitate revisions to and implementation of the strategic plan.
8. Attend and contribute to meetings of the Executive Committee as an ex officio, non-voting member of the board.
9. Oversee marketing and other communications efforts.
10. Review and approve contracts for services.
11. Other duties as assigned by the Executive Committee and President.

MINIMUM QUALIFICATIONS:

DESIRED QUALIFICATIONS:



Executive Committee Agenda Item

SUBJECT: 990 Form Hourly Calculation		Month: March	Year: 2018
		Item No: IV. G.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will review and revise or approve the hourly calculation to determine weekly hours worked on the 990 Form	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC 990 Tax Form includes Part VII, Section A. (B), which asks for the average hours per week worked by representatives of the organization. Previously submitted 990 Forms stated that representatives worked 10 hours per week, but there is a desire by the committee members to reflect a more accurate weekly hours worked.

The 2016 990 Form used the formula below to calculate the weekly hours for representatives:

- Calculations were based on the Reassignment Time Percentages for 2017-18.
- Assumption was the "purchase" of 30 units or 100% of time is equivalent to 9 months.
- Standard annual hours in one year = 2080 hours. 9 months of hours (75%) = 1560 hours.
- Annualized: 1560 hours/52 weeks = 30 hours per week average for an individual with 100% of their time reassigned.
 - Pres & VP - 30 hour per week, plus summer = 40 hour per week.

Desired Outcome:

The Executive Committee will review the above formula and either approve the use of the formula for future 990 Form, Part VII, Section A. (B) calculations, or will provide a modification to the formula and approve the new formula.

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



Executive Committee Agenda Item

SUBJECT: Online Education Initiative – ASCCC Input		Month: March	Year: 2018
		Item No: IV. H.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will provide direction on items related to OEI Exchange course expansion	Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lateer	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Chancellor’s Office has set a target of 300 OEI Exchange sections for Fall 2018 and has requested that ADT pathways be available to students completely online. While current and planned expansion of the consortium and the sections colleges are planning to offer are helping to make progress toward the 300-section target, there are additional ideas being discussed that need ASCCC input:

1. Rather than full review of all Exchange sections, ASCCC is asked to consider an expedited review for colleges that are using the OEI Rubric locally.
2. While lab courses and public speaking have not been offered online through OEI, ASCCC is asked to consider the possibility.

The Executive Committee will provide direction to OEI Advisory Committee co-chair Aschenbach in preparation for the next OEI meeting on March 9, 2018.

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



Executive Committee Agenda Item

SUBJECT: Executive Committee Meeting Dates 2018 -2019		Month: March	Year: 2018
		Item No: IV. I	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider for approval the 2018 – 19 Executive Committee meeting dates.	Urgent: Yes	
		Time Requested: 15 Minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lateer	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

This fiscal year 17-18, the Executive Committee held meetings at two colleges, one in the north and one in the south, and held various meetings across the state at different hotels. The Executive Committee will review for approval the 18-19 Executive Committee meeting dates, and consider holding the meetings at the two campuses in Area B and Area C.

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

**2018-2019 EXECUTIVE COMMITTEE
MEETING DATES – DRAFT**

*Meeting will typically be on Friday's from 11:00 a.m. to 6:00 p.m. and Saturday's from 8:30 a.m. to 4:00 p.m.¹

Meeting Type	Proposed Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	August 10 – 11, 2018		Northern CA	
Executive Meeting	September 6 -8, 2018		Southern CA	
Executive Meeting	September 27 – 29, 2018	Area B	Northern CA	
Area Meetings	October 12 -13, 2018			
Executive Meeting	October 31, 2018 OR October 26, 2018		Southern CA	
Fall Plenary Session	November 1 – 3, 2018			
Executive Meeting	December 7 – 8, 2018		Northern CA	
Executive Meeting	January 11 – 12, 2019		Southern CA	
Executive Meeting	February 1 - 2, 2019		Northern CA	
Executive Meeting	March 1 -2, 2019	Area C	Southern CA	
Area Meetings	March 22 – 23, 2019			
Executive Meeting	April 10, 2019		Northern CA	
Spring Plenary Session	April 11 – 13, 2019			
Executive Committee/Orientation	June 7-8, 2019		TBD (Yosemite, CA)	
Events 2018 – 2019 Approved by Executive Committee during February 2018 Meeting				
Part-Time Faculty Symposium	August 2 – 4, 2018		Westin San Francisco Airport	
Academic Academy	Sept 2018*			
Accreditation Institute	February 22-23, 2019		Southern California TBD	
Spring Plenary Session	April 11-13, 2019		Northern California TBD	
Career and Noncredit Institute	May 2-4, 2019		Northern California TBD	
Faculty Leadership Institute	June 13-15, 2019		Northern California TBD	
Curriculum Institute	July 10-13, 2019**		Northern California TBD	
Fall Plenary Session	November 1 – 3, 2018***		Southern California TBD	

* Executive Committee to discuss during March Agenda

** ASCCC staff checking Northern CA locations

***ASCCC staff confirmed – property does not have availability on Nov 8-10, 2018

¹ Times may be adjusted to accommodate flight schedules to minimize early travel times.

² Executive Committee members are not expected to attend these events, other than the Faculty Leadership Institute.

+North or South location may changes based on hotel availability.



Executive Committee Agenda Item

SUBJECT: California Community College Math and Quantitative Reasoning Task Force (CCC MQRTF) Recommendations – Short Term		Month: March	Year: 2018
		Item No: IV. J.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider the recommendations from the CCC MQRTF on moving toward compliance with AB 705 and Quantitative Reasoning Requirements	Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lateer	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The California Community Colleges Math and Quantitative Reasoning Task Force (MQRTF) is a joint task force of membership from the Academic Senate for California Community Colleges (ASCCC) and the California Mathematics Council of Community Colleges (CMC³) organizations. Since AB 705 and the California State University (CSU) Executive Orders EO 1100/1110 modified math and the CSU General Education Breadth Area B4 – Quantitative Reasoning requirements, this task force was formed last fall to consider the implications and make recommendations that colleges may consider as options in moving forward to compliance. Members were appointed from the ASCCC, CMC³, and CMC³-South.

The MQRTF met Saturday, February 10, 2018 at San Diego Mesa College (meeting minutes are under Reports) and addressed the comments and directions from the ASCCC and CMC³ organizations in regard to the draft recommendations considered in January and February. The MQRTF Short-Term Recommendations provide colleges options that they may consider sufficient, but not necessary in moving toward compliance with AB 705 and Quantitative Reasoning requirements. The items addressed are listed:

- C-ID: Overview
 - Process
 - MQR Pathways – Flow Chart
 - Descriptors
 - Foundations of Algebra for Math-Intensive Fields
 - Fundamentals of Algebra for Statistics or Liberal Arts
 - Elementary Mathematics
- “Drop back” Policy considerations
- Professional Development
- Data and Research

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

California Community Colleges Math and Quantitative Reasoning Task Force Recommendations – Part I

2-16-2018 (draft)

Preamble

In fall 2017, the Academic Senate for California Community Colleges (ASCCC), the California Mathematics Council of Community Colleges (CMC³) and the California Mathematics Council of Community Colleges-South (CMC³-South) joined together and formed a task force to address math and quantitative reasoning education in the California community colleges. Math or quantitative reasoning is required for all majors: Science, Technology, Engineering, and Mathematics (STEM) majors and non-STEM majors, which may or may not have specific math requirements. In particular, this task force will examine quantitative reasoning as part of the general education pattern of curriculum design, especially in response to the requirements of AB 705 (Irwin, 2017) and the California State University Executive Orders 1100 and 1110 (EOs 1100/1110). The ASCCC is recognized in statute as the voice of the faculty in the California Community College system in regard to academic and professional matters, which includes curriculum, prerequisites, degree and certificate requirements, and student preparation. While the ASCCC reluctantly opposed AB 705¹, now that it is law, the ASCCC is working diligently to fulfill the direction of the legislature. CMC³ and CMC³-South are the California affiliates of the American Mathematical Association of Two-Year Colleges (AMATYC). AMATYC is the only organization exclusively devoted to providing a national forum for the improvement of mathematics instruction in the first two years of college. The California Community Colleges Math and Quantitative Reasoning Task Force (MQRTF) was formed to address the following as feasible:

1. *Research the various and diverse perspectives on appropriate content for math/quantitative reasoning education for non-STEM majors;*
2. *Develop recommendations on math and quantitative reasoning standards for non-STEM majors;*
3. *Develop a plan for how to provide opportunities for more students to consider STEM fields (since the United States is producing fewer and fewer STEM graduates, especially in groups that are disproportionately impacted);*
4. *Provide a report to the ASCCC, CMC³, and others, such as the California Community Colleges Chancellor's Office and Board of Governors, to consider that includes the research results and recommendations; and*
5. *Request a response from ASCCC, CMC³, and other stakeholders.*

The membership of the MQRTF was structured to include diverse perspectives in regard to math and quantitative reasoning with representatives from disciplines such as math, statistics, education, and chemistry. It should be noted that the MQRTF is guided by a commitment to

¹ AB 705 Oppose (ASCCC): <https://asccc.org/content/ab-705-oppose>

equity in math and quantitative reasoning, with the goal of providing a valuable education that meets the needs of all students, empowering them to be successful in a technologically evolving society. The following recommendations, which begin to address items 1 and 2 (above) in response to requirements of AB 705 and EOs 1100/1110, are the first part of two sets of recommendations from the MQRTF. The second set, or Part II will address item 3, and further address items 1 and 2.

Organization of the Recommendations

- C-ID: Overview
 - Process
 - MQR Pathways – Flow Chart
 - Descriptors
 - Foundations of Algebra for Math-Intensive Fields
 - Fundamentals of Algebra for Statistics or Liberal Arts
 - Elementary Mathematics
- “Drop back” Policy considerations
- Professional Development
- Data and Research
- Title 5 Stipulation
- References

Recommendations

C-ID: Overview

The MQRTF is bringing forth these recommendations as an option for colleges to consider for compliance with AB 705 and consistency with EOs 1100/1110. These recommendations are not intended to be used as required curriculum pathways. The C-ID course descriptors must remain as options for colleges to consider, but not required courses in curriculum pathways.

The MQRTF is presenting three draft C-ID descriptors that include content and objectives of the two algebra-based courses and one for more intensive instruction in elementary mathematics:

- Foundations of Algebra for Math-Intensive Fields – Elements of beginning and intermediate algebra as appropriate for long-term engagement in math-intensive fields– may include co-requisite support
- Fundamentals of Algebra for Statistics or Liberal Arts – Elements of beginning and intermediate algebra specifically designed for statistics, liberal arts mathematics, and other non-math-intensive fields – may include co-requisite support.

In the above two options, students with little or no elementary algebra skills may need additional prerequisite or co-requisite support.

- Elementary Mathematics – Elements of traditional arithmetic and pre-algebra for students needing to develop or improve computational and quantitative reasoning skills. This course is optional for those who choose this level of remediation.

Most students will place into one of these courses or directly into a transfer-level math course, which creates a path for students to complete transfer-level math within a one-year time frame, as required by AB 705.

Normally, this work would be done by the Faculty Discipline Review Group (FDRG). However, the ASCCC Executive Committee has requested that the MQRTF draft these descriptors and bring them forward.

These descriptors will include required and optional topics to allow colleges to tailor the courses to their student populations. The descriptors will be sent to the math C-ID listservs and to the area meetings in March 2018. A resolution will be presented at the spring 2018 plenary session for the delegates to endorse the framework as an option that colleges may consider when addressing the requirements of AB 705. If the resolution passes, every effort will be made to accelerate the approval of the descriptors through C-ID.

Process:

Math faculty have been hesitant to endorse additional C-ID descriptors. The MQRTF agreed to recommend additional course descriptors provided some processes with C-ID approval be improved. Two of the most prominent concerns are:

- There is rigid adherence to the language in the C-ID descriptor for colleges to acquire course C-ID approval. We recommend reducing the level of detail required in the outlines and rely more on local faculty expertise and integrity. The descriptors should be refined so that they are including what is minimally necessary. For example, topics that are covered in a prerequisite course should not be required in the C-ID descriptor and specific real-world examples of concepts should be left to the discretion of the instructor or college. Perhaps a space where colleges may add additional topics as needed for their programs would be a beneficial option to assess the depth and rigor of course.
- With the passage of SB 440 (Padilla, 2013), “(C) A community college shall create an associate degree for transfer in every major and area of emphasis offered by that college for any approved transfer model curriculum approved subsequent to the commencement of the 2013–14 academic year within 18 months of the approval of the transfer model curriculum.” C-ID is used to develop descriptors for all transfer model curriculum. Thus, courses having C-ID descriptors have become a required component of the Associate Degrees for Transfer, with little room for other course offerings, especially at smaller colleges. These proposed course descriptors must remain as options for colleges to consider, and not as required courses in curriculum pathways.

Finally, many processes around curriculum approval at the state and district levels have been expedited and given special considerations in order to meet the mandates of AB 705. Likewise, to meet the request of the ASCCC Executive Committee, the descriptor approval process for these particular descriptors will need to be given some liberty.

MQR Pathways:

Attached is a Flow Chart for Math and Quantitative Reasoning Pathways that meet the requirements of AB 705. These pathways are options for colleges to consider, but should never be a required component of a college's curricular offerings.

C-ID Descriptors:

Attached are draft C-ID descriptors for the following courses:

- Foundations of Algebra for Math-Intensive Fields – Elements of beginning and intermediate algebra as appropriate for long-term engagement in math-intensive fields– may include co-requisite support
- Fundamentals of Algebra for Statistics or Liberal Arts – Elements of beginning and intermediate algebra specifically designed for statistics, liberal arts mathematics, and other non-math-intensive fields – may include co-requisite support.
- Elementary Mathematics – Elements of traditional arithmetic and pre-algebra for students needing to develop or improve computational and quantitative reasoning skills. This course is optional for those who choose this level of remediation.

“Drop-back” Policy Considerations:

For some students an accelerated or co-requisite model may not meet their needs. It is important that we support those students in their educational pursuits and allow them to be advocates for their educational experience. This may include non-traditional or working students who cannot afford the time to add a co-requisite course.

Students should have the option to enroll in the Elementary Mathematics course. At the local level, colleges should be encouraged to develop practices and policies that will inform those students of the implications of this move and support the students with their learning needs.

Situations to consider:

- Initial enrollment in an Elementary Mathematics course, below where the student was placed
- Student enrolls in the course of placement, but then opts to drop-back to lower level to improve on prerequisite skills

Professional Development:

Increase and promote professional development opportunities for faculty, that are designed and facilitated by faculty in math and quantitative reasoning education. These courses are meant to be taught in a non-traditional model and many faculty have not had training in these newer and innovative practices. Professional development opportunities that are designed for pedagogy/andragogy that is applied to a broad base of models. In particular, some “how-to” sessions at the ASCCC Academic Academy in September 2018 would be just in time as colleges are revamping their curricular offerings. It is also strongly recommended that colleges find release time to allow for faculty to work together to determine how to implement the changes, as well as the time for actual implementation. There are funds from SSSP, Equity, BSI, and the

Guided Pathways Award program that could be appropriately allocated to do this required curricular transformation. Even though it is often difficult, or nearly impossible, for some of the smaller colleges to release their faculty to do this work, the work still needs to get done. At a minimum, stipends commensurate with the work being done should be provided.

Data and Research:

In addition to the typical data collection and research that takes place annually, colleges should examine the following:

- Self-reported high school transcript data compared to actual high school transcript data
- Students that take courses that are lower than placement recommends
- Students that drop before the census date
- Student feedback with new placement system and curricular pathways

It should also be noted that many colleges will have new curriculum, so student success comparisons between the “new course” and the “old course” may not be meaningful. Comparisons may be most meaningful at the transfer-level course, assuming the course content and rigor has not changed.

Title 5 Stipulation:

Currently, the following language is in Title 5 §55063:

Competency in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally), or by examination;

The competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively.

The language is quite clear—In order for a course to meet math competency requirements, it must require entrance skills at a level at least equivalent to elementary algebra.

Many colleges have created and offered courses that have been approved to meet math competency requirements, even though the courses do not require entrance skills at least equivalent to elementary algebra. It is argued that these courses do indeed comply with Title 5, at least in spirit, since these courses include the required entrance skills in the course content as well as content equivalent to that of intermediate algebra.

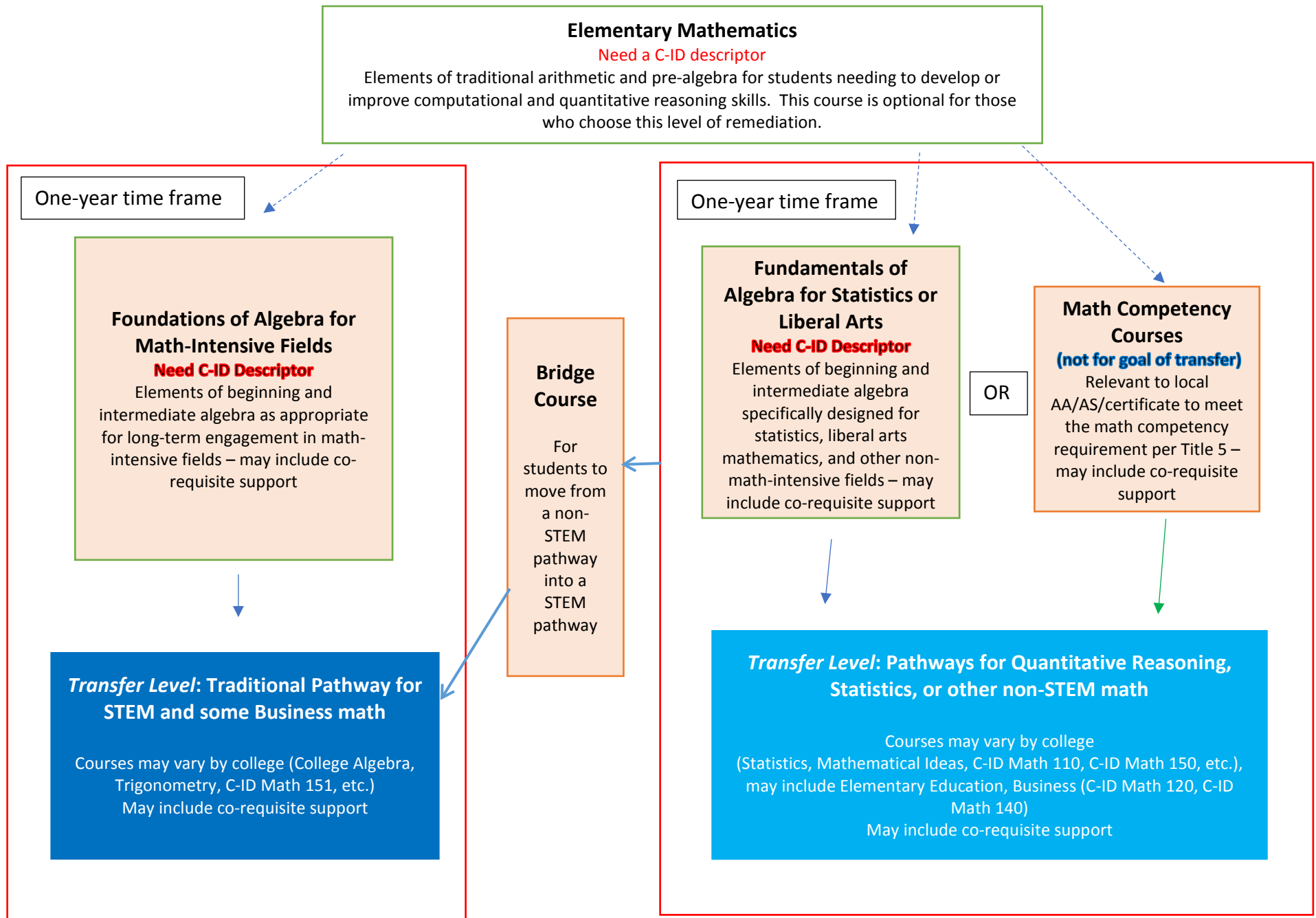
References:

- ASCCC: <https://asccc.org>
- AMATYC: <http://www.amatyc.org/?page=AboutUs>
- CMC³: <http://www.cmc3.org/index.html>

- CMC³-South: <http://cmc3s.org>
- AB 705: https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705
- EO 1100/1110: <https://www.calstate.edu/eo/>
- SB
440: https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB440
- C-ID Transfer Model Curriculum: <https://c-id.net/tmc>

DRAFT

EXAMPLE CURRICULAR PATHWAYS IN MATH/QUANTITATIVE REASONING



DESCRIPTOR

Discipline: Elementary Mathematics	Proposed Sub-discipline (if applicable):
General Course Title: Elementary Mathematics	Min. Units 5
General Course Description: This course is a review of basic mathematics, operations on real numbers, and algebraic expressions. It includes traditional arithmetic and pre-algebra for students needing to develop or improve computational and quantitative reasoning skills, and an introduction to elementary topics in algebra. This course is an option for those students who choose intensive instruction in elementary mathematics.	
Proposed Number:	Proposed Suffix (if applicable):
Any rationale or comment	
Required Prerequisites:	
Required Co- Requisites:	
Advisories/Recommended Preparation ¹ :	
Course Content: The following topics should be covered with a focus on use in elementary mathematics and a first introduction to elementary algebra: <ol style="list-style-type: none"> 1. Operations with real numbers <ol style="list-style-type: none"> a. The real number line b. Mathematical operations and symbols: \bullet, $<$, $>$, \leq, \geq, $=$, \neq c. Real number properties and absolute value 2. Coordinate Axis – Rectangular Coordinate System 3. Fractions <ol style="list-style-type: none"> a. Operations b. Lowest Common Denominator 4. Algebraic expressions and equations <ol style="list-style-type: none"> a. Order of operations b. Linear and nonlinear c. Integer exponents d. Square root, Cube root 5. Linear equations in one and two variables <ol style="list-style-type: none"> a. Solve b. Graph 6. Linear inequalities in one variable <ol style="list-style-type: none"> a. Solve b. Graph 7. Ratio and proportion 8. Percents 9. Geometry <ol style="list-style-type: none"> a. Properties of rectangles, squares, triangles, and circles b. Perimeter/circumference of each of these figures c. Area of each of these figures 10. Problem solving strategies <ol style="list-style-type: none"> a. Using formulas b. Translate English phrases and sentences into mathematical notation 	

¹ Advisories or recommended preparation will not require validation but are recommendations to be considered by the student prior to enrolling.

11. English and metric measurements and conversions

Optional Additional Topics:

1. Introduction to Quadratic Expressions and Equations
 - a. Factoring
 - b. Solve
 - c. Square Roots
 - d. Quadratic Formula
 - e. Graph Quadratic Equation

Laboratory Activities: (if applicable)

Course Objectives: *At the conclusion of this course, the student should be able to:*

1. Apply the four basic operations of integers and rational numbers to solve problems, including applications.
2. Evaluate simple algebraic expressions including the use of order of operations.
3. Solve linear and absolute value equations.
4. Identify, describe, and simplify ratios and rates.
5. Set up a proportion and/or a percent equation to solve problems, including applications.
6. Use geometric formulas to solve problems involving angles, perimeter, circumference, and area.
7. Graph linear and absolute value equations.

Methods of Evaluation:

Sample Textbooks, Manuals, or Other Support Materials (do not include editions or publications dates)

FDRG Lead Signature:

Date:

[For Office Use Only]

Internal Tracking Number

Descriptor Guide Sheet

Discipline: The discipline was determined and is entered.

Subdiscipline: You may decide that a sub-discipline will serve your discipline best. For example, biology faculty may or may not decide to identify subdivisions (cellular vs. organismic, or marine, or ecology/environmental). Discipline faculty will determine what best serves their needs.

General Course Title: Insert a course name in this field that is generally used and will be widely recognized. It need not be the actual course title at all colleges or universities but should describe the topic of the course.

Minimum Units: Indicate the minimum number of units expected of this course, based on semester configuration.

Proposed Number: Use the numbering protocol to assign a tentative number to the course; like the sub-discipline or general course title, during your drafting stages, this number can be changed.

Proposed Suffix: If desirable, add an "L" after the number in the box to indicate a lab; an "S" to indicate this course is part of a sequence; a "B" to indicate a combined lab + lecture; or "X" to indicate intrasegmental.

Rationale or Comment: Use this space to provide explanation to the field about the number; during the drafting stage, you may also use this space to record a request for an additional suffix or modification of the numbering protocol.

Required Prerequisites or Co-Requisites: List any courses required to be completed prior to taking the listed course; if there is not agreement among segmental faculty about the prerequisites, you might consider describing a similar course without those prerequisites or listing only Advisories/Recommended Preparation (see below). A co-requisite does not mean in the CCCs what it may mean for the 4-year institutions.

Advisories/Recommended Preparation: These recommendations for courses, experiences, or preparation need not be validated; they can be good-faith and generally accepted recommendations from discipline faculty that further the students' chances of success in this or subsequent courses.

Course Content: Course content should list all the expected and essential topics of the course. If this course is a lab/lecture combination, the Lab content should be spelled out separately.

Course Objectives: List the course objectives, competencies, or skills that the students should be able to demonstrate upon completion of the course. Community college faculty should be attentive to explicitly linking the objectives to the topics covered. If this course is a lab/lecture combination, again the learning objectives should be spelled out separately and be linked to the topics covered in the lab component of the course. Use additional sheets as needed.

Methods of Evaluation: List examples of those methods you anticipate would be used to observe or measure the students' achievement of course objectives (e.g., quizzes, exams, laboratory work, field journals, projects, research, demonstrations).

Textbooks: College-level texts, materials, or software packages can be suggested here. While texts used by individual institutions and even individual sections will vary, enter examples of representative work. If this is a lab course or a lab/lecture section, remember to include an example of a lab manual. The current C-ID textbook policy requires that CORs have at least one textbook with a publication date within **seven (7)** years of the course outline approval date. There may be cases in which a more recent text is expected (e.g. a technology course) or the publication date is less relevant (e.g. classic primary sources in literature, philosophy or history). If an FDRG determines that one or more textbooks need to be more recent, they will include that requirement on the descriptor (for descriptors developed or reviewed after Nov 1, 2012).

FDRG Lead's Signature and Date: When the descriptor template is finalized by the FDRG, is in final form, and is ready for posting, the Lead should send this completed and signed document to Miguel Rother at miguel@asccc.org. The descriptor will be posted on the C-ID website for review and comment prior to finalizing the descriptor for the next phase of the C-ID system.

DESCRIPTOR

Discipline: Mathematics – Basic Skills		Proposed Sub-discipline (if applicable):	
General Course Title: Foundations of Algebra for Math-Intensive		Min. Units 5	
<p>General Course Description:</p> <p>This course consists of elements of beginning and intermediate algebra as appropriate for long-term engagement in math-intensive fields and may be accompanied by co-requisite or prerequisite support. Topics include polynomial, rational, radical, exponential, and logarithmic—expressions, equations, functions, and graphs; polynomial, rational, and radical inequalities; systems of equations; algebra of functions; complex numbers; and modeling.</p>			
Proposed Number: Math BS 80X		Proposed Suffix (if applicable):	
<p>Any rationale or comment</p> <p>This course description includes baseline topics that are necessary and sufficient for an intermediate algebra course for students pursuing majors in STEM and some business fields. In addition, prerequisite and/or foundational skills are implicit in many topics, and may not be explicitly stated in the Course Content. For example, operations of real numbers is a prerequisite to topics in this course; domain and range are foundational to inverse functions. It is expected that colleges may include additional topics or elements as appropriate to local curricular programs. As additional topics are included, the number of units should increase appropriately. Some colleges may choose to offer a co-requisite course to support students requiring additional instruction and support. This course is not intended to be a required element of a college's curricular offering, rather an option for colleges choosing to streamline curriculum efforts.</p>			
Required Prerequisites:			
Required Co- Requisites:			
<p>Advisories/Recommended Preparation¹: For students without a strong background in elementary mathematics, it is recommended that they take Math xxx: Elementary Mathematics. For students without a strong background in elementary algebra, but with strong elementary mathematics skills, it is recommended that they enroll in a co-requisite support course.</p>			
<p>Course Content:</p> <p>The following topics should be covered with a focus on skills development for trigonometry, college algebra, pre-calculus and calculus mathematics:</p> <ol style="list-style-type: none"> 1. Algebraic Expressions 2. Rational Exponents 3. Polynomials – Monomial, Binomial, Trinomial <ol style="list-style-type: none"> a. Factoring – Sum/Difference of Squares/Cubes, Substitution b. Solve Equations by factoring c. Quadratic Formula d. Graphing 4. Rational Expressions and Equations <ol style="list-style-type: none"> a. Solve Equations b. Graphing 5. Inequalities – Linear, Absolute Value, Quadratic, Rational <ol style="list-style-type: none"> a. Solve b. Graphing 6. Radical Expressions and Equations – Square Root, Cube Root <ol style="list-style-type: none"> a. Rational Exponents 			

¹ Advisories or recommended preparation will not require validation but are recommendations to be considered by the student prior to enrolling.

- b. Complex Numbers
- 7. Functions – Polynomial, Rational, Radical, Exponential, Logarithmic
 - a. Function Notation
 - b. Algebra of functions and composition of functions
 - c. Graphing
 - d. Inverse Functions
- 8. Conic Sections – Parabolas and Circles
- 9. Logarithms
 - a. Properties of logarithms
 - b. Solving exponential and logarithmic equations
- 10. Systems of Equations
- 11. Modeling and Applications

Optional Topics:

- 1. Sequences and Series—Summation Notation
- 2. Matrices
- 3. Cramer’s Rule
- 4. Conic Sections—ellipses, hyperbolas
- 5. Binomial Theorem

Laboratory Activities: (if applicable)

Course Objectives: At the conclusion of this course, the student should be able to (as appropriate to the level and content of this course):

- 1. Solve polynomial, rational, absolute value, radical, exponential, logarithmic equations;
- 2. Solve systems of equations with three or more variables;
- 3. Factor polynomials;
- 4. Solve linear and absolute value inequalities;
- 5. Graph linear and nonlinear functions, parabolas, and circles;
- 6. Apply basic operations on functions;
- 7. Find inverse functions; and
- 8. Use mathematical modeling to solve application problems.

Methods of Evaluation:

Sample Textbooks, Manuals, or Other Support Materials (do not include editions or publications dates)

FDRG Lead Signature:

Date:

[For Office Use Only]

Internal Tracking Number

Descriptor Guide Sheet

Discipline: The discipline was determined and is entered.

Subdiscipline: You may decide that a sub-discipline will serve your discipline best. For example, biology faculty may or may not decide to identify subdivisions (cellular vs. organismic, or marine, or ecology/environmental). Discipline faculty will determine what best serves their needs.

General Course Title: Insert a course name in this field that is generally used and will be widely recognized. It need not be the actual course title at all colleges or universities but should describe the topic of the course.

Minimum Units: Indicate the minimum number of units expected of this course, based on semester configuration.

Proposed Number: Use the numbering protocol to assign a tentative number to the course; like the sub-discipline or general course title, during your drafting stages, this number can be changed.

Proposed Suffix: If desirable, add an "L" after the number in the box to indicate a lab; an "S" to indicate this course is part of a sequence; a "B" to indicate a combined lab + lecture; or "X" to indicate intrasegmental.

Rationale or Comment: Use this space to provide explanation to the field about the number; during the drafting stage, you may also use this space to record a request for an additional suffix or modification of the numbering protocol.

Required Prerequisites or Co-Requisites: List any courses required to be completed prior to taking the listed course; if there is not agreement among segmental faculty about the prerequisites, you might consider describing a similar course without those prerequisites or listing only Advisories/Recommended Preparation (see below). A co-requisite does not mean in the CCCs what it may mean for the 4-year institutions.

Advisories/Recommended Preparation: These recommendations for courses, experiences, or preparation need not be validated; they can be good-faith and generally accepted recommendations from discipline faculty that further the students' chances of success in this or subsequent courses.

Course Content: Course content should list all the expected and essential topics of the course. If this course is a lab/lecture combination, the Lab content should be spelled out separately.

Course Objectives: List the course objectives, competencies, or skills that the students should be able to demonstrate upon completion of the course. Community college faculty should be attentive to explicitly linking the objectives to the topics covered. If this course is a lab/lecture combination, again the learning objectives should be spelled out separately and be linked to the topics covered in the lab component of the course. Use additional sheets as needed.

Methods of Evaluation: List examples of those methods you anticipate would be used to observe or measure the students' achievement of course objectives (e.g., quizzes, exams, laboratory work, field journals, projects, research, demonstrations).

Textbooks: College-level texts, materials, or software packages can be suggested here. While texts used by individual institutions and even individual sections will vary, enter examples of representative work. If this is a lab course or a lab/lecture section, remember

to include an example of a lab manual. The current C-ID textbook policy requires that CORs have at least one textbook with a publication date within seven (7) years of the course outline approval date. There may be cases in which a more recent text is expected (e.g. a technology course) or the publication date is less relevant (e.g. classic primary sources in literature, philosophy or history). If an FDRG determines that one or more textbooks need to be more recent, they will include that requirement on the descriptor (for descriptors developed or reviewed after Nov 1, 2012).

FDRG Lead's Signature and Date: When the descriptor template is finalized by the FDRG, is in final form, and is ready for posting, the Lead should send this completed and signed document to Miguel Rother at miguel@asccc.org. The descriptor will be posted on the C-ID website for review and comment prior to finalizing the descriptor for the next phase of the C-ID system.

DESCRIPTOR

Discipline: Mathematics – Basic Skills	Proposed Sub-discipline (if applicable):
General Course Title: Fundamentals of Algebra for Statistics or Liberal Arts	Min. Units 5
<p>General Course Description:</p> <p>This course consists of elements of beginning and intermediate algebra specifically designed for statistics, liberal arts mathematics, and other non-math-intensive fields and may be accompanied by co-requisite or prerequisite support. Topics include polynomial, rational, radical, and exponential—expressions, equations, functions, and graphs; polynomial, rational, and radical inequalities; systems of equations; algebra of functions; sequences and series; data sets, and modeling.</p>	
Proposed Number: Math BS 81X	Proposed Suffix (if applicable):
<p>Any rationale or comment</p> <p>This course description includes baseline topics of an intermediate algebra course for students not pursuing majors in STEM or some business fields. In addition, prerequisite and/or foundational skills are implicit in many topics, and may not be explicitly stated in the Course Content. For example, operations of real numbers is a prerequisite to topics in this course; domain and range are foundational to inverse functions. It is expected that colleges may include additional topics or elements as appropriate to local curricular programs. As additional topics are included, the number of units should increase appropriately. Some colleges may choose to offer a co-requisite course to support students requiring additional instruction and support. This course is not intended to be a required element of a college's curricular offering, rather an option for colleges choosing to streamline curriculum efforts.</p>	
Required Prerequisites:	
Required Co- Requisites:	
<p>Advisories/Recommended Preparation¹:</p> <p>For students without a strong background in elementary mathematics, it is recommended that they take Math xxx: Elementary Mathematics. For students without a strong background in elementary algebra, but with strong elementary mathematics skills, it is recommended that they enroll in a co-requisite support course.</p>	
<p>Course Content:</p> <p>The following topics should be covered with a focus on use in elementary statistics and liberal arts mathematics:</p> <ol style="list-style-type: none"> 1. Algebraic Expressions 2. Rational Exponents 3. Polynomials – Monomial, Binomial, Trinomial <ol style="list-style-type: none"> a. Introduction to Factoring b. Solve Equations c. Graphing 4. Rational Expressions and Equations <ol style="list-style-type: none"> a. Solve Equations b. Graphing 5. Inequalities – Linear, Absolute Value, Quadratic, Rational <ol style="list-style-type: none"> a. Solve b. Graphing 	

¹ Advisories or recommended preparation will not require validation but are recommendations to be considered by the student prior to enrolling.

- 6. Radical Expressions and Equations – Square Root, Cube Root
- 7. Functions – Polynomial, Rational, Radical, Exponential, Logarithmic
 - a. Function Notation
 - b. Algebra of functions and composition of functions
 - c. Graphing
 - d. Inverse Functions
- 8. Data Sets
 - a. Venn Diagrams
 - b. Graphing
 - c. Correlation vs. Causation
- 9. Modeling and Applications

Optional Topics:

- 1. Quadratic Formula
- 2. Properties of Logarithms
- 3. Sequences and Series: Summation Notation
- 4. Binomial Theorem
- 5. Basic Ideas of Logic
- 6. Geometry

Laboratory Activities: (if applicable)

Course Objectives: *At the conclusion of this course, the student should be able to:*

Methods of Evaluation:

Sample Textbooks, Manuals, or Other Support Materials (do not include editions or publications dates)

FDRG Lead Signature:

Date:

[For Office Use Only]

Internal Tracking Number

Descriptor Guide Sheet

Discipline: The discipline was determined and is entered.

Subdiscipline: You may decide that a sub-discipline will serve your discipline best. For example, biology faculty may or may not decide to identify subdivisions (cellular vs. organismic, or marine, or ecology/environmental). Discipline faculty will determine what best serves their needs.

General Course Title: Insert a course name in this field that is generally used and will be widely recognized. It need not be the actual course title at all colleges or universities but should describe the topic of the course.

Minimum Units: Indicate the minimum number of units expected of this course, based on semester configuration.

Proposed Number: Use the numbering protocol to assign a tentative number to the course; like the sub-discipline or general course title, during your drafting stages, this number can be changed.

Proposed Suffix: If desirable, add an "L" after the number in the box to indicate a lab; an "S" to indicate this course is part of a sequence; a "B" to indicate a combined lab + lecture; or "X" to indicate intrasegmental.

Rationale or Comment: Use this space to provide explanation to the field about the number; during the drafting stage, you may also use this space to record a request for an additional suffix or modification of the numbering protocol.

Required Prerequisites or Co-Requisites: List any courses required to be completed prior to taking the listed course; if there is not agreement among segmental faculty about the prerequisites, you might consider describing a similar course without those prerequisites or listing only Advisories/Recommended Preparation (see below). A co-requisite does not mean in the CCCs what it may mean for the 4-year institutions.

Advisories/Recommended Preparation: These recommendations for courses, experiences, or preparation need not be validated; they can be good-faith and generally accepted recommendations from discipline faculty that further the students' chances of success in this or subsequent courses.

Course Content: Course content should list all the expected and essential topics of the course. If this course is a lab/lecture combination, the Lab content should be spelled out separately.

Course Objectives: List the course objectives, competencies, or skills that the students should be able to demonstrate upon completion of the course. Community college faculty should be attentive to explicitly linking the objectives to the topics covered. If this course is a lab/lecture combination, again the learning objectives should be spelled out separately and be linked to the topics covered in the lab component of the course. Use additional sheets as needed.

Methods of Evaluation: List examples of those methods you anticipate would be used to observe or measure the students' achievement of course objectives (e.g., quizzes, exams, laboratory work, field journals, projects, research, demonstrations).

Textbooks: College-level texts, materials, or software packages can be suggested here. While texts used by individual institutions and even individual sections will vary, enter examples of representative work. If this is a lab course or a lab/lecture section, remember to include an example of a lab manual. The current C-ID textbook policy requires that CORs have at least one textbook with a publication date within **seven (7)** years of the course outline approval date. There may be cases in which a more recent text is expected (e.g. a technology course) or the publication date is less relevant (e.g. classic primary sources in literature, philosophy or history). If an FDRG determines that one or more textbooks need to be more recent, they will include that requirement on the descriptor (for descriptors developed or reviewed after Nov 1, 2012).

FDRG Lead's Signature and Date: When the descriptor template is finalized by the FDRG, is in final form, and is ready for posting, the Lead should send this completed and signed document to Miguel Rother at miguel@asccc.org. The descriptor will be posted on the C-ID website for review and comment prior to finalizing the descriptor for the next phase of the C-ID system.



Executive Committee Agenda Item

SUBJECT: Spring 2018 Resolutions		Month: March	Year: 2018
		Item No: IV. K.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for approval resolutions to forward to the Area meetings in March 2018 for discussion	Urgent: No	
		Time Requested: 60 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lateer	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Twice a year, prior to the plenary session, committees, task forces, members of the Chancellor’s advisory groups, and individual Executive Committee members consider current conversations and requisite positions needed to appropriately represent the ASCCC. Executive Committee resolutions inform the delegates about topics that are under discussion at the state level and provide them an opportunity to inform those conversations. The Executive Committee will discuss resolutions to forward the Area meetings for discussion.

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

Resolutions for Consideration by the Executive Committee Spring 2018

1.0X Adopt the 2018-2023 ASCCC Strategic Plan

Whereas, Strategic planning is an important activity for any successful organization, as this activity provides clear direction and stability and ensures that the organization's leadership is responsive to its members;

Whereas, The initial draft of the strategic plan for the Academic Senate for California Community Colleges (ASCCC) was created by the elected representatives of the ASCCC Executive Committee with careful thought regarding the organization's mission and purpose and thoughtful consideration of the ASCCC Executive Committee members' perceptions of the wishes of faculty statewide as well as attention to the future health and growth of the ASCCC; and

Whereas, The current Strategic Plan of the ASCCC expires in 2018;

Resolved, That the Academic Senate for California Community Colleges adopt the 2018-2023 ASCCC Strategic Plan.

Contact: Executive Committee

2 Adopt the Paper A Re-examination of Faculty Hiring Processes and Procedures

Whereas, Resolution 3.01 S17 directed the Academic Senate for California Community Colleges to "Resolved, That the Academic Senate for California Community Colleges update the paper A Re-examination of Faculty Hiring Processes and Procedures and bring it to the Spring 2018 Plenary Session for discussion and possible adoption.";

Resolved, That the Academic Senate for California Community Colleges adopt the paper A Re-examination of Faculty Hiring Processes and Procedures and disseminate to local senates and curriculum committees upon its adoption.

Contact: Dolores Davison, Equity and Diversity Action Committee

3 Adopt the Paper Ensuring Effective Online Education Programs: A Faculty Perspective

Whereas, Resolution 11.01 S16 directed the Academic Senate for California Community Colleges to "Resolved, That the Academic Senate for California Community Colleges, in order to provide guidance to local senates and colleges on best practices in online education programs, update the 2008 paper Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates.";

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Ensuring Effective Online Education Programs: A Faculty Perspective* and disseminate to local senates and curriculum committees upon its adoption.

Contact: Conan McKay, Chair, Online Education Committee

4 Develop a Paper on Effective Transfer Practices

Whereas, California Education Code, Title 5 regulations, local policies and procedures, and restrictions placed on colleges by the California State University (CSU), the University of California UC), independent institutions and out-of-state institutions result in a wide variety of transfer practices and standards around the state leading to confusion among colleges and leading to the exclusion and inequitable treatment of transfer-bound students across the system; and

Whereas, The Academic Senate for California Community Colleges has numerous resolutions in support of transfer opportunities for students such as *Resolution F17 Support Students Transferring to UC, CSU, and Private and Out-of-State Institutions*;

Resolved, That the Academic Senate for California Community Colleges create a paper identifying effective practices around transfer to assist colleges to create and apply uniform and equitable transfer policies and bring the paper to the Fall 2019 plenary session for adoption.

Contact: ASCCC Executive Committee

5 Expanding Competency-Based Instruction through an Online Consortium

Whereas, The Governor of California in the 2018-2019 Trailer Bill language calls for creation of a new California Online Community College District for “working adults to access high-quality, affordable and flexible opportunities to pursue postsecondary education that does not conflict with their work and familial obligations;”

Whereas, The faculty of the California Community Colleges (CCC) recognize the urgent need for expansion of career technical curriculum offering nontraditional programs focusing on competency-based education that lead to industry recognized credentials and many of the CCC districts already offer skilled-based, stackable certificates in program pathways identified by the California Community College Chancellor’s Office;

Whereas, The targeted student population identified for the new California Online Community College District has a significantly wider success gap in the online learning modality and therefore need access to on campus student support services; and

Whereas, The primary focus of competency-based education is skills development and demonstration, and students must have access to physical laboratory space and equipment to practice skills relevant to their online education;

Resolved, That the Academic Senate for California Community Colleges support the expansion of fully online competency-based instruction by leveraging resources and utilizing existing talent through a consortium-based approach rather than creation of a new California Online Community College District.

Contact: Wendy Brill-Wynkoop, Legislative and Advocacy Committee

6 Faculty Involvement in Responding to Litigation or Student Complaints

Whereas, Education Code §70902 (B)(7) ensures the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards as well as the academic freedom faculty require to best serve students;

Whereas, Title 5 §53200 includes grading policies and standards or policies regarding student preparation and success as areas in which a college district must rely primarily or reach mutual agreement with the local Academic Senate based on local policy;

Whereas, Changes in policy or procedures that are initiated in response to legal action regarding civil rights claims, disabled student accommodations, student complaints over grading procedures, or other academic or professional matters may impact the ability of faculty to uphold the academic and professional standards around student preparation and academic rigor; and

Whereas, Faculty can respect the confidentiality and sensitive nature of litigation and student complaints while maintaining their purview in areas of academic standards;

Resolved, That the Academic Senate for California Community Colleges encourage colleges to respect their shared governance process and involve faculty in the development or revision of policies and procedures relevant to all areas of academic and professional matters when responding to legal action regarding civil rights claims, disabled student accommodations, student complaints over grading procedures, or other academic or professional matters that may impact the ability of faculty to uphold the academic and professional standards around student preparation and academic rigor.

Contact: Executive Committee

7 Opposition to the Proposed California Online Community College District

Whereas, The proposed California Online Community College District represents an investment in a new enterprise that expands the scope of the work of the California Community College Chancellor's Office (CCCCO) such that a regulatory agency tasked with ensuring the compliance of the colleges with regulation and law would be in competition with the colleges by potentially drawing students away from existing California Community College districts and puts limited state educational resources into duplicating efforts already under way;

Whereas, Title 5 §53200 defines academic and professional matters to include degree and certificate requirements and educational program development, and the trailer bill language for the California Online Community College District offers no assurance that curriculum and programs will be developed by the faculty experts;

Whereas, Title 5 §53203 requires “the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters,” and the proposed governance structure for California Online Community College District offers no assurance of an effective faculty senate; and

Whereas, the California Online Community College District “shall seek accreditation and meet requirements for students to become eligible for federal and state financial aid,” yet students of the new California Online Community College District will be ineligible for many years before the California Online Community College District is accredited;

Resolved, That the Academic Senate for the California Community Colleges strongly urge the California Community College Chancellor’s Office and legislature to make more efficient use of state educational resources by utilizing the existing community college districts and expertise as opposed to creating a new California Online Community College District.

Contact: Wendy Brill-Wynkoop, Legislative and Advocacy Committee

8 Pathways to Meet General Education Requirements of Quantitative Reasoning

Whereas, The California State University (CSU), through CSU Executive Order 1100 no longer requires that a course included in the CSU General Education Breadth Area B4, Quantitative Reasoning, has an explicit prerequisite of intermediate algebra;

Whereas, AB 705 (Irwin, 2017) requires that “a community college district or college shall maximize the probability that a student will enter and complete transfer-level coursework in... mathematics within a one-year timeframe” and “for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, a community college district or college maximizes the probability that a student will enter and complete the required college-level coursework in... mathematics within a one-year timeframe” and mathematics is required for all quantitative reasoning courses;

Whereas, Curriculum, including establishing prerequisites, degree and certificate requirements, educational program development, and standards or policies regarding student preparation and success fall under the purview of local academic senates per the “10+1” in Title 5 §53200 and as such administrators should defer to the expertise of faculty to develop curricular pathways and placement models that serve the needs of students while complying with all legal requirements; and

Whereas, In fall 2017, the Academic Senate for California Community Colleges (ASCCC), the California Mathematics Council of Community Colleges (CMC³) and the California Mathematics Council of Community Colleges-South (CMC³-South) joined together and formed a task force to address math and quantitative reasoning education in the California community colleges and has provided the California Community Colleges Math and Quantitative Reasoning Task Force Recommendations as options for colleges to consider in moving toward compliance with AB 705;

Resolved, That the Academic Senate for California Community Colleges recognize multiple pathways for students to achieve transfer-level competency in math and quantitative reasoning; and

Resolved, That the Academic Senate for California Community Colleges endorse the California Community Colleges Math and Quantitative Reasoning Task Force Recommendations.

Contact: Executive Committee

9 Support Equity Minded Funding That Rely on College Based Targets

Whereas, The 2018-2019 Budget Trailer Bill proposes a new “student centered” college funding formula with metrics on the number of disadvantaged students and number of completions that may result in competition among the 114 California community colleges for funds;

Whereas, The proposed performance-based model funding is in disagreement with Academic Senate for California Community Colleges positions opposing performance based funding models, including resolution 5.01 S11 on success-based metrics that asserts “that any such proposed funding modifications should be additive and above base funding; and

Whereas, The proposed funding formula in the 2018-2019 Budget Trailer bill calls for system wide consultation in developing criteria and standards for making the annual budget requests;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and system partners to establish equity-minded funding approaches that rely primarily on college-based targets while ensuring access for all students and maintaining instructional quality and rigor.

Contact: LaTonya Parker, Legislative and Advocacy Committee

10 Wrap-Around Services and Online Student Success

Whereas, The Governor of California in the 2018-2019 Trailer Bill language calls for creation of a new California Online Community College District for "working adults to access high-quality, affordable and flexible opportunities to pursue postsecondary education that does not conflict with their work and familial obligations;"

Whereas, The Accrediting Commission for Community and Junior Colleges requires that student support services comparable to those for face-to-face students exist for students taking courses online;

Whereas, Numerous studies have demonstrated that students taking online courses require significant support services, to the point that the Online Education Initiative (OEI) states on its "Student Success" homepage that "increasing student success involves many aspects of student support beyond that provided by the classroom instructor;" and

Whereas, The California Community Colleges Chancellor's Office, in its most recent online education report, makes it clear that the growth of online courses and programs, "creates new challenges for colleges that must now provide student services and other support in a virtual world;"

Resolved, That the Academic Senate for California Community Colleges remind the California Community Colleges Chancellor's Office that wraparound student services are essential for the success of online students.

Contact: Dolores Davison, Legislative and Advocacy Committee

Noncredit Instruction in Guided Pathways Efforts

Whereas, Career Development and College Preparation (CDCP) noncredit courses that are part of approved noncredit certificates are eligible for apportionment at the same apportionment rate as credit courses; and

Whereas, Career Development and College Preparation (CDC) noncredit courses provide valuable opportunities to prepare students who are unprepared or underprepared for college-level coursework by providing pathways into credit programs designed to prepare students for transfer, that lead to completion of career and technical education degree and certificate programs, or that lead directly to employment;

Resolved, That the Academic Senate for California Community Colleges recognize the importance of Career Development and College Preparation noncredit instruction as a valuable tool for serving unprepared and underprepared students as part of college guided pathway efforts; and

Resolved, That the Academic Senate for California Community Colleges provide guidance to local senates on the effective use of Career Development and College Preparation noncredit instruction in guided pathways planning and implementation efforts.

John Freitas, Noncredit Committee, Executive Committee

Importance of Noncredit in All Student Success Programs

Whereas, Career Development and College Preparation noncredit instruction is an integral part of current and future student success efforts by providing pathways to college credit programs for students who are unprepared or underprepared for college that lead to completion of degree and certificate programs in transfer and CTE programs; and

Whereas, Student success initiatives such as SSSP and Student Equity until recently did not explicitly identify noncredit programs as integral components of such student success efforts;

Resolved, That the Academic Senate for California Community Colleges remind the Chancellor's Office that noncredit programs are an important part of all current and future student success efforts, including Guided Pathways; and

Resolved, That the Academic Senate for California Community College work with the Chancellor's Office and system partners to ensure all student success efforts explicitly include provisions that encourage colleges and districts to include noncredit as integral to their in their student success planning and implementation efforts.

Revise the Disciplines List Revision Process

Whereas, The original Disciplines List was approved in 1989, with many of the discipline minimum qualifications having remained unchanged since its original publication;

Whereas, Multiple issues with the clarity of the minimum qualifications for disciplines have arisen over time, including changes to the names of degrees, the order of degree names, punctuation issues, and the lack of consistent clarity provided for the appropriate application of the non-masters disciplines;

Whereas, The process to revise the Disciplines List occurs annually, but requires proposals to revise existing disciplines and add new disciplines to originate from the field through local senates or discipline organizations, thus resulting in the lack of a consistent and thorough review of the discipline minimum qualifications;

Resolved, That the Academic Senate for California Community Colleges revise the Disciplines List Revision Process in order to ensure that Disciplines List is reviewed and revised in such a way that ensures that the minimum qualifications for all disciplines are current and provide clarity to the field; and

Resolved, That the Academic Senate for California Community Colleges convene a task force to initiate a complete a thorough review of the Disciplines List for the purpose of engaging discipline faculty to update and clarify all discipline minimum qualifications, and to identify any new disciplines that may be added to the Disciplines List.

John Freitas, Standards and Practices Committee, Executive Committee

Endorse Proposed Revisions to Apprenticeship Minimum Qualifications

Whereas, The delegates at the Fall 2017 Plenary Session approved resolution 10.01 F17 which calls for the Academic Senate for California Community Colleges to “continue efforts to engage in sustained and respectful dialog and collaboration with the Department of Industrial Relations, the California Apprenticeship Council, and the broader apprenticeship community to provide the highest quality educational experiences in all apprenticeship programs offered by the California Community Colleges;”

Whereas, Representatives of the Academic Senate and representatives of the California Apprenticeship Council engaged in sustained and respectful and reached agreement on the following revisions to the minimum qualifications for credit apprenticeship instructors stated in Title 5 sec. 53413:

(a) The minimum qualifications for service as an ~~community college faculty member~~ apprenticeship instructor teaching community college credit apprenticeship courses that are part of an apprenticeship program approved by the Division of

Apprenticeship Standards shall be satisfied by meeting one of the following two requirements:

(1) Possession of an associate degree, plus four years of occupational experience in the subject matter area to be taught; or

(2) Six years of occupational experience in the subject matter to be taught, a journeyman's certificate in the subject matter area to be taught, and completion of at least ~~eighteen (18)~~ twelve (12) semester units of ~~degree-applicable~~ apprenticeship or college level course work, ~~in addition to apprenticeship credits.~~

(A) This last requirement may be satisfied concurrently during the first two (2) years of employment as an apprenticeship instructor.

(3) Six years of occupational experience in the subject matter to be taught, and having served as an apprenticeship instructor for an apprenticeship program approved by the California Department of Industrial Relations, Division of Apprenticeship Standards for a minimum of ten years;

(4) The Board of Trustees of a community college district in consultation with their local academic senate and the California Department of Industrial Relations, Division of Apprenticeship Standards may adopt policies to authorize a person to serve as an apprenticeship instructor to teach credit apprenticeship courses in an urgency condition.

(A) "Urgency condition" is defined as: A shortage of qualified instructors that would prevent offering classes to students in accordance with the approved education plan for the apprenticeship program adopted by the California Department of Industrial Relations, Division of Apprenticeship Standards.

(B) Each instructor hired under this urgency provision must meet the educational requirements of either subdivision (a)(1) or (a)(2) above within two years provided that the instructor possesses:

1. Six (6) years of occupational experience in the subject matter to be taught, and a journeyman's certificate in the subject matter area to be taught; or

2. Four (4) years of occupational experience in the subject matter to be taught, and is within one (1) year of completing an associate's degree.

(C) Until the education requirements are completed, each instructor approved under the provisions of this subdivision shall be employed as a temporary instructor.

(b) The minimum qualifications for service as a ~~community college faculty member~~ apprenticeship instructor teaching Community College noncredit apprenticeship courses that are part of an apprenticeship program approved by the Division of Apprenticeship Standards shall be either of the following:

(1) The minimum qualifications for credit apprenticeship instruction as set forth in this section, or

(2) A high school diploma; and six years of occupational experience in the occupation to be taught, including at least two years at the journeyman level; and sixty clock hours or four semester units in materials, methods, and evaluation of instruction. This last requirement may be satisfied concurrently during the first year of employment as an apprenticeship instructor; and

Whereas, At its January 25, 2018 meeting the California Apprenticeship Council approved recommending to the Board of Governors the revised credit apprenticeship minimum qualifications; and

Whereas, The Executive Committee of the Academic Senate voted at its February 2-3, 2018 meeting to support the proposed revisions prior to the February 2018 Consultation Council meeting;

Resolved, That the Academic Senate for California Community Colleges support the revisions to the minimum qualifications for credit apprenticeship instructors stated in Title 5 sec. 53413 as approved by the California Apprenticeship Council and supported by the Executive Committee of the Academic Senate, and urge approval of the revisions by the Board of Governors at its May 14-15, 2018 meeting.

Executive Committee



Executive Committee Agenda Item

SUBJECT: ASCCC Academic Academy Fall 2018		Month: March	Year: 2018
		Item No: IV. L.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider for approval and discussion an Academic Academy to be held in fall 2018	Urgent: No	
		Time Requested: 20 minutes	
CATEGORY:	Action Item	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Carrie Roberson	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lateer	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the previous ASCCC Executive Meeting, the members discussed the abundance of professional development events scheduled in spring and fewer in the fall. With the cancellation of Academic Academy last year, a discussion took place about attempting to schedule/conduct another one that focuses on the current needs of faculty and local senates for fall 2018. Davison, Eikey, May and Roberson volunteered to assist with the planning.

The ASCCC Executive Committee will discuss potential dates and locations, a theme, general sessions, breakouts, and potential keynote speakers as well as other considerations for a successful event.

In addition, the Executive Committee will approve the planning process to begin and designate dates to bring necessary future agenda items.

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

ASCCC ACADEMIC ACADEMY

DATE/LOCATION: TBD

THEME: *The Defining & Supporting the Paths for Student Success*

GENERAL SESSION 1: Big Hero 6 – “Shake things up! Use that big brain of yours to think your way out! Look for a new angle.”

GENERAL SESSION 2: TBD

TENTATIVE STRANDS/ BREAKOUTS:

Guided Pathways	Equity and Diversity	Professional Development with New Curricular Pathways	Hot Topics	Student Services & Support
Tales from Trenches (what is working, lessons learned...)	Incarcerated, Foster Youth, Athletes, Veterans	Use of Co-requisites to support student learning (AB 705)	OER & ZTC Degrees	Role of the New Library (digital literacy)
Including Student Voices/Ensuring Students are Learning	Bringing Student Voices	Meeting the needs of all students – regardless of discipline/preparation	How to Teach to the “New Normal?” – technology, student behavior/expectations	Enrollment Management & Course Sequencing
Faculty Role 10+1	Student Services & Support (A2MEND)	Keeping Students & Engaged & Learning- Active Learning Strategies, Tapping into Affective Domain	Dual Enrollment	Peer Support & Tutoring (embedded tutoring & noncredit)
ASCCC Role/ Resources	Faculty Hiring & Diversity	Promising Practices Across Disciplines	MMAP & Multiple Measures	Using Noncredit to Support Students



Executive Committee Agenda Item

SUBJECT: Second Reading of Ensuring Effective Online Education Programs: A Faculty Perspective		Month: March	Year: 2018
		Item No: IV. M	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will review for approval the revision to the paper Ensuring Effective Online Education Programs: A Faculty Perspective	Urgent: No	
		Time Requested: 10 Min	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Conan McKay	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lateer	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the Spring 2016 Plenary session, the ASCCC passed resolution 11.01 which states: “Resolved, That the Academic Senate for California Community Colleges, in order to provide guidance to local senates and colleges on best practices in online education programs, update the 2008 paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates.*” The ASCCC Online Education Committee was tasked with revising the paper: attached is final draft. The Online Education Committee would appreciate your consideration for approval “Ensuring Effective Online Programs: A Faculty Perspective”.

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

ENSURING AN EFFECTIVE ONLINE PROGRAM: A FACULTY PERSPECTIVE

ONLINE EDUCATION COMMITTEE 2017-2018

CONAN MCKAY, CHAIR, MENDOCINO COLLEGE

CALEB FOWLER,

JOHN FREITAS, LOS ANGELES CITY COLLEGE

MICHAEL HUEMANN, IMPERIAL VALLEY COLLEGE

KANDACE KNUDSON, SACRAMENTO CITY COLLEGE

PHELIS SMITH, COLLEGE OF THE CANYONS

ACKNOWLEDGEMENTS

The Online Education committee would like to thank the following Executive Committee Members of the Academic Senate for California Community College for their expertise and work on this paper. Their assistance was invaluable in completing this paper

CHERYL ASCHENBACH, LASSEN COLLEGE

DOLORES DAVISON, FOOTHILL COLLEGE

VIRGINIA "GINNI" MAY, SACRAMENTO CITY COLLEGE

LATONYA PARKER, MORENO VALLEY COLLEGE

Introduction

From the time the first fully online course was taught in the California community colleges more than twenty years ago, the educational landscape has changed dramatically. What was once considered distance education -- one-on-one correspondence that utilized pen, paper, and the post office as the sole channel of communication between pupil and teacher, limited in content, desultory, and educationally disparaged – has evolved to enable students to engage their instructors and their fellow students in interactive online environments in which content is delivered to the student through varied means. The development of this technology, combined with the pedagogy that has developed alongside it, has led to the creation of courses that can rival and even surpass the in-person classroom in positive student experience, rigor, and efficacy. In short, distance education has evolved from correspondence courses to a legitimate instructional modality in the form of online education.

The purpose of this paper is to address the need for guidance on professional standards for educational practices in online education. The Academic Senate for California Community Colleges (ASCCC) has long provided leadership in the introduction and successful implementation of distance online education over the past twenty-three years. During this time, the ASCCC has played a leading role in shaping policies and procedures for distance and online education in order to ensure that students are receiving the most effective educational experience possible. At the Spring 2016 Plenary Session, the delegates called for an update of educational technology best practices and adopted Resolution 11.01 S16:

Whereas, The creation of educational programs, including professional development, technology, and curriculum standards, is an area of faculty primacy regardless of modality, and an increasing number of colleges are creating or expanding online programs in response to student interest in online courses, degrees, and certificates;

Whereas, in order to be effective in serving students, high quality online educational programs require sufficient resources, including infrastructure, technology, professional development resources, and student support services, all of which are needs that may be identified through local program review processes, institutional planning and budget development processes, and faculty development processes, each of which is a matter of local senate purview;

Whereas, Since the publication of the Academic Senate paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates* in 2008, substantial advances in online education have occurred in the areas of technology, pedagogy, and student support services, including those promoted through the efforts of the California Community Colleges Online Education Initiative; and

Whereas, The Academic Senate for California Community Colleges is the legal representative of faculty on academic and professional matters and therefore has primacy in providing professional guidance to the field on the elements of high quality online education programs, including curriculum, student support service needs, infrastructure, technology, and faculty professional development;

Resolved, That the Academic Senate for California Community Colleges, in order to provide guidance to local senates and colleges on best practices in online education programs, update the 2008 paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates*.

Rather than trying to update the 2008 paper on Educational Technology, as called for in the resolution, it was decided that given the recent and fast-moving developments in distance and online education, the best approach would be to write a new paper exclusively about **online** education. This new paper will frame the issues regarding online education from several perspectives including working with the local academic senate to develop effective practices, interacting with student services to provide wraparound support for students in online courses, creating and ensuring practices around accessibility, and developing curriculum designed to promote student success while maintaining sufficient rigor.

It is important to recognize that the term “online” is being used deliberately, to differentiate from traditional correspondence courses and from other forms of distance education.

- Correspondence education is defined in the Code of Federal Regulations as “education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.” (34 C.F.R. § 602.3) These courses have limited interaction between the instructor and the student, contact is neither regular nor

substantive, and contact is primarily initiated by the student. These courses are usually self-paced and do not qualify for federal financial aid.

- Other forms of distance education include courses conducted through television broadcasts or cable channels, courses in which videos or other media forms are used, and the like. While there are still colleges who use these forms of distance education, the majority of distance education at this time is more correctly defined as online education, whether in a fully online format or as a hybrid course. For these reasons, this paper will focus exclusively on online education.

It is also important to define the differences that exist between Title 5, the Accrediting Commission for Community and Junior Colleges (ACCJC), California Education Code, and federal regulations under the Department of Education (DOE). Title 5 §55204 references the need for “Regular Effective Contact” between students and faculty, while the federal guidelines from the Department of Education Code of Federal Regulations Title 34 §600.2 require “Regular and substantive interaction between the students and the instructor, either synchronously or asynchronously.” The ACCJC has used the federal definition in its instructions to colleges regarding accreditation standards. The Academic Senate for California Community Colleges has long called for a reconciliation of the terminology used, most recently in resolution 7.07 in Fall 2014, which reads in part, “Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to align the definition of distance education in Title 5 §55204 with the federal definition of distance education stated in Title 34, Education §600.2.” For the purposes of this paper, the terms shall be used somewhat interchangeably, with the acknowledgement that the ACCJC guidelines are more stringently enforced due to the requirement to see parity among all modalities of course offerings.

This paper is divided into several major sections. The first portion of the paper is dedicated to effective practices for offering online education at a college, including the roles of the local academic senate, curriculum committee, online or distance education committee, accreditation, professional development, and other entities under shared governance or participatory decision-making structures which have a role to play in the creation and offering of online courses and programs. The second part of the paper is a focus on the pedagogical elements that are necessary to create a successful online course, including regular and effective contact, course design, and accessibility, along with examples of effective practices to aid faculty who choose to create online courses. The final portion of the paper looks at the role that online courses can play in terms of diversity and equity, particularly in the importance of promoting equity and achievement in online courses as well as the diversification of offerings to reach students who might not be able to participate in a traditional in person course.

Finally, it is important to note that this paper is a snapshot in time, and that there may be changes in regulation or in policies; therefore, it is essential that those engaged in online education, whether as practitioners, governance leaders, administrators, or others, remain vigilant about keeping up-to-date with changes that may be occurring in the world of online education.

The Role of the Academic Senate and Other Governance Groups in Online Education

All academic and professional matters are under the purview of faculty through the legal authority granted to local academic senates in the Education Code and the California Code of Regulations, more commonly known as Title 5. Specifically, Education Code §70902(b)(7) gives local academic senates the right “to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.” Title 5 §53200 identifies the academic and professional matters under the purview of local academic senates, including areas that have a direct impact on all distance education programs, such as curriculum, educational program development, and policies for faculty professional development. Furthermore, Title 5 §55204 specifically identifies regular and effective contact in distance education courses as an academic and professional matter.

Title 5 §55202 establishes the determination of distance education course quality standards as a curricular matter¹ with the process for determining course quality standards requiring collegial consultation with local academic senates, by reference to §53200 and subsequent sections:

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of Section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with Section 53200) of chapter 2.²

Thus, the determination of the pedagogical implications of a course’s instructional modality is a matter of local academic senate purview and should be addressed through

¹ With reference to Title 5 §55002

² §55202

existing local processes established by collegial consultation with local academic senates.

Title 5 §55204 stipulates the requirement that governing boards ensure that there is “regular effective contact” (commonly referenced as “regular and effective contact”) between instructors and students in distance education courses, and identifies regular and effective contact as an academic and professional matter. Local regular and effective contact policies must be established by governing boards through collegial consultation by relying primarily upon or reaching mutual agreement with their local academic senate.³ Finally, because regular and effective contact policies are established through collegial consultation, if these are to be revised this must also be done through collegial consultation.

Title 5 §55206 requires that there be separate local approval for courses to be offered through distance education in order to ensure that the proposed distance education courses meet the same course quality standards as in-person courses, and that regular and effective contact is ensured. The process described in this section of Title 5 is a curricular review process that is established through collegial consultation with the local academic senate. This may be a process undertaken by the academic senate or another committee under the purview of the academic senate.

In addition to the academic senate, the local committees that often are the most important committees that are engaged with the college distance education program are the curriculum committee, distance education committee, and the professional development committee.

The Role of the Curriculum Committee

As stated previously, §55202 establishes the requirement for distance education and in-person courses to have the same quality standards, while §55206 establishes the requirement for separate review and approval for courses to be offered through distance education. These requirements apply to existing and new courses that are offered through distance education. Because §55202 specifically references Title 5 §55002, which establishes curriculum committees and the requirements for course quality standards, and §55206 requires the use of local course approval processes, the required separate review is a curriculum process which should be performed by the

³ Board policies vary in terms of “rely primarily” or “mutually agree” vis-à-vis the 10+1 under the purview of the academic senate; check local board policy to determine this for your local senate

local curriculum committee and must be established through collegial consultation with the local academic senate.

While local processes vary, a common practice is the use of a distance education addendum to the course outline of record that describes how instruction for the course will be conducted in the distance education modality. The distance education addendum would then be reviewed through the local curriculum process to ensure that all course quality standards are met. The curriculum committee also should review and consider the course methods for ensuring that the course content is delivered to students through regular and effective contact, to ensure that they may successfully complete the objectives and meet the learning outcomes are described, and to ensure elements such as accessibility, verification of student identity, strategies for ensuring academic integrity, and others. Once the local curriculum process is completed, the course can then be offered via distance education. The time required to complete the curriculum approval process for distance education courses should be consistent with that for approving in-person courses.

The Role of the Distance/Online Education Committee

It is recommended that, if colleges do not have a local committee in place, a distance/online education committee be established to oversee the quality of the college distance education programs. While the curriculum committee is responsible for ensuring that course quality standards are met for all courses, including those offered through distance and online education, and that the methods delivering instruction through regular effective contact are described, the role of the distance/online education committee can be more or less specific. Most distance/online education committees are under the auspices of the local academic senate, although colleges may also have broader technology committees that can be college or district wide. It is often the role of the distance/online education committee to oversee the quality of the entire distance education program. This can include, but is not limited to, the following responsibilities:

- Development of recommendations and approval from appropriate faculty groups of instructional design standards for online courses;
- Review of course shells in the Course Management System (CMS) to ensure that they comply with the college's instructional design standards;
- Recommendations around the development of policies regarding the distance education program, including policies for the ongoing professional development for distance education instructors, policies regarding training in the use of the

CMS, and policies for ensuring that all courses and materials are accessible to all people with disabilities;

- Development of the college distance education plan;
- Drafting of the college distance education handbook;
- Depending on the composition of the committee, processes for peer review and professional development in the college distance education program to ensure its overall quality so that all accreditation requirements are being met and that students are being well-served.

Because the responsibilities of the distance/online education committee can include academic and professional matters, the distance/online education committee should be under the auspices of the local academic senate, which would review and take action on the recommendations from the distance/online education committee. As mentioned above, in some cases a district- or college-wide technology committee may oversee some of the elements listed above, but the pedagogical elements of courses should be auspices of a standing committee of the local academic senate.

The membership of the distance/online education committee will vary from college to college. While there is no single correct structure, it is recommended that the local distance/online education committee include, at a minimum, the distance education coordinator, curriculum chair, the primary distance education administrator, the professional development coordinator, a learning disabilities specialist, a counselor, information technology staff, faculty with distance education expertise from a broad scope of disciplines, and student representation. The composition should be primarily faculty. If the distance/online education committee is not established as an academic senate committee, it is important that all recommendations regarding academic and professional matters be considered by the local academic senate for review and action.

The Role of the Professional Development Committee

The professional development committee is responsible for developing the overall faculty professional development requirements for all faculty, regardless of the modality in which the faculty member teaches. This committee should work closely with the distance/online education committee to ensure that faculty professional development requirements include the requirements for professional development for distance education instructors, including flex time requirements for colleges on flexible calendars, and that these recommendations are forwarded to the local academic senate for review and action. Depending on local process, the professional development committee may also work closely with a Distance Education Coordinator or other

individuals to ensure that adequate and relevant professional development be provided in on-ground and online formats for faculty who teach online or hybrid sections.

Discussions can also occur in all committees about the evaluation of student learning styles and the need for tools to allow students to self-evaluate their ability to perform well in a course taught online. Discussions about potential pre- or co-requisites for students can also occur, particularly if faculty have concerns about the performance of students in certain disciplines or modalities (i.e., fully online versus hybrid). Again, these discussions would be under faculty purview and could happen in any number of committees.

Consultation with the Collective Bargaining Groups

Title 5 §55208 states that faculty selected to teach in distance education must meet the same minimum qualifications as faculty teaching in-person courses, and that the selection process will be the same for both in-person and online faculty. It further states that the determination of class sizes for distance education “shall be determined by and be consistent with other district procedures related to faculty assignment”, and that this can be reviewed by the curriculum committee. Furthermore, Title 5 §55208(c) states that “nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.” Many local collective bargaining agreements contain language about the rights and responsibilities of distance education instructors. These can include parameters for training and professional development, standards for the portability of meeting professional development requirements in multi-college districts, guidelines for instructor evaluation (including separate evaluation tools), requirements for assigning faculty to distance education classes, and class size restrictions.

While there are pedagogical and academic and professional matters implicit in the above areas, there are also clear working condition issues, and as such, it is crucial that the union be consulted when developing policies for distance education in order to ensure compliance with the local collective bargaining agreement.

Pedagogical Challenges in Online Education

For many years, faculty, including the leaders of the ASCCC, argued that there was no difference between those classes taught online and those taught in person. It was argued that the only difference between those courses was the modality, and that everything else was identical. As faculty who teach online are aware, that may be true when it comes to rigor, but it is clear that there were actually major differences among

the various modalities. One of the most significant was the delineation between correspondence and distance education courses, as defined above. However, there are a number of other differences that exist between online courses and those taught in person. Some are defined in statute or in regulation; others exist in areas such as accessibility. While the use of online education has expanded over the past decade, policies and regulations at the state and federal levels have been slow to match the shifting use of technology. At the time of this writing in early 2018, there is a proposed reauthorization of the Higher Education Act, which—as currently written—could significantly alter federal regulation of distance education as well as best practices for engagement with students via distance education, including repealing the language regarding distance education and encouraging competency based education.⁴ This section will focus on the challenges that faculty teaching online courses face in order to ensure that their classes are compliant, as well as effective practices to assist faculty to teach their courses.

Regular and Effective Contact/Regular Substantive Interaction

As mentioned above, there are different terms used for what is commonly referred to as “regular and effective contact”. Depending on the source, contact can be required to be “regular and effective”, “regular and substantive”, or some combination of these. The laws and regulations that establish the requirement for regular and effective or substantive contact are intended to ensure that students are receiving their share of instructor-initiated contact and instruction from programs that receive federal support via student financial aid. The ACCJC has more stringent evaluative criteria for distance education than the state or the federal criteria, including requirements around support services, which is based on the premise of ensuring parity between the traditional on-ground and distance learning modalities. It should be noted that the ACCJC language about distance education encompasses formats including interactive television as well as internet-based methods of delivering instruction.

One of the challenges that colleges face in ensuring compliance in online courses is that there is no clear definition of what regular and effective contact means. For example, in a February 2017 program review determination letter to one of the California community college campuses, the Department of Education summarized its January 2017 review of the college’s Title IV-eligible programs. Although “no significant findings were identified” during the review, the report offered recommendations, specifying that the college should “stress the importance of regular and substantive interaction with students”: “Faculty should provide feedback and guidance to students throughout the weekly online meetings and through multiple channels (e.g. engaging in

⁴ <https://edworkforce.house.gov/prosper/>

forum discussions with students, commenting on written assignments, **and** graded quizzes. [emphasis in original]). This is true even when students are required to attend in-person orientations, midterms, and finals. Feedback and guidance must be related to the academic content of the course (i.e. not limited to reminders about deadlines or other logistical matters) and must go beyond perfunctory comments such as 'good job' or 'great work.'"⁵

The above paragraph is telling. Examples of what would be considered regular and substantive interaction are provided, but are limited. Types of interactions that might not be considered substantive (i.e., not limited to reminders about deadlines or other logistical matters) are also not clearly defined, and could cause confusion; if an announcement, for example, includes information about how to answer exam questions but also contains a reminder about the due date, would it be included in the definition of regular and substantive or not? According to the above, regular and substantive interactions are between the certificated faculty member of record and students, are faculty-initiated, are regular and predictable, are about the course's subject matter, and are qualitatively more than just a boilerplate assessment of student work.

The state definition is both more and less defined. California Education Code language in §55204 uses “regular effective contact” and specifies that “any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voicemail, email, or other activities.” It adds that regular and effective contact is the purview of faculty: “regular effective contact is an academic and professional matter.” In addition, the ACCJC uses the federal terminology of “regular and substantive” and is clear that colleges should have policies that ensure the quality of distance education courses and programs. The ACCJC also requires that colleges ensure that their distance education students receive the same level of support as in person students, and that the institution has effective practices and policies that support student success in distance education.

Given the importance of federal financial aid to the students at California community colleges, the role of accreditation and the increased scrutiny online courses are facing from the ACCJC, and the lack of a precise definition of what regular and effective contact entails in practice, it seems logical to combine the federal specifications with

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https://www.cos.edu/About/Governance/AcademicSenate/DistanceEducation/Documents/Expedited%20Final%20Program%20Review%20Determination%20Letter%202.2.17_no%20appendices.pdf

those offered by California Education Code and Title 5. An inclusive definition is to consider regular and effective contact (referred to from here as “REC”) as regular and predictable (certificated) faculty-initiated interactions with students about the course content and about more than just boilerplate assessment of student work, and that this is an academic and professional matter under the purview of the academic senate.

So, given the limited amount of definition, how do faculty know what regular and effective contact is and whether or not there is enough of it in their classes? It is essential that any definitions or policies created at colleges around the question of regular and effective contact be made by faculty practitioners who are familiar with the federal, accreditation, and state requirements and who are able to accurately convey what is possible in an online course in terms of interaction with students. For example, for many years, some course management systems (CMS) did not include the ability to thread discussion posts, so requiring students to post responses to classmates was technologically almost impossible. The role of the academic senate in helping to create and shape these policies is paramount, especially on smaller campuses where information technology-related committees include academic and professional matters related to distance education because they lack a separate distance education committee. Colleges may define regular and effective contact in any manner than they choose, but it is imperative that the definitions meet the requirements spelled out above and that they contain elements of regular and effective contact that can be easily demonstrated in an evaluation of the course. In addition, whatever definition of regular and effective contact is agreed to at a college, this definition should be published in a widely available location, such as a board policy, administrative procedure, distance education handbook, or curriculum handbook, to provide an ACCJC insisting team with a clear expectation of how the colleges applies the term. When a team visits and team members access online courses sections, that definition will be central to the evaluation. For samples of regular and effective contact policies that have been adopted by California community colleges, see Appendix

Laboratory Courses in Online Education

One area in online education that has come under increased scrutiny in recent years is the use of online labs. The advances in technology that have provided affordable mobile computing devices have also created pedagogical paradigms that are outdated. Years ago, when the costs of computers or intricate software were prohibitive for individuals to have personal access, colleges purchased the equipment and/or software and provided direct access for students via activity laboratory classes where faculty directly supervised student work. Now, as students have their own direct access to computers, phones, and software, local labs or equipment and faculty supervision may appear to be less necessary, thus changing the curricular paradigm. State

apportionment requires faculty supervision of student work, and as such all labs taught in the distance education modality, including online, must include faculty supervision and regular and effective contact. Faculty must be diligent in the curriculum development and review process to ensure that this occurs when all courses are approved for online education, but particularly for laboratory classes. While there are some fields where online labs are currently considered pedagogically unsound, particularly in the natural or “hard” sciences, experimentation with online labs is occurring in many fields where that would have been once considered impossible, and as such it behooves faculty to remain familiar with the pedagogy around online instruction.

Course Design

Many colleges have well established online programs, in some cases dating back two decades or more, and faculty who have taught online for many years may contend that they do not need to review their courses or their course designs. The recent transition of many colleges to the Canvas course management system provided an opportunity for some faculty to reevaluate their course designs, as have the numerous professional development opportunities around the state in online teaching and learning pedagogy. Because courses being offered online require a separate approval, it is important that the faculty who wish to teach these courses, even if they have been teaching them for years, are aware of the requirements for these courses, including the need for regular and effective contact.

Once a course has been approved to be taught online through the local approval processes, the development of course materials—and the evaluation of these materials—can begin, if it has not already. It is important to note that the term evaluation in this section is not referencing the evaluation of the instructor. Rather, the evaluation described here is an evaluation of the instructional design of the course, and it can take many forms.

The first type of evaluation that usually takes place when an instructor wishes to teach an online class for the first time is the evaluation of the course design itself. These evaluations come in many different forms and with differing expectations and requirements. Some are peer evaluations of the course design conducted by members of a college’s distance education committee or by faculty with considerable experience in online teaching and learning. Others are self-evaluations, allowing an online instructor a better idea of what should be developed for a successful online course. Still others are a mix of the two—a helpful guide to ensuring online success, often conducted with the help of an experienced peer. Some colleges require specific types of training,

such as how to use Canvas, with the faculty members having elements of their course design evaluated by the faculty and staff conducting the training.

Similarly, the ultimate purpose of these evaluations can vary significantly from one college to another. Depending upon a college's collective bargaining agreements regarding online teaching, a poor result on this evaluation can mean that the instructor in question is not allowed to teach the particular course in an online modality until the inadequate areas are improved and that improvement is demonstrated. In some cases, these evaluations may have no binding impact on whether or not an instructor can teach online; rather, they serve as a helpful review of course materials and class design. At other colleges, faculty may only teach online after they have completed a course design review course or other pedagogical and/or technical training, regardless of previous experience teaching online.

Ultimately, though, these evaluations should utilize rubrics that guide evaluators through the various aspects of an online course that the college in question has determined to be crucial for a successful online education course—and for regular and effective contact. Since some online teaching tools and methods are more effective when applied to different disciplines and content, evaluation standards and processes should be informed by the standards and methods outlined in the curriculum committee's process for approving a course to be offered online. There are many different course design rubrics, just as there are many different colleges using such rubrics. Some rubrics are more extensive and require detailed responses; others are briefer and highlight the most important aspects of online teaching. There is, in short, a wide disparity in the way course design rubrics have been developed and deployed in the past, depending on the needs of the audience for whom they were developed.

When the Online Education Initiative (OEI) was developed through the Chancellor's Office in 2013, it had several goals, including the creation of a course exchange, the determination of a universal course management system, and the development of a rubric that could be used universally, if desired. In addition to the creation of the exchange and the decision to purchase and promote the usage of the Canvas course management system, the OEI also created the OEI Course Design Rubric. The rubric was first released in 2014 and continues to be updated on a regular basis. The OEI website states that, "The Rubric is intended to establish standards relating to course design, interaction and collaboration, assessment, learner support, and accessibility in order to ensure the provision of a high-quality learning environment that promotes student success and conforms to existing regulations."⁶ In other words, the rubric is not

⁶ <http://ccconlineed.org/faculty-resources/professional-development/online-course-design-standards/>

just a tool for evaluating existing online course design; it can also serve as a guide for instructors developing new courses or wishing to improve their existing courses. While courses that are being taught in the OEI Exchange must use the rubric, it is voluntary for all other online courses, although some colleges have begun using parts of the rubric as their evaluative measurement for course design. ASCCC Resolution 9.01 (F15) encourages “local senates to establish rubrics for online course standards.” The resolution stops short of encouraging colleges to adopt the OEI Rubric, but it does indicate that colleges should develop rubrics for online courses that, like the OEI’s rubric, define regular and effective contact. It is important, then, for colleges and districts to have both a clear definition of regular and effective contact and to have a rubric in place to assess how and where that contact takes place during an online course.

In addition to REC, courses should be reviewed for accessibility. Although the review can vary in scope and content from college to college, the review itself needs to be as thorough and as comprehensive as possible in order to ensure compliance. The accessibility review can be conducted by an individual knowledgeable about both accessibility and distance education, or it can be conducted by a group (perhaps a sub-committee of the distance education committee) which includes individuals skilled in either accessibility or distance education (or both). Ideally, the actual evaluation should be completed by someone with both accessibility and online teaching experience. More about accessibility compliance can be found in latter half of the paper.

Evaluation of Online Courses

There are a range of ways that online courses can be evaluated. Self-evaluations and student evaluations can be utilized to provide feedback about the regular and effective contact, as well as other elements, in an online course. A self-evaluation can also be utilized to allow instructors a chance to clearly explain both their philosophy towards online education and the teaching practices utilized to bring this philosophy to life in their online classes. Instructor self-evaluations can be conducted on a regular basis in order to give the online educator a chance to reflect on the online teaching experience, to celebrate successes, and to identify areas of improvement. These evaluations can be part of the formal evaluation process or can be done by individuals seeking to improve the overall experience of their courses.

The student evaluation process can be used to give online students an opportunity to assess the positive and negative parts of their online experience. Many colleges actually create modified versions of the traditional evaluation forms to include questions that focus specifically on aspects of the educational experience that are unique to online students who may never meet the instructor in person, including the elements of regular and effective contact. Colleges should take actions to allow for these

evaluations to be conducted anonymously, as they are in in-person courses, to allow for the most honest feedback from the students in the course. The more times the evaluations are conducted, the better an instructor's understanding of what students find helpful and unhelpful in their online class experiences. As with the self-evaluations, these evaluations can be part of the formal evaluation process or can be done by individuals seeking to improve the overall experience for students in their online classes.

Instructor self-evaluations and student evaluations can help to improve the online education experience for both students and teachers. However, continuous evaluation does not need to stop here. It can also be greatly beneficial for online classes to be periodically evaluated by a peer to gauge an online course's effectiveness over time. Just because an online course is deemed to be effective when first developed does not mean that the course remains effective. Periodically allowing peers to review and evaluate an online course gives additional feedback to the online instructor; it also helps to reaffirm that regular and effective contact is evident in the course. These types of continuous evaluations can be a repeat of the initial course design evaluation; the same forms and processes could be used periodically. Alternately, these ongoing reviews can focus only on the most important aspects of online student success such as regular and effective contact. The key, again, is the consistency of the administration of evaluations. Since local processes vary, it is essential to ensure that the collective bargaining agreement is honored while these evaluations take place: for example, if a peer evaluation is required, the evaluation should not be conducted by an administrator.

Another type of evaluation that can and should be conducted is a regular review of the college's distance education program as a whole. Most colleges and districts have numerous mechanisms in place to effectively evaluate the health of a program: the program review cycle, accreditation, committee evaluation, and so on. Hopefully, every college's distance education program is subject to the same kind of regular review as all other programs on campus. Given the recent focus on online courses and programs during ACCJC visits, consistent demonstration of ongoing improvement and evaluation/assessment is essential.

Finally, colleges and districts should seek to ensure the continued health and the continuous growth of distance education programs by developing and regularly revising a college and/or district master plan for distance education. There might be multiple master plans -- a district overarching technology plan, for example, along with college technology and distance education plans -- but these should all be developed with faculty involvement and leadership and regularly revised. Finally, the college's distance education committee should regularly review its own performance, identifying both successes and problems and seeking out solutions to those problems to ensure that

the college's distance education offerings are the strongest and most successful they can be.

Professional Development

Professional development is critical to ensure that the instructor is properly trained in online course design, basic online technology, and online pedagogy. As mentioned above, for some colleges, this training is mandatory and must be completed before an instructor can teach an online class; for other colleges, the training is recommended but optional, or contains portions of the above elements but not all of them. This is a local decision and one which may have been determined by the local collective bargaining agreement, by the college's online committee, or through other means.

Even with the requirements or rules at a given college, it is very important for faculty that are new to online teaching to receive training before developing and teaching online course, perhaps beyond what the college requires or provides. It is also important for experienced instructors to receive continued training in order to stay current with the latest developments in online education and to better hone their own craft. At some colleges, this may be a contractual issue; at others, it may be a departmental requirement or a college expectation. Finally, it is useful for all faculty involved in online education to meet in workshops, institutes, or conferences in order to discuss and debate the latest issues in the field and be informed about changes to regulation or other areas around course construction.

Fortunately, there are many ways for faculty to receive training to teach online. For those who are considering the online teaching process, or who want to begin to design an online class, a first step could be to actually take an online class. It's important for faculty teaching online to understand the experience of what it is like to be an online student. There are many classes designed specifically to introduce faculty to the basic concepts behind teaching online and to take them through the process of developing online content. Colleges and/or districts have developed their own such courses or, in some cases, rely on existing courses conducted by organizations such as @ONE. Similarly, Canvas has self-paced courses that are available to any faculty interested in learning about online courses and pedagogy.

The online course experience is key for both beginning and experienced online teachers, but just taking a course is typically not enough to produce a quality online class. The next step is usually local training, either in the form of one-on-one tutoring with a distance education expert (such as an Instructional Media Designer), group workshops, or peer review sessions with a content expert.

Once instructors have developed courses and begun teaching online, continued training is beneficial. After all, there is no such thing as a perfect course; all faculty can benefit

from continued education. This is particularly true for faculty teaching online, as online education changes rapidly, and it is important to keep up with the latest trends and tools. Luckily, there are many ways to receive this kind of professional development. Online, there are webinars available from @ONE, OEI, the Professional Learning Network (PLN), and Canvas, among others, that focus on key online issues and professional development. There are also conferences and workshops that take place on a regular basis throughout California. One of the bigger events is the Online Teaching Conference, a three-day conference held each June and co-sponsored by the Chancellor's Office.

In addition, nearly every main ASCCC event (including both plenary sessions, the Accreditation Institute, the Curriculum Institute, and regional workshops) includes breakouts on distance education or related issues. These breakouts are especially helpful because they provide a direct opportunity not only to hear from online education experts but also to network with others passionate about online education.

Finally, those who aspire to be true online education masters might consider taking additional online courses through @ONE or elsewhere to receive certification in online teaching. This certification allows these faculty to train others, either at their own campus or elsewhere, and provide professional development to their peers.

Accessibility

Another aspect of online education which must be addressed is compliance with federal and state accessibility regulations. This section presents an overview of the federal and state accessibility laws and provides information that faculty need to know in order to be compliant with accessibility regulations in distance education.

Federal and State Laws

“Accessible” means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with equivalent ease of use. A person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability. Although providing this accommodation might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the education benefits and opportunities afforded by the technology and equal treatment in the use of such technology.⁷

⁷ <https://www2.ed.gov/about/offices/list/ocr/504faq.html>

To address the needs of individuals with disabilities, the federal government enacted the Rehabilitation Act of 1973 (Rehabilitation Act). The Rehabilitation Act states that “no otherwise qualified individual with a disability shall, solely by reason of his or her disability, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance.”⁸ As recipients of federal funding, California’s community colleges are subject to the provisions of the Rehabilitation Act and must be in compliance.⁹

In 1990 the federal government reinforced its commitment to individuals with disabilities by enacting the Americans with Disabilities Act (ADA). ADA provides individuals with disabilities civil rights protection and places emphasis on providing them with equal opportunity. Specific provisions of both the Rehabilitation Act and the ADA apply to programs and activities provided by public entities, including California’s community colleges.¹⁰

In 1998 Congress enacted Section 508 of the Rehabilitation Act, which requires federal agencies to make electronic and information technology accessible to individuals with disabilities. The law applies to federal agencies when they develop, procure, maintain, or use information technology. Under Section 508, agencies must provide individuals with disabilities access to and use of information and data that are comparable to the access to and use of the information and data available to others. In 2002 the California Legislature amended state law to make the requirements of Section 508 applicable to public entities in California. Because California’s community colleges are public entities, they must comply with the provisions of the Rehabilitation Act, the ADA, and Section 508.

In conjunction with these laws, California Government Code §11135 requires that accessibility for persons with disabilities also be accommodated by a community college district using any source of state funds. Title 5 §55200 explicitly makes these requirements applicable to all distance education offerings, including online courses.

Current Status

Despite, or perhaps because of the growth of online education, required federal and state mandates to provide accessibility in online education have lagged far behind. A 2017 California State Auditor’s Report focusing upon three community college districts’ processes for replacing and upgrading information technology found that none of the colleges examined were currently monitoring their accessibility compliance

⁸ Ibid.

⁹ Ibid

¹⁰ Ibid

performance.¹¹ The report also found that the colleges did not have specific processes in place to review whether instructional materials used are in compliance, nor had the California Community Colleges Chancellor's Office (CCCCO) provided these districts with guidelines on how to develop accessibility monitoring procedures. According to the report, this meant that some students were continuing to be denied access to equal education. The report concluded that community colleges must make accessibility a shared responsibility between faculty and their colleges. Suggestions for initiating this partnership include the development of online course content around the principles of Universal Design. An example of how to implement universal design course content and mandated accessibility can be found in the OEI rubric which focuses upon the development of inclusive course design and accessibility parameters.

Web Content Accessibility Guidelines

The accessibility portion of the OEI Course Design Rubric utilizes the Web Content Accessibility Guidelines (WCAG). WCAG provides definitions and requirements essential to making web content accessible. Several layers of guidance are offered, including overall principles and general guidelines. The guidelines have three conformance levels (A, AA, and AAA, from lowest to highest respectively) in which each checkpoint is either a level A, AA, or AAA, and were created around the following four foundations:

1. Perceivable
 - Provide text alternatives for non-text content.
 - Provide captions and other alternatives for multimedia.
 - Create content that can be presented in different ways, including by assistive technologies, without losing meaning, thus making it easier for users to see and hear content.
2. Operable
 - Make all functionality available from a keyboard.
 - Give users enough time to read and use content.
 - Do not use content that causes seizures.
 - Help users navigate and find content.
3. Understandable
 - Make text readable and understandable.
 - Make content appear and operate in predictable ways.

¹¹ <https://www.bsa.ca.gov/pdfs/reports/2017-102.pdf>

- Users avoid and correct mistakes.

4. Robust

- Maximize compatibility with current and future user tools.

Meeting accessibility guidelines can be a challenge, and faculty understandably have questions about how best to provide accessible content to their students. Some of the challenges faculty face were answered in-depth in the Distance Education Accessibility Guidelines (DEAG) (2011) report¹². Such questions include but are not limited to the following questions:

- Do I really have to make my course accessible?
- I have a video I want to use in my distance education course that is not captioned, but I don't know of any deaf students currently enrolled in my course. Do I still have to caption the video?
- How much time will it take to make my course accessible?
- What if I teach a Math or Chemistry course? Is accessibility possible?
- If I have no disabled students in my course, do I still have to make it accessible?
- To whom do I go for help?
- Do I have to use alt tags for all my classes?

Answers to questions such as these are typically available to faculty through their distance education offices and/or faculty professional development programs. As the DEAG report made clear, colleges must provide faculty resources to work towards compliance with accessibility regulations. California community college faculty can, in addition to using the resources available at their campuses, access resources available through the High Tech Center (<https://ccctechcenter.org/about/accessibility>).

In order to ensure compliance with state and federal law, faculty should become familiar with the applicable State and Federal Accessibility Laws and the definition of accessibility. Colleges should provide faculty with resources on accessibility, and ensure that accessibility training for faculty, whether included in the technological/pedagogical training or separately, is part of the faculty resources provided for faculty teaching online. Information from the CCCCO, which was last updated in 2012, can also be helpful if slightly dated in terms of what campuses need to

¹²<http://www.amacusg.gatech.edu/wag/images/8/8e/2011DistanceEducationAccessibilityGuidelines.pdf>

provide.¹³ Ultimately, while the State Auditor's Report was only an examination of three districts, it made clear that districts may not be keeping up with the demands of the changing classroom setting, both in terms of accessibility to technology and in terms of the processes used to ensure compliance with accessibility regulations and statute. In order to ensure that students with disabilities have the greatest opportunities for success in online courses, it is imperative that faculty learn how to make their courses accessible and ensure that their colleges have the tools and resources to do so. While this might not be a direct faculty responsibility or fall directly under the 10+1, it should be something faculty and local academic senates are aware of and advocate for as needed.

Equity and Diversity in Online Courses

Another area that faculty should consider when teaching online is the area of equity and diversity. Equity and closing the equity gap are prominent and vital topics in higher education, including online education. In previous years, campus and statewide discussions have centered around equality, but while equality is focused on ensuring fair treatment and resources for everyone, equity is concerned with ensuring that students have the opportunity to reach the same outcomes across disparate populations. As such, the discussions which previously were about equality have moved into the challenge of providing equity across the diversity that exists in campuses, modalities, and courses.

Addressing the equity gap is crucial for the students, colleges, and society, and has long been a concern of the California community colleges and of the ASCCC. In 2011, a group convened by the chancellor, the Student Success Taskforce (SSTF), examined problems in equity, retention, and success, among others, and provided recommendations to the colleges through the Board of Governors report published in 2012.¹⁴ In an attempt to provide fiscal support for the closing of the equity gap, the California state legislature passed SB 1456, the Seymour-Campbell Student Success Act of 2012 (Lowenthal, 2012), designed to assist all students to be more successful in the work within the California community colleges. Other reports from the Chancellor's Office, including the report from the Taskforce on Workforce, Job Creation, and a Strong Economy and reports from the Equal Employment Opportunity Workgroup, also point to ways to improve student success, although online education is not as

¹³<http://extranet.cccco.edu/Portals/1/AA/DE/2011DistanceEducationAccessibilityGuidelines%20FINAL.pdf>

¹⁴<http://www.californiacommunitycolleges.cccco.edu/StudentSuccessInitiative/Reports.aspx>

clearly delineated in those reports.¹⁵

Discussions around equity in online education exist in a variety of areas. There are the gaps that exist in the most obvious areas, such as access to technology. While some of these may seem obvious – access to technology, familiarity with software programs or other tools needed for course success – others may be less so, including issues such as housing and food insecurity. For the purposes of this paper, the focus will be on areas of equity that can be addressed by faculty teaching online, in terms of effective practices that help bridge the equity gap to allow for success of all students in a course, in addition to reaching students who might not otherwise be able to enroll in a community college.

All faculty should be familiar with equity issues involving in person courses, and the challenges that underrepresented groups face in these courses. These same challenges, in addition to others, are faced by students in online courses. Two large-scale studies examined outcomes for tens of thousands of students enrolled in thousands of courses at fifty-seven different community colleges in the states of Virginia and Washington State. Looking separately at different types of students, based on ethnicity, gender, age, and previous academic performance, as well as different academic subject areas, all subgroups tended to perform worse in online courses when compared to in-person classes. Some students—in particular, males, African American students, and students with lower levels of academic preparation—had much more difficulty in online courses than they did in in-person courses. These results are consistent with smaller-scale studies suggesting that the gap between online and in-person outcomes is wider among males, students with financial aid, those with lower prior grade point averages, and Hispanic students.¹⁶ Researchers followed up with a qualitative study of twenty-three online courses in Virginia, including interviews with faculty and a sample of enrolled students. The students responded that they received less instructor guidance, support, and encouragement in their online courses, and that as a result, they did not learn the material as well. For highly motivated students who are familiar with the online environment, a relative lack of interpersonal connection and support may not be particularly problematic. However, low-income, ethnic minority, or first-generation students—that is, most community college students, who may not have familiarity with the online environment—are often anxious about their ability to succeed academically.

¹⁵http://doingwhatmatters.cccco.edu/Portals/6/docs/SW/BOG_TaskForce_Report_v12_web.pdf

¹⁶S.S. Jaggars. “Democratization of Education for Whom? Online Learning and Educational Equity.” Association of American Colleges & Universities. <http://www.aacu.org/diversitydemocracy/2014/winter/jaggars>

This anxiety can manifest in counterproductive strategies such as procrastinating, not turning in assignments, or not reaching out to professors for help.¹⁷ Ultimately, the study suggests that online courses may need to incorporate stronger interpersonal connections and instructor guidance than most currently do.

Interestingly, at least one study found that retention rates were lower for community college students taking exclusively online courses, but for students only taking a portion of their course load online, with the remainder of their load being in-person, retention rates did not decrease. These results, while found in national studies, remain consistent with the research results in California along with anecdotal information shared among colleagues that teach online in the CCC system.¹⁸ While it is clear from research that equity concerns are not limited to California nor even the United States, the focus of this section of the paper will remain on the California community colleges.

In California, analysis by the California Community Colleges Chancellor's Office (CCCCO) found that the rate of students taking online courses has increased dramatically in the past two decades. In 2005-6, approximately 12.5% of the enrollment in community colleges was in online or other distance education courses. By 2011-12, that number had risen to nearly 27%. It should be noted that in 2011-12, 94% of distance education courses were taught via the internet, versus 6% that were taught using other distance education methods; these numbers do not include correspondence courses (including those taught for incarcerated students) and might be higher in terms of online courses at this point.

While the number of students taking online courses increased significantly between 2005 and 2012, commensurate increases in retention and success did not occur. In its

¹⁷ See Rebecca A. Cox, "'It Was Just That I Was Afraid': Promoting Success by Addressing Students' Fear of Failure" in *Community College Review* 37(1), 52-80.

¹⁸ Of particular interest are Xu, D., & Jaggars, S. S. (2011). *Online and hybrid course enrollment and performance in Washington State community and technical colleges*. CCRC Working Paper No. 31. New York, NY: Community College Research Center, Columbia University. Retrieved from <http://ccrc.tc.columbia.edu/media/k2/attachments/online-hybrid-performance-washington.pdf> and Jaggars, S. S., & Bailey, T. (2010). *Effectiveness of fully online courses for college students: Response to a department of education meta-analysis*. New York, NY: Community College Research Center, Columbia University.

2013¹⁹ *Distance Education Report*, the CCCCO reported that “The seven-year averages of traditional retention and success rates are 84.5 percent and 66.4 percent respectively. The seven-year average of distance education and retention and success rates are 77.4 percent and 55.9 percent, respectively.”²⁰ The report also broke down success by ethnicity, with the highest success rates being held by Asian/Pacific Islanders at 66% and lowest being held by African American students at 44 percent.²¹ The most recent seven year study analysis has revealed an encouraging reduction in this gap from about 12% to 6% at the end of the 2015-2016 year as reported by the CCCCO at the 2017 annual Distance Education Coordinators retreat. ²²

There are a number of complexities with online education that do not rise to the same level in in-person courses, and studies have shown wide variation in success rates in individual courses, suggesting there are multiple contributing factors. One of these issues is that effective practices for online education have not been broadly implemented statewide. Literature reviews on the topic of underrepresented students, particularly regarding the impact of online courses on low income and underprepared students, have shown that online courses have significantly higher mid-semester (or mid-quarter) withdraw rates than on-ground courses, especially with underprepared students. There is also evidence that suggests that students who take online courses and withdraw may be less likely to return in subsequent terms, and that of all demographics of students taking online courses, community college students may be the most impacted by the barriers of online education.²³ As such, it is essential that faculty work with their student support services, instructional designers, online administrators, and others to ensure that they are familiar with the most recent information regarding assisting students in bridging the equity gap.

¹⁹ At the time of the adoption of this paper, the 2013 Chancellor’s Office *Distance Education Report* was the most recent publication from the CCCCO on distance and online education.

²⁰http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/REPORT_DistanceEducation2013_090313.pdf

²¹ Ibid.

²² Tech Ed Blog

²³ Xu, D., & Jaggars, S. S. (2011). *Online and hybrid course enrollment and performance in Washington State community and technical colleges*. CCRC Working Paper No. 31. New York, NY: Community College Research Center, Columbia University. Retrieved from <http://ccrc.tc.columbia.edu/media/k2/attachments/online-hybrid-performance-washington.pdf>

Some of those barriers, mentioned above, may cut across all demographics. For example, as previously alluded to, access to technology continues to be an issue for many students. The assumption made is that because of the current state of technology in California, in particular, everyone is familiar with how to use various platforms, applications, and the like. For many years, the talk of the “digital divide” has been that faculty and students that are older (say, above 45) are not as well equipped to deal with the various kinds of technology that exist compared to their younger counterparts. Increasingly, that is being disproven, in that many students appear to struggle with elements of technology to which they have not been introduced, such as word-processing programs, using a course management system, or having access to the equipment necessary to do their coursework. While most students, for example, possess a smartphone, this is probably not the most efficient way to write a paper or to submit an examination for an online course. And because colleges have been forced to scale back economically, equipment on campuses might not be up-to-date or even available for student usage, again based on the assumption that every student has access to technology of his or her own. As the founder of Udacity, Sebastian Thrun, stated after the results of a partnership between San Jose State University and Udacity did not produce the hoped-for results, “the disadvantaged students targeted by the pilot proved a mismatch for online education. “It’s a group for which this medium is not a good fit,” he said.”²⁴ It’s also clear that the “digital divide” is more than an age issue. A Federal study found that “78 percent of Whites nationally used the Internet in 2015, compared to 68 percent of African Americans and 66 percent of Hispanics. In rural areas, 70 percent of White Americans had adopted the Internet, compared to 59 percent of African Americans and 61 percent of Hispanics.”²⁵

The Chancellor’s Office’s 2013 report also indicates that for a student who is “not particularly well prepared for college-level work and not an especially motivated beginning student, online courses early in the college experience may not be advised.”²⁶ This can be particularly damaging to students who are unfamiliar with college protocols, especially in the community colleges, where students are only allowed to take courses a certain number of times without penalty. It is also clear that online instruction may not always be the best choice for students who are in need of remediation, especially if there are only limited support services available.

²⁴ <https://www.insidehighered.com/news/2013/12/18/san-jose-state-u-resurrects-scaled-back-online-course-experiment-mooc-provider>

²⁵ <https://www.commerce.gov/news/blog/2016/08/state-urbanrural-digital-divide>

²⁶ Ibid.

Another equity concern is class size, and the impact that has on students taking the courses. In in-person classes, there are obvious constraints that preclude a class becoming too large, including the size of the room or the lab, and the amount of equipment available. Such barriers do not exist in online classes. While it might seem that increasing the seat count in an online class would only be an issue for the faculty member, it is an issue for the students as well. Teaching online requires a great deal of work; contrary to the belief of many, teaching online does not entail setting up a course site and letting it run itself. Responding to students, designing new assessments each quarter, and reaching out to students who are not succeeding is no different in an online class than it is in a in person course. However, if it is decided that the seat count for an online class will be double that of an in-person class, as some colleges have different seat counts for online versus in-person courses, that means that the faculty member teaching online has less time to be able to connect with the students in the course. It also makes interaction between the students in the course more difficult. The widespread interest in Massive Open Online Courses (MOOCs) in 2013 and 2014 convinced some in higher education and in the legislature that this would be the solution to all of the problems in higher education – just create a course for thousands to take at a time, and all issues would be solved. As those of us in higher education know, that didn't quite work as planned.

Other forms of diversity exist in online courses as well. Many students taking online courses are traditional students who need an additional course that did not fit into an in-person schedule, but others are working adults, military personnel, those unable to leave their homes for medical and other reasons, family members caring for an elder or a special needs child, and a host of others. These students, and their needs, should also be taken into account when a faculty member is designing and teaching an online course.

Faculty can take steps to ensure that equity is present in their online courses. Requiring that students must use a particular type of software is fine, provided that it is easily or reasonably available to students; if a faculty member requires that all students must use a particular word processing program, and does not allow for any substitutions or other alternatives (unless there is a good reason), it may exclude students from succeeding if that program is only available for purchase rather than available at no cost. Flexibility in times that assignments are due may also assist students; if assignments open at 9pm and are due the following morning at 9am, students who must use public computers (at a local library for example) may not be able to complete their work. Working students may be better served with assessments that are due on a weekend day rather than during the week, while military personnel may have limited times that they are available to use a computer or other device. Ensuring the same kind of accessibility to

materials (such as putting books on reserve at the library) for online courses as faculty would do for in-person classes is also helpful, particularly for students who might not be able to afford a textbook if a faculty member is using a non-Open Educational Resource (OER). And finally, the use of OER materials, which are free or of low cost to students, is another way to aid students who might not be able to afford textbooks or might not be able to use a physical text (most OER materials are available digitally).

Regardless of the course modality, faculty might also consider The Center for Urban Education at the University of Southern California's "Five Principles for Enacting Equity by Design":

- Clarity in language and goals
- Equity mindedness as the guiding paradigm
- Equitable practice and policies should accommodate differences in the context of students' learning
- Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.
- Equity must be enacted as a pervasive institution- and system-wide principle.²⁷

Equity and student services are often discussed together and with good reason, as one of the roles of student services is to provide institutional support to close the equity gap. Those student services can include a consistent advisor and/or counselor to work with students taking online courses, with varied availability to match when students would be online. As campuses are required to have support services that are equal to those offered to in person students, this should already be occurring.

The Chancellor's Office also reported on common retention strategies in its 2013 report, and while some of the recommendations may already be occurring on campuses, repeating them here might help spark new ideas and suggestions for online faculty and support services at campuses:

- Regular and effective contact between the faculty and student, the student and the faculty member, and between students, when possible, along with reminders and notifications from faculty when assignments or other assessments are due;
- Longitudinal data from the campus's institutional research office about retention and success rates in courses to see where there are gaps;

²⁷ The Center for Urban Education at the University of Southern California. *America's Unmet Promise: The Imperative for Equity in Higher Education*. Published January, 2015. <https://www.aacu.org/publications/unmet-promise>

- Assessments of readiness for online courses (available through the OEI and other groups) provided to the students before courses begin to allow them to see if they are prepared to take the course;
- Clear delineation of the types of equipment, software, etc., needed for successful completion of the course, and links embedded in the course as to where to get those materials. If specific software is needed (for example, for a digital arts course), that software should be available for use on campus or online for little to no cost to the students, and that information should be provided to students prior to registration.

Conclusion

Ultimately, faculty are the decision makers when it comes to the courses that they teach, and only faculty can accurately assess the pedagogical soundness of offering a course online, the assessments given to measure student achievement in the course, and the course elements most likely to allow students to succeed. Given the rapidly changing landscape of online education, it is entirely possible that in the future, courses that might seem impossible to teach online will become commonplace in the online environment; it is clear, however, that those decisions need to be made by the faculty to ensure appropriate pedagogy and rigor, and to allow students their greatest chance of success.

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Appendix #1

Code of Federal Regulations (34 C.F.R.

§602.3) <https://www.law.cornell.edu/cfr/text/34/602.3>

Section 508 of the Rehabilitation Act

(Section 508): <https://www.fcc.gov/general/section-508-rehabilitation-act>

United States Department of Education—Office of Civil Rights

(OCR) <https://www2.ed.gov/about/offices/list/ocr/504faq.html>

Rehabilitation Act of 1973 (Rehabilitation

Act): <https://www.dol.gov/oasam/regs/statutes/sec504.htm>

California Education Code

§70902 https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=70902.&lawCode=EDC

California Code of Regulations Title 5

§53200 [https://govt.westlaw.com/calregs/Document/I6EED7180D48411DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)&bhcp=1](https://govt.westlaw.com/calregs/Document/I6EED7180D48411DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)&bhcp=1)

California Code of Regulations Title 5

§55202 [https://govt.westlaw.com/calregs/Document/ICE42A7E0D48411DEBC02831C6D6C108E?transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/ICE42A7E0D48411DEBC02831C6D6C108E?transitionType=Default&contextData=(sc.Default))

California Code of Regulations Title 5

§55204 [https://govt.westlaw.com/calregs/Document/ICE9FE310D48411DEBC02831C6D6C108E?transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/ICE9FE310D48411DEBC02831C6D6C108E?transitionType=Default&contextData=(sc.Default))

California Code of Regulations Title 5

§55206 [https://govt.westlaw.com/calregs/Document/ID00A2170D48411DEBC02831C6D6C108E?transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/ID00A2170D48411DEBC02831C6D6C108E?transitionType=Default&contextData=(sc.Default))

California Code of Regulations Title 5

§55208 <https://govt.westlaw.com/calregs/Document/ID16AE9F0D48411DEBC02831C6D>

[6C108E?viewType=FullText&originationContext=documenttoc&transitionType=StatuteNavigator&contextData=\(sc.Default\)](#)

California Community College Chancellor's Office—Student Success Report
<http://www.californiacommunitycolleges.cccco.edu/StudentSuccessInitiative/Reports.aspx>

California Community College Chancellor's Office—Report Doing What Matters: Workforce, Job Creation and a Strong Economy Report and recommendations 2015
http://doingwhatmatters.cccco.edu/Portals/6/docs/SW/BOG_TaskForce_Report_v12_web.pdf

DE Accessibility Guidelines
(2011): <http://www.htctu.net/dlguidelines/2011%20Distance%20Education%20Accessibility%20Guidelines%20FINAL.pdf>

California Community Colleges: The Colleges Reviewed Are Not Adequately Monitoring Services for Technology Accessibility, and Districts and Colleges Should Formalize Procedures for Upgrading Technology Report 2017-102
<https://www.bsa.ca.gov/pdfs/reports/2017-102.pdf>

Distance Education Accessibility Guidelines for Students with disabilities
<http://www.amacusg.gatech.edu/wag/images/8/8e/2011DistanceEducationAccessibilityGuidelines.pdf>

California Community College Chancellor's Office Distance Education Report
http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/REPORT_DistanceEducation2013_090313.pdf

OEI Course Design Rubric: http://ccconlineed.org/wp-content/uploads/2015/11/OEI_Rubric_Edited-ACC.pdf

OEI Online Course Design Standards: <http://ccconlineed.org/faculty-resources/professional-development/online-course-design-standards/>

Accessible Environments: Toward Universal Design by Mace et al: <https://mn.gov/mnddc/parallels2/pdf/90s/90/90-AEN-CAH.pdf>

WCAG

2.0 <https://www.w3.org/TR/WCAG20/>

Creation of Local Online Education Rubrics, ASCCC Resolution Fall 2015 9.01, <https://www.asccc.org/resolutions/creation-local-online-education-rubrics>

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Appendix #2

Imperial Valley College DE Course Evaluation

Form https://www.imperial.edu/ivc/files/distance_ed/DE_Course_Evaluation_Form.pdf

American River College DE Course

Checklist <http://bit.ly/DE-checklist>

Mt SAC Distance Learning Amendment

Form <http://www.mtsac.edu/dlc/forms/DL-Amendment-Form.docx>

Mt San Jacinto "Classroom Visitation Evaluation of Distance Learning

Faculty" <http://connection.mtsac.edu/forms/hr/fa-forms/H4C.docx>



Executive Committee Agenda Item

SUBJECT: Effective Practices for Educational Program Development paper		Month: March	Year: 2018
		Item No: IV. N.	
		Attachment: Yes	
DESIRED OUTCOME:	Executive Committee will review and approve the "Effective Practices for Educational Program Development" paper to forward to the body for approval at the Spring plenary session.	Urgent: Yes	
		Time Requested: 15 min	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Randy Beach	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lateer	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

This paper began with the 2016-2017 Educational Policies Committee to address resolution S16 9.02 which called for the development of a paper on effective practices for developing and revising all educational programs. While the resolution mentions revising educational programs, the senate already has papers on program review and program discontinuance, so this paper currently focuses on program development primarily and emphasizes the other resources. The committee would like feedback from the Executive Committee with a target date for approval at the spring plenary.

The committee reviewed a draft of the paper at its January 2018 meeting and offered feedback. That feedback has been incorporated into the paper.

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

Effective Practices for Educational Program Development

ASCCC Educational Policies Committee 2016-2017

Virginia “Ginni” May (Chair), Mathematics, Sacramento City College

Randy Beach, English, Southwestern College

Andrea Devitt, Counseling, Cuesta College

Donna Greene, Early Childhood Education, College of the Desert

ASCCC Educational Policies Committee 2017-2018

Randy Beach (Chair), English, Southwestern College

Rebecca Eikey, Chemistry, College of the Canyons

Holly Bailey-Hofmann, English, West Los Angeles College

Andrea Guillen Dutton, Radiology Technology, Chaffey College

Christopher Howerton, Communication, Woodland College

David Lagala, Biological Sciences, Folsom Lake College

HOW TO USE THIS PAPER

This paper is to be used by faculty and other college personnel to understand and protect the role that faculty play in educational program development and as a resource for effective practices in educational program development. The primary audience for this paper is the faculty member who has a broad understanding of educational programs and curriculum development and is only involved in the process intermittently, such as when industry or transfer requirement changes necessitate modification to a program, or the program review process leads to new and modified curriculum. This paper is not intended to be a “how to” manual for curriculum approval processes. It is intended to be a guide for program development from the policy side and does not provide step-by-step curriculum approval process. Additional guidance on the nuts and bolts of the curriculum development and approval process may be found in the *The Course Outline of Record: A Curriculum Reference Guide Revisited (2017)*¹ and *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates(2016)*². In addition, while this paper refers to program review and program discontinuance processes, it is the position of the ASCCC that these processes should be separate. A more thorough discussion of program discontinuance can be found in the ASCCC paper *Program Discontinuance: A Faculty Perspective Revisited (2012)*.³

Members of the ASCCC Educational Policies Committee of the ASCCC began the task of developing this paper during the 2016-2017 academic year and the committee membership completed it during the 2017-2018 academic year. This paper focuses on the types of programs colleges may create as well as the faculty collaboration, andragogy, and standards that should inform program development and modification.

INTRODUCTION

It can be argued that the most important components of an educational institution are the educational programs it offers. California Education Code and accreditation standards emphasize the essential nature of a college’s educational programs to that college’s existence, and often a college’s programs reflect the individual personality of the college and the uniqueness of the community it serves. In California Education Code (§§66050, 66010.4(a)), the Legislature delegated to public institutions of higher education the responsibility to provide educational programs that are appropriate and valuable to the communities they serve to advance California’s economic growth and global competitiveness through education, training, and services. Furthermore, it is a requirement of the regional accreditor, the Accrediting Commission for Community and Junior Colleges (ACCJC) that the educational programs offered by a college are consistent with the college’s mission⁴ (Eligibility Requirement 9, Standards II.A.1, II.A.6). These statements indicate the importance of educational programs to the core mission of a college to provide viable and relevant programs of study to a community to support its growth both economically and civilly.

¹ <https://asccc.org/sites/default/files/COR.pdf>

² https://asccc.org/sites/default/files/Effective%20Curriculum%20Approval%20Process_0.pdf

³ https://asccc.org/sites/default/files/Program_Discontinuance_Fall2012_0.pdf

⁴ <https://accjc.org/wp-content/uploads/Eligibility-Requirements-Adopted-June-2014.pdf>

JUSTIFICATION FOR THE PAPER

During the spring 2016 Academic Senate for California Community Colleges (ASCCC) plenary session, the delegates representing the California community colleges passed following resolution:

Resolution 9.02 Spring 2016 – Develop a Paper of Effective Practices for Educational Program Development⁵

Whereas, “Educational program development,” which is an academic and professional matter identified in Title 5 §53200, involves the development of all certificates and degrees and is therefore inherently a curricular matter;

Whereas, The Task Force on Workforce, Job Creation, and a Strong Economy[1] has identified several recommendations that have resulted in a focus on the development of educational programs, including the following:

- Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
- Evaluate, revise, and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.
- Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.
- Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs; and

Whereas, Faculty and colleges would benefit from a paper specifically dedicated to effective practices for developing and revising all educational programs;

Resolved, That the Academic Senate for California Community Colleges develop a paper on effective practices for developing and revising all educational programs and bring the paper to the Spring 2017 Plenary Session for approval.

DEFINITION OF A PROGRAM

When determining policies for establishing programs at a college, broad and competing definitions of an “educational program” can cause confusion. Per title 5 § 55000 (m), an educational program is "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.”⁶ Similarly, according to the accreditation standards of the ACCJC, an instructional program is

⁵ Resolution SP16 9.02 “Develop a Paper on Effective Practices for Educational Program Development”
<http://asccc.org/resolutions/develop-paper-effective-practices-educational-program-development>

⁶ § 55000. Definitions.

[https://govt.westlaw.com/calregs/Document/I12CF9B4BDA2340B3B01F2DFD1231396A?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I12CF9B4BDA2340B3B01F2DFD1231396A?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

defined as “a combination of courses and related activities organized for the attainment of broad educational objectives described by the institution.” These definitions set the term “educational program” apart from “educational *support* programs”⁷ which provide necessary wraparound services for students to support their pursuit of an award or other educational goal. While the policies around the creation of educational programs differ from those of processes for establishing educational support programs, these processes should inform each other and be integrated to ensure they are relevant to the educational and employment goals of students and effective in achieving their purpose and mission.

EDUCATIONAL PROGRAM DEVELOPMENT: BEFORE THE CURRICULUM COMMITTEE

The development of an educational program begins with the determination of student need by faculty, with support from administration. Programs are developed based on stated student learning outcomes determined by faculty in consultation with students, administrators, advisory boards, and other stakeholders. Courses are developed for inclusion in programs in alignment with program student learning outcomes that support students’ end goals, including but not limited to employability and transfer, and are designed to provide relevant instruction in a timely manner.

When Is a New Program Needed?

The California Community Colleges Chancellor’s Office Academic Affairs division maintains the *Program and Course Approval Handbook*⁸ (PCAH) currently in its 6th edition. The PCAH defines five criteria⁹ used by the Chancellor’s Office to approve credit and noncredit programs and courses, and these five criteria should drive the development of academic programs. These five criteria include the following:

- **Appropriateness to the Mission**
Programs must be directed at the appropriate level for community colleges. Programs must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. Programs should also be congruent with the mission statement and master plan of the college and district.
- **Need**
New programs that meet stated goals and objectives in the region must not cause harmful competition with an existing program at another college. Need is determined by multiple factors, including but not limited to; educational master plan, accreditation standards, program review, economic development interests, labor market data, and community surveys.
- **Curriculum Standards**
Title 5 mandates that all credit and noncredit curriculum be approved by the college curriculum committee and the district governing board. CTE credit programs must be reviewed by Career Technical Education Regional Consortia. The proposed program must be consistent with requirements of accrediting agencies as applicable. Programs are

⁷ ACCJC Policy on Institutional Degrees and Credits <https://accjc.org/wp-content/uploads/Institutional-Degrees-and-Credits.pdf>

⁸ http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH6thEditionJuly_FINAL.pdf

⁹ Find the pages in T5 for this

designed so that successful completion of the program requirements will enable students to fulfill the program goals and objectives.

- **Adequate Resources**
In developing a new program, the college commits to offering all of the required courses for the program at least once every two years. Hence, the college must have adequate resources for faculty compensation, facilities and equipment, and library and learning resources.
- **Compliance**
The design of the program must not be in conflict with any law including state and federal laws.

Faculty seeking to develop a new program should ascertain that the program meets all five of the above criteria by beginning a proposal at the discipline/department level in discussion with their faculty, dean or responsible administrator, and curriculum chairs. For CTE programs, faculty should consult with local industry leaders or the program's advisory board. While college administrators do not write nor approve curriculum, they have scheduling authority and familiarity with college resources and compliance with laws and regulations related to California's community colleges.

Benefits of Creating a New Program

The benefits of a new program drive program creation and the design, creation, and implementation of a new program are based on expected benefits. Such benefits may include, but are not limited to the following:

- Increased opportunity for students
- Increased student success
- Increased student retention
- Increased enrollment
- Increased employment in the region and enhanced regional economic development
- Improved transfer rates

Community Need

All community college programs must meet the needs of the community they serve. When designing new, or revising existing programs faculty must use data gathered from many sources to ensure that the program is appropriate to the community. Data can be gathered from the local K-12 districts about student graduation and college-going rates. Data can also be gathered from labor market surveys and advisory boards for career and technical education programs. Creating new programs where there is not a need will result in frustration on the part of students who are not able to transfer or find employment.

Asking the Right Questions to Develop a Program

The faculty's decision to create a new program should rely upon a persuasive demonstration of need based on verifiable data and consultation with transfer institutions, advisory committees, and/or community partners. Anecdotal data should not be the foundation for a new program nor should a program be created based on the desire of one faculty or administrator. A new program should be embarked upon after extensive faculty collaboration, discussion, and planning and a review of quantitative and qualitative data (such as labor market data, local industry need,

transfer institution consultation, etc.), available resources, and the long-term viability of the proposed program. Below are several questions that faculty might ask when debating a new program's creation:

- Is there documentable student interest that warrants creating the program?
- Are local transfer institutions expressing an interest in developing the program?
- Does the college's or program's accreditation status or license to operate require the program?
- Is there a legislated requirement that the college offer the program?
- Is there an employment market where students may benefit from the proposed program?
- Will the program lead to employment that provides graduates with a sustaining wage?
- Can the student learning outcomes of the program be met by an existing program or can an existing program be revised to address those program student learning outcomes?

Vital Considerations and Impacts

The implementation of a new program will undoubtedly have an impact on existing programs and the college's resources. Benefits and drawbacks, both intended and unintended, quite possibly and most likely will occur. In order to anticipate the impacts, the college should have processes in place for thorough vetting of a new program before the program is created, but during and after its implementation as well.

There are several very practical and vital considerations colleges should discuss before offering a new program. Enrollment expectations, resource needs and the impact of new courses and programs on existing programs top that list. The impact of a new program on other programs is often not realized until after implementation. So, understanding these concerns associated with introducing a new program into a college's ecosystem of programs will help the college to plan ahead and be ready to address them.

- Colleges may see decreased enrollment or demand for other college programs. This can cause a decrease in course offerings and available FTES for programs which already exist, which in turn will impact the need for faculty in some fields. While colleges should not plan educational offerings and schedules around faculty contract obligations or to help faculty "make load", it can be quite disconcerting to faculty members who see a decrease in their "livelihood" when they see a decline in demand for a program.
- The college should have a clear expectation for anticipated enrollment prior to creating a new program. When enrollment expectations are not met, and the expected demand for the new program doesn't materialize quickly, this may lead colleges to decrease the resources invested in the new program without allowing the program time to find its fullest audience. Colleges should have reasonable expectations around enrollment patterns for the program and avoid making snap decisions regarding resources in the early days of a program's existence
- The college may find that faculty and staff are not available for the program. In rapidly emerging fields and new programs, it can be difficult to maintain trained faculty who are often siphoned away to work in an industry. Colleges should anticipate the need to recruit and maintain faculty for any new program

- Equipment costs may be higher than expected. Colleges should undertake a review of the total cost of ownership for a new program prior to creating the program to ensure the program's long-term fiscal stability.
- Facilities may not be sufficient for the new program. Ensuring classroom space, lab space, and instructional space unique to a program's learning outcomes should be discussed prior to creating a new program. Colleges that overlook the facility needs of the new program may find itself without sufficient room space for its current offerings as well as new course offerings and will need to reduce offerings in one area to satisfy the program.

Regular program review can help predict possible impacts from implementing a new program. It may also be helpful when creating a new program to examine program review documents from similar or recently implemented programs to determine potential issues.

TYPES OF PROGRAMS

College district policies regarding educational program development should define the various types of awards (degrees and certificates) given by the institution upon completion of courses and requirements determined by faculty to be essential in an educational program. The type of program created should be based on the needs of students and the program learning outcomes that students are expected to accomplish in order to complete the program successfully and to be successful in their future educational and employment goals. The following is a list of award types based on regulations established in title 5 and explained in detail in the *Program and Course Approval Handbook (6th Ed.)*¹⁰.

- Bachelor of Arts (BA)
- Bachelor of Sciences (BS)
- Associate in Arts for Transfer (AA-T)
- Associate in Science for Transfer (AS-T)
- Associate in Arts (AA)
- Associate in Science (AS)
- Certificates of Achievement (18 or more semester degree-applicable units or 27 or more quarter degree-applicable units)
- Certificates of Achievement (12 or more semester degree-applicable units or 18 or more quarter degree-applicable units) which require approval by the CCCCO in order to be included on a student's transcript.
- Certificate of less than 12 units that may be created and does not require approval by the Chancellor's Office; however, these certificates are not transcriptable and cannot be called a "Certificate of Achievement," "Certificate of Completion" or "Certificate of Competency."
- Noncredit Certificate of Completion (a sequence of Career Development and College Preparation (CDCP) courses in short-term vocational or workforce preparation areas.
- Noncredit Certificate of Competency (a sequence of Career Development and College Preparation (CDCP) courses in ESL or Elementary & Secondary Basic Skills

¹⁰ *Program and Course Approval Handbook*, 6th Edition.
http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH_6thEdition_July_FINAL.pdf

Specific minimum requirements for each of these types of educational degree and certificate programs are found in title 5 and the PCAH.

College policies often divide educational programs into broader categories based on the educational or employment goals students enrolled in the program may have. These categories include Transfer programs, Career Technical Education programs, and Noncredit programs.

TRANSFER PROGRAMS

Transfer educational programs are developed to support student goals to transfer to other institutions within the California system of higher education or to out-of-state or private institutions. Transfer programs must take great care to keep up-to-date with changes in articulation agreements between the college and other institutions and the standards and requirements in place to accept students.

Associate Degree for Transfer (ADT)

Included in the category of Transfer Educational Programs is the most recent development in transfer programs, the Associate Degree for Transfer (ADT). ADTs are associate degree programs created in 2010 in response to Senate Bill 1440, the Student Transfer Achievement Reform Act (Padilla) and codified in Education Code 66746(a). The completion of an ADT fulfills the lower division component of a baccalaureate major at a California State University (CSU) and guarantees transfer to a CSU at junior status although not necessarily to a particular campus or major. In addition, once at the CSU, students can complete a bachelor's degree with as few as 60 semester units or 90 quarter units of coursework. The ADT degree is intended to make transfer to the CSU system smoother for students and is designed to align coursework at the community college with courses offered at the CSU.

The process to develop an ADT begins when community college faculty and CSU from across the system collaborate to create a Transfer Model Curriculum (TMC) which specifies courses that should be included in every college's ADT either as required courses or as important support or electives. In 2016 SB 440 required colleges to offer ADTs in disciplines where a Transfer Model Curriculum (TMC) had been established through the Course Identification Numbering System (C-ID), and the college has an existing associate degree already. Per Senate Bill 440, colleges have 18 months from the release of the TMC to develop the ADT if they offer a traditional transfer program in that discipline.

Associate Degrees

While the ADT has received the most attention recently, the traditional associate degree still serves several important purposes. Per title 5 §55063, the associate degree of art or associate degree of science includes demonstrated competence in reading, in written expression, and in mathematics, and satisfactory completion of at least 60 semester units or 90 quarter units of degree-applicable credit coursework in a major or area of emphasis. The primary differences between ADTs and traditional transfer degrees is that ADTs may not exceed 60 units, and traditional associate degrees may serve a different students who may have broader transfer goals than those served by the ADT. An ADT is not an option for majors that do not have a TMC developed yet or for programs that primarily serve students who wish to transfer to a system or

institution other than a CSU. There are also concerns over majors with high unit counts, especially in STEM areas, where faculty are challenged to create a meaningful educational program within the strict parameters of the ADT as legislated. Recent experiments with creating similar pathways for transfer to the UC are the subject of ongoing discussion, but until that time when a similar agreement is in place, many students are served by the traditional transfer associate degree.

While associate degrees are generally associated with transfer preparation, most every college offers associate degrees that serve a population of students in pursuit of educational or vocational preparation that only requires a two-year program and no further coursework is necessary to enter a workplace or to satisfy a student's academic goal. Sometimes called “terminal” degrees, these degrees may provide students with the highest level of professional training standard to an industry and make students eligible for employment.

The Area of Emphasis Associate Degree

Title 5 §55063 provides for the creation of an associates degree in a major, which consists of courses typically in the same discipline or TOP code, or an area of emphasis where courses have been determined to be related through a college’s local curriculum approval process. This provision has led to colleges creating associate degrees that combine courses in a general field of study that impart to students similar skills and abilities rather than limiting the required courses to one or two disciplines based on a focused content area. A few examples of degree titles for area of emphasis degrees include Associates of Arts in Liberal Arts with an Emphasis in Humanities; Associate in Arts in Liberal Arts with an Emphasis in Communication and Writing; or Associate of Science in Liberal Arts with an Emphasis in Science and Mathematics. Courses in these types of degrees often have been placed in the same general education area of the four general education areas identified in §55063. Those areas are the following Natural Sciences; Social and Behavioral Sciences; Humanities; and Language and Rationality.

Advantages and Disadvantages of an Area of Emphasis Associate Degree

These degrees provide students with greater flexibility to take courses within a broad, general area of study without focusing too closely on a specific major or highly focused content area. Also, students who have amassed many units in a general area of focus at one or multiple colleges, have found these degrees useful for applying their varied coursework to meet the requirements of a single degree. Another advantage for students is the ability to double-count many of the courses they choose to fulfill their core program requirements can often be “double-counted” as meeting the general education requirements of the degree.

However, some disadvantages lie in these degrees. Faculty tend to offer a long list of courses that can be chosen from to meet the minimum 18-unit requirement leading to confusion and a feeling of overwhelm for students when making choices around which courses to take. This inclusion of sometimes four and five times as many courses as a student would need to graduate also creates the impression that the area of emphasis degree is an “everything but the kitchen sink” degree and lacks value as transfer preparation, Area of emphasis degrees also open faculty to charges of creating a program for the purpose of ensuring a course or courses are offered by having these courses be part of a degree. Additionally, students may find themselves at a disadvantage during the transfer process if the college they wish to transfer to does not value this omnibus approach

to completing a degree and do not accept these degrees as preparing a student for upper-level coursework. In addition, students who pursue these degrees may run into complications with their financial aid awards.

With the system-wide discussion around the creating of guided pathways frameworks at colleges and developing semester-by-semester program maps with specific, limited recommendations for course-taking, area of emphasis degrees are likely to come under more scrutiny to ensure that their focus is student-centered and provide a valuable award for students to promote transfer and employment goals. Changes to the standards for these degrees may happen in the foreseeable future.

Certificates of Achievement for Transfer Preparation

A certificate of achievement for transfer preparation includes coursework taken to satisfy transfer patterns established by the UC, CSU, or an accredited public postsecondary institution. This type of program must consist of 18 or more semester units or 27 or more quarter units of degree-applicable coursework. Faculty may decide that this type of certificate serves a local purpose due to agreements with their local CSU or UC schools and to help student better define their pathway of instruction and to support a seamless transfer. A certificate of achievement that is 12 or more semester units or 18 or more quarter units of degree-applicable coursework may be called a certificate of achievement with approval by the California Community College's Chancellor's Office (CCCCO).

Bachelor's Degrees at the California Community colleges

In 2014 Governor Jerry Brown signed SB 850 (2014) to created a pilot baccalaureate program for 15 community colleges across the state to fill a growing workforce demand for college-educated, skilled workers in fields such as health, science and technology. At this time, data have not been reported regarding the effectiveness of the pilot program as the first graduates are expected to be matriculated in 2018.

CAREER TECHNICAL EDUCATION PROGRAMS

Career Technical Education (CTE) programs provide students with academic skills and technical training designed to assist their successful transition into a specific industry or job. Career and Technical Educational Programs include associate degrees and certificates in disciplines such as Accounting, Radiology, Nursing, Dental Hygiene, Business, Paralegal Studies and many other fields where a clear trajectory can be mapped from learning outcomes to industry standards for employment. CTE programs are intended to propel the California economy forward by providing students with skills to earn well-paying jobs and help to provide California companies with the talent they need to compete on a global scale.

Career Technical Education Associate Degrees and Certificates of Achievement

While some career technical education areas warrant the preparation provided by an associate degrees, many CTE programs serve students through a Certificate of Achievement or a series of certificates created to provide training for students wishing to work at various levels in an employment sector. While most CTE programs are terminal to the college and do not lead to transfer, an ever-growing number of CTE programs are adding transfer-focused elements to their

requirements as advanced training at a four-year university is becoming necessary for success over the course of a student's career in the industry. The number of semester or quarter units for an associate degree or a certificate in a CTE area is the same as for transfer preparation; however, faculty creating CTE programs must take additional steps in the curriculum approval process that include consultation with industry partners and practitioners to meet accreditation and/or industry standards that non-CTE curriculum may not have.

Industry Needs

An important goal in CTE programs is to ensure that the programs are innovating and keeping up with changing industry needs. Often colleges undergo this examination of industry need through both short-term and long-term planning led by a program's advisory board as well as the college district's strategic planning processes. CTE programs are meant to solve complex workforce training needs so that the system can provide students with the training they need for career advancement and provide a well-prepared workforce for employers.

Advisory Boards for CTE Programs

The federal Carl D. Perkins Career Technical Education Improvement Act of 2006 requires that “Each local educational agency (LEA) receiving Perkins IV funds must involve parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals in the development, implementation, and evaluation of CTE programs. (20 U.S.C. § 2354 (b)(5).)” Furthermore, California Education Code states that, “The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers”(EC § 8070) while Title 5 §55601 states that the governing board of each community college district participating in a vocational education program shall appoint a vocational education advisory committee to develop recommendations for the program and to act as a liaison between the district and potential employers. This requirement is also found in the ACCJC standard II.B: “the institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, and programs.” Every CTE program must have an advisory committee and that committee serves a vital role in assisting a vocational program to remain dynamic and in touch with its local, regional, and state-level communities. Committee members should include employers, employees, current students and recent alumni, faculty, program coordinator, department chair, vocational dean, articulation partners, CTE counselor and other pertinent partners.¹¹

Labor Market Data

Career Technical Education programs must provide data that affirm the demand for jobs in the industry when creating and reviewing programs. Programs that colleges support should lead to employment in fields with sustaining wages and for which the industry shows stability and growth, and many data sources are available to assist faculty as they explore the narrative their

¹¹ “CTE Advisory Boards—Roles, Responsibilities, and Effective Practices” Breakout, ASCCC Curriculum Institute (2016).

data tell. The 2015 recommendations of the Task Force on Workforce, Job Creation, and a Strong Economy have led to the creation of tools such as the LaunchBoard that provide needed data to faculty for program development. Along with the Labor Market Information Division (LMID) of the California Employment Development, CTE programs have several sources for determining how best to serve students in their economic regions.

Regional Consortia Recommendation

In compliance with California Education Code and title 5 regulations §55130(b)(8)E, prior to offering new or substantially modified programs, all CTE programs must have been reviewed by their Regional Consortia. The Chancellor's Office requires that all requests for new CTE program approvals include an recommendation from Regional Consortia. This recommendation ensures program offerings meet regional labor market needs and do not unnecessarily duplicate programs. Each program submitted must include program goals and objectives, a catalog description, program requirements, enrollment and completer projections, similar programs at other colleges in the service area, labor market information and analysis, and advisory committee recommendations. Regional Consortia are typically made up of CTE deans and other administrators from the entire region. Once the Regional Consortia has viewed and voted on the proposal, they will either recommend the proposal for approval or not. The Regional Consortia does not approve programs, however their recommendation carries substantial weight.

Stackable Certificates

Stackable certificates are most often associated with CTE programs. A stackable certificate is a series of certificates that can be accumulated over time to develop an individual's skills and qualifications to help them move along a career path or up a career ladder to different or higher paying jobs. Essential to the development of stackable certificates is the alignment of the expected objectives and learning outcomes of the courses within a certificate to the program-level outcomes and then the alignment of program-level outcomes for one certificate to those program outcomes in higher level certificates in the sequence of stackable certificates. Since every certificate that a college awards should be meaningful in achievement and beneficial to students in terms of employability, stackable certificates are often closely aligned with stages along a career path in a specific industry and require collaboration with local employers and advisory committee members when being developed.

NONCREDIT PROGRAMS

In recent years, significant attention has shifted to the use of noncredit curriculum not only to support student success by offering free, flexible instruction in a variety of fields, but also because of the ability to create programs in noncredit that lead to a certificate that provides a sense of accomplishment for a student as well as a meaningful statement in the workplace of a student's abilities. Noncredit course categories that are eligible for state apportionment per California Education Code §84757 are Short-term Vocational, English as a Second Language, Immigrant Education, Elementary and Secondary Basic Skills, Health and Safety, Substantial Disabilities, Parenting, Home Economics, and Older Adults. A tenth category, Workforce Preparation, is defined in Title 5 §55151, which also establishes regulations for noncredit programs. Noncredit programs face similar scrutiny for approval as credit programs, must be approved by the local curriculum committee and governing board and must be approved by the CCCCCO and are not eligible for local approval only.

Education Code 84760.5 (a) establishes the noncredit “Certificate of Completion” which confirms that a student has completed an educational program of noncredit courses that prepares the student to progress in a career path or to undertake degree-applicable or non-degree-applicable credit courses. Along with the “Certificate of Completion”, a “Certificate of Competency” award signals that a student enrolled in an educational program of noncredit courses and has demonstrated achievement of a set of competencies that prepares the student to progress in a career path or to undertake degree-applicable or nondegree-applicable credit courses. An example of this type of award may be an English as a Second Language or Basic Skill certificate program. Additionally, noncredit programs may consist of courses that qualify as Career Development and College Preparation courses, which include courses in Elementary and Secondary Basic Skills, Workforce Preparation, Short-term Vocational, and English as a Second Language. More and more colleges have begun exploring the potential that robust noncredit offerings may provide to support students in many of their educational goals.

Noncredit Enhanced Funding (CDCP)

When a noncredit certificate program meets certain criteria that program is eligible for enhanced funding beyond the funding normally allocated for noncredit. Noncredit programs classified as Career Development and College Preparation (CDCP) programs are those that include courses that prepare students for employment or success in college-level credit coursework. Education Code 84760.5 establishes four categories, English as a Second Language, Basic Skills, Short-term Vocational, and Workforce Preparation courses as being eligible for enhanced funding. In accordance with Title 5 §55151, colleges may offer a sequence of noncredit courses that culminate in a Certificate of Competency or a Certificate of Completion or an Adult High School Diploma and receive enhanced funding. Data element CB22 is used to designate a course as CDCP. Additional information regarding noncredit CDCP enhanced funding can be found in the most recent edition of the *Program and Course Approval Handbook*.

Community Service or Fee-Based Courses or Programs

Though less at some colleges, Community Service courses, also called fee-based courses, have a role to play in fulfilling the mission of a college by providing educational offerings to serve a community’s unique needs. Per California Education Code § 78300(a), a college district may “establish and maintain community service classes in civic, vocational, literacy, health, homemaking, technical and general education.” These could include classes in the visual and performing arts and many other areas, and are designed to provide instruction and to contribute to the physical, mental, moral, economic, or civic development” of participants. Title 5 explicitly states that general apportionment funds may not be used to fund community services, which are made available to students who pay a fee intended to cover the full cost of the course materials, instruction, facilities, etc. These courses include “contract education” courses or programs that a college may offer as part of an agreement with a local organization or employer. Local boards are required to have policies to provide guidelines for these types of courses and programs and to ensure that no apportionment funding is used to pay for them. Participation in Community Service courses can not culminate in an award that is recognized by the Chancellor’s Office.

ADDITIONAL DEGREES AND CERTIFICATES

Some colleges include in their educational program offerings programs that closely match the definition of a program in Title 5, but are not eligible to provide a transcriptable degree or certificate. For example, often colleges support English as a Second Language Certificate programs where a student may receive a certificate of participation or specialization, or any other term the college chooses to use. However, that type of certificate is not transcriptable and only provides documentation that a series of courses or other requirements has been completed, although the completion is not recognized by the CCCCO. Per Title 5 §55070, colleges may offer a certificate that is less than 12 units with local board approval; however, colleges are not allowed to call these Certificates of Achievement or to place these certificates on a student's transcript unless approved by the CCCCO.

Grant Funded Certificates and Degrees

To meet community needs, especially of local industry and workforce, community colleges may often partner with external agencies or seek local, state, or federal funding sources. These funds are dedicated to the creation and/or support of a specific educational program and to support student success outside of the classroom. Typically these funds may only be used for a specific purpose and reporting is required. All grants should identify and provide specific benefits to the college which are in alignment with a college's mission. Additionally, per Education Code 70902(b)(7), local academic senates and faculty are the primary constituent group responsible for curriculum and academic standards. Given that primacy, the development or maintenance of educational programs, even those established through external funding, should be led first and foremost by faculty in consultation with administrative partners. Faculty and administration should mutually agree on processes for applying for external funding sources and the dispensation and reporting around those funds as part of its budget process. See the appendix of this paper for a model policy for addressing educational programs created using grant funding or other funding outside of the college's FTES allocation.

WHICH PROGRAM TYPE IS THE RIGHT ONE?

Once discussion around a new program has begun, and the student learning outcomes for the program have been written, faculty must determine what type of program (Associates, Certificate of Achievement, etc.) best serves students from a wide variety of options. The following guiding questions may help faculty determine the program structure that best serves students:

- What level of preparation must students achieve to be considered proficient in a discipline, field, or industry?
- What type of program is recognized as appropriate or valuable in the eyes of employers in the field or industry?
- Which degree-applicable skills or courses are needed to help students achieve the program student learning outcomes? How many courses will a student need to take to achieve those outcomes?
- What is the value of general education to achieving the program's student learning outcomes?
- Can students benefit from the program without the program appearing on their transcript?
- How flexible should the program be to best serve the students who will benefit from this program?
- How will a student's financial aid eligibility be impacted by the program?

Faculty may feel motivated or even obligated to include as many courses in a certificate or associates degree as they offer in their discipline in an effort to make sure graduates are fully prepared for the next step in their academic or career goals. However, faculty should work to include only those courses with student learning outcomes or course objectives that are relevant to help students learn and demonstrate the skills, knowledge, and abilities that are the reason for the program to exist. Including more courses in a program than are necessary to achieve the discreet goals of the program may negatively impact the time it takes for a student to complete the program and either transfer or find employment.

Consultation

All curriculum decisions should be the purview of the Curriculum Committee, including the creation and modification of educational programs. Ideally, when the need and appropriateness of an educational program is open for discussion, all discipline faculty, fulltime and part-time, are involved in the discussion and have input into the design of the curriculum and the learning outcomes that drive the program. That consultation may take the form of department meetings, discipline group meetings within a department, or a discussion regarding a new program explored in an annual program review or evaluation process. For CTE programs, that consultation may occur with an advisory board or by consultation with industry partners. Whatever form the discussion and collaboration takes, collecting input from many faculty voices and viewpoints can only support the development of a more rich and comprehensive program to meet the needs of students. This collaborative process is challenged when a discipline or area of study has only one or no full-time faculty to provide leadership for a program's development. When this situation occurs it is vital to remember that one of the tenants stipulated in the *Program and Course Approval Handbook* and expected by the Chancellor's Office for the creation of a new program is that adequate resources, including faculty, facilities and equipment, and library and learning resources should be identified before moving forward with the creation of a program. Colleges cannot expect a program to be viable without supplying those resources.

Faculty should also consult with administrative partners when developing or modifying an educational program. While faculty are the discipline experts, the logistics and resources needed to offer an educational program should be discussed early in the development stage and many local curriculum processes require documentation of this consultation prior to consideration by the curriculum committee. Very practical questions around facilities requirements, human resources, and technology needs should be discussed early on to avoid creating curriculum that is not feasible to offer to students. Additionally, administrators are resources for faculty in understanding the many laws, requirements, and accreditation standards that must be adhered to when developing new programs.

Conflict may arise occasionally when an administrator seeks to establish or modify an educational program without proper consultation with faculty. These situations often involve influence from agents outside of the college such as local industries or companies that are interested in programs that provide training beneficial to their industrial sector. While these programs may have merit, the discipline faculty must always be involved when designing curriculum in response to a need and to determine if the students will in fact be benefited by from the program. While faculty maintain purview over curriculum offered using college apportionment funds, a college may at times be contracted by a specific employer or

organization to offer short-term, industry-specific courses under the heading of “not-for-credit” or “contract education.” These arrangements typically do not involve curriculum developed by the college faculty and college dollars are not used to support them, therefore faculty may only be minimally involved, if at all, in this type of curriculum.

Where To Find Help at Your College

Faculty seeking to develop a new program should seek out the college resources available to assist in developing a quality program. The faculty Curriculum Chair is the primary faculty leader in matters of curriculum. The curriculum chair is tasked with working effectively with the local academic senate, the college administration, faculty, and staff, and will understand what is necessary for a program to be viable and how to move the proposal effectively through the approval process. In addition to the faculty curriculum chair, the Articulation Officer is knowledgeable about transfer requirements and is a key advisor to faculty and the curriculum committee on how curriculum proposals can affect course-to-course articulation and acceptance of courses for general education credit by receiving institutions. Finally, a college’s curriculum specialist(s) can provide a “big picture” view to the curriculum committee and discipline faculty beyond the approval process itself and can identify issues that may adversely affect curriculum approval at the Governing Board and Chancellor's Office level that may not be evident to the faculty.

Program Codes

During the program development process the Curriculum Committee will place the program into the appropriate state or federal code based on the expertise of the discipline faculty. The *California Community Colleges Taxonomy of Programs* (TOP) manual, first published in 1979, is maintained by The Chancellor’s Office and provides a system of numerical TOP codes to facilitate the categorization, collection, and reporting of information on programs and courses in different colleges throughout the state that have similar outcomes. This coding is used to report data to the state and to determine funding. Proper placement of a program or a course within a TOP code should be discussed and determined prior to program approval. CTE programs in particular must address a valid occupational purpose. In addition to assigning a program into a TOP code, all courses must be placed in a TOP code as well; however, a course does not need to be in the same TOP code as the program in order to be included in that program.

In addition, programs are assigned a numeric code based on the United States Department of Education’s *Classification of Instructional Programs* (CIP) which provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions in similar disciplines nationwide. Also, the Standard Occupational Classification (SOC) system is a federal statistical standard used by federal agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. These codes are also applied to courses and programs.

EVALUATING A PROGRAM

Program Review

Program review is the process by which institutions seek improvement of instructional delivery and learning outcome success through introspection and reflection upon the program’s

components, processes, and systems. Too often, the main impetus for having a program review process is the institution's accrediting agency, even though most would agree completion of a comprehensive program review is a best practice in for short-term and long-term planning. Following a robust and thorough program review, appropriate program revisions and new program development may be initiated.

Data in Program Review

Program statistics and data are usually derived from the institutions themselves. This data, in theory, is derived from the outcomes determined by the faculty, and is a record of student performance measured by the faculty. For example, if a measured outcome in a vocational course requires the student's ability to perform a certain task successfully, then the data record may include: a description of the task, the operation, the definition of success, the percentage of both trial and failure, and the overall student success in a given course section for that task. Some college districts post such data on their websites, while others require a formal records request. Including such components in the learning and achievement outcomes assessment data may help the program review process be more informative.

Data on course and degree/certificate completion are mandated at the federal and state levels, and by accrediting bodies. The data should be accessible to the faculty through their college/district from the college district office, and consistent with the information held by the California Community Colleges Chancellor's Office. While data on student demographics are also mandated at the federal and state levels, by the accrediting body, and should be available on the college/district website, interpreting and understanding the implications of the data may be difficult. It is important that faculty work with their college/district research specialists to interpret this data. It is recommended that colleges develop a culture of "data literacy" and offer professional development opportunities for anyone involved in program review to feel comfortable discussing data and performance metrics that have been adopted by the college.

Program Review and Grant-Funded Programs

The institutionalization of grant-funded programs must be considered during program review. Grants for developing programs provide initial funds to design a program, gather initial instructional resources such as equipment for the program, and implement the program. A college should quickly move to discussions around allocating funds to support the program assuming the program is viable. Programs sufficiently important for one-time funding would not exist without continued funding, so any new program is worthy of consideration to be institutionalized and made ongoing. As an embedded component of an educational institution's review of grant-funded programs, there should be consideration that the program will be maintained and supported by the college as long as the need exists.

Student Learning Outcomes

Educational programs are developed based on stated student learning outcomes determined by faculty in consultation with students, administrators, advisory boards, and other stakeholders. Courses are developed or validated for inclusion by aligning course student learning outcomes with program student learning outcomes that support students' end goals, including but not limited to employability and transfer, and are designed to provide relevant instruction in a timely manner. Prior to inclusion of a course in a program that leads to a degree or certificate, faculty

should determine that the student learning outcomes for a course are in alignment with and support attainment of the program's student learning outcomes. The assessment of program student learning outcomes and the use of assessment data to inform program planning are central to several accreditation standards and that assessment should be done regularly and with adequate documentation that the assessment results are used in planning.

PROGRAM MODIFICATION

All programs should embrace opportunities to grow and evolve when an program review reveals modifications which could help the program more successfully meet the needs of students as well as the industry or transfer institutions that benefit from the academic and career technical education preparation these programs provide. This review is generally conducted as part of a regular program review cycle that is also the basis for short and long-term strategic and budget planning at most colleges. However, at times programs may embark on a program review that goes beyond a uniform program review process to determine significant curriculum changes, resources, or other program elements are required to improve program outcomes or justify the discontinuance of a program. Additionally, many categorical programs funded by state or external sources often have viability and progress reporting requirements that constitute a program viability study.

The Role of Faculty, Administration, and Elected Officials

As part of its 10 + 1 statute, boards agree to either rely primarily on or mutually agree with Academic Senates and their curriculum committees in the areas of curriculum development, degree and certificate requirements, educational program development, standards and policies regarding student preparation and success, and the process for academic program review. Though not stated specifically, program viability and discontinuance are inherent in those processes. Discussions regarding program viability leading to potential modifications or discontinuance can be challenging for faculty depending on who initiates the conversation and what the perceived motivations may be. Faculty primacy in this process creates greater opportunity for a collegial, student-centered, and academically relevant process informed by reliable, longitudinal data. Faculty primacy and the involvement of the college's academic senate is especially crucial in disciplines taught only by part-time faculty who are often less likely to be involved in college planning processes, causing their voices and perspectives to be absent or diminished. In cases of program discontinuance, faculty have the responsibility to consider programs for suspension or discontinuance when student demand or other factors have led to a loss of viability and to work collegially with the administration when concerns regarding program viability are brought

Administrative voices tend to focus on fiscal viability of programs as well as student need and success. Because they may be aware of issues such as environmental changes or workforce data regarding a program, administrators need to ensure that programs are routinely reviewed, advisory boards are consulted in the case of CTE programs, plans are developed, and actions are taken to ensure that the strength and vitality of programs are sustained. The role of the dean and/or the chief instructional officer is to provide support for faculty during the review of a program, and if a recommendation for discontinuance results from this process, administrators, working with the local academic senate, facilitate the implementation of program

discontinuance processes by providing necessary resources and support. Administrators must make certain that recommendations are carried out and that all contractual and legal requirements regarding employees are met and students' needs are accommodated.

For college governing boards, the involvement in this discussion is in an oversight role. The California Education Code and title 5 establish specific roles for the college or district governing board regarding program viability discussions, and the decision to discontinue a program ultimately rests with the governing board. More specifically to Career Technical Education (CTE) programs, Education Code §78016 requires that every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program remains viable, meets a documented labor market demand and does not duplicate other programs in the area. The board's review should include effectiveness measures as well. The board then can determine if a program should be discontinued. A Board's decision to discontinue a program should be based on a collegially agreed upon and deliberative process that ensures district planning documents and that policies are consulted and followed, including this administrative procedure, the college district's mission statement, strategic plan, educational and facilities master plans, and other planning documents. After discontinuance, board members are responsible for responding to concerns from the community and upholding the collegial processes used to come to that conclusion. Given the authority that boards have to discontinue programs, faculty should be mindful of this possibility and develop credible and comprehensive viability review processes that are data-informed and focused on the needs of students and not faculty.

Program Evaluation Beyond Program Review

Program modification is often conducted as a result of a program review process; however, it may be more beneficial for faculty in a program to create a review process that is distinct to their individual programs and more comprehensive than the one-size-fits-all review found in most program review documents. Also, because program review cycles vary from college to college, having an ongoing process of self-evaluation and data collection that can be maintained outside of the program review cycle may be useful. Certain types of data, including enrollment trends, student demand, and occupational outlook may be common to both program review and an individual program's assessment of its health, and institutional data typically used in periodic program review may be necessary. However, program review should not be used as the sole determiner of program viability or discontinuance if the program review process is overly generic. For ASCCC positions and effective practices strategies or program review, please refer to the paper *Program Review: Setting a Standard* (2009).¹²

PROGRAM DISCONTINUANCE

College districts are required by current statute and regulation to develop a process for program discontinuance and minimum criteria for the discontinuance of occupational programs (Education Code §78016 and Title 5 §51022). Additionally, ACCJC may require the institution make appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption when programs are eliminated or program

¹² https://asccc.org/sites/default/files/publications/Program-review-spring09_0.pdf

requirements are significantly changed. ACCJC Standard II.A.15¹³ states, “When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.” Program discontinuance is also an important discussion when colleges have seen a bloat in programs that can confuse students and put strains on the finite resources colleges have to support programs. The ASCCC paper *Program Discontinuance: A Faculty Perspective Revisited* (2012) provides important information on metrics to consider to satisfy education code, title 5 regulations, and accreditation standards. To ensure the integrity of both processes, they should be constructed and implemented separately.

Conclusion

A college’s educational programs define it within the community and in the minds of its students. Faculty, as stewards of the curriculum, must constantly explore new innovations and developments in their fields that may call for creating new programs and revising existing ones to keep educational opportunities relevant and rewarding for students. Faculty collaboration with industry partners, students, and administrators drive colleges to reach higher educational summits and explore fertile new ground in the name of academic and professional success for California’s 2 million community college students.

APPENDIX A LEGISLATIVE AND REGULATORY REFERENCES

TBD

APPENDIX B SAMPLE EDUCATIONAL PROGRAM DEVELOPMENT POLICY/PROCEDURES

TBD

APPENDIX C SAMPLE EDUCATIONAL PROGRAM DEVELOPMENT POLICY FOR GRANT FUNDED PROJECTS

DEVELOPING EDUCATIONAL PROGRAMS WITH EXTERNAL FUNDING OR GRANT FUNDING

REFERENCES: Education Code 70902(b)(7); Title 5 §55002(a)(1)

The chief executive officer of a college shall establish procedures in consultation with the academic senate to assure timely application and processing of grants or outside funding that directly support the development of an educational program. Faculty will be responsible for developing curriculum to support educational programs funded through grants or outside sources

¹³ ACCJC Standards (2014)

in consultation with administrative and external partners. In addition, processes for applying for external funding that are ~~is~~ not related to a specific degree or certificate program, but supports student success, will include faculty consultation.

APPENDIX D SAMPLE EDUCATIONAL PROGRAM DEVELOPMENT PROCEDURES FOR GRANT FUNDED PROJECTS

DEVELOPING EDUCATIONAL PROGRAMS WITH EXTERNAL FUNDING OR GRANT FUNDING

REFERENCES: Education Code 70902(b)97); Title 5 §55002(a)(1); §55070

INTRODUCTION

To meet community needs, especially those needs of local industry and workforce needs, community colleges may often partner with external agencies or seek local, state, or federal funding sources. These funds are dedicated to the creation and/or support of a specific educational program and to support student success.. Typically these funds may only be used for a specific purpose and reporting is required. All grants should identify and provide specific benefits to the college which are in alignment with a college's mission. This model procedure will explain elements that may be included in a college's processes and procedures for the development of courses and programs using grants or external funding provided by a source other than the college's base allocation.

FACULTY PRIMACY

Per Education Code 70902(b)(7) local academic senates and faculty are the primary constituent group responsible for curriculum and academic standards. Given that primacy, the development or maintenance of educational programs, even those established through external funding, should be led first and foremost by faculty in consultation with administrative partners. Additionally, non-educational programs that support students also benefit from faculty consultation when pursuing funds intended to support equity and achievement for all students. Faculty and administration should mutually agree on processes for applying for external funding sources and the dispensation and reporting around those funds as part of its budget process.

CONSULTATION AND GRANT SUBMITTAL

Faculty, working with administrative and external partners such as advisory groups, should determine the need for an academic program prior to the submission of an application for a grant or other funding source, and curriculum changes, if needed, should be in place prior to pursuing a grant. Additionally, during the decision-making process faculty and administrators should consider future institutionalization of a program's funding after the completion of the grant if it is decided to maintain the program in the future.

The following recommended steps should take place when determining the need for a program or other support service for students.

- All faculty members in a discipline discuss the need for a new educational program (degree or certificate) or student support program based on their knowledge of the field and their experience working with industry partners or advisory committees and with transfer institutions. Faculty consultation should be documented (e.g. program review documents, department meeting minutes, advisory committee minutes). Proposals for new programs by administrators should be reviewed by faculty and the viability of that program established by faculty in accordance with local policies.
- If there is a potential curricular impact (e.g., a grant that can serve as a foundation for a new academic program, a change to delivery methods of existing programs [e.g., Guided Pathways], the expansion of current disciplines, or the implementation of off-campus delivery methods, then the grant proposal should be submitted to and vetted by the Academic Senate and/or the Curriculum Committee. Academic Senate review is required under Title 5, §53200 of the California Education Code regarding faculty representation in all academic and professional matters (“10+1”). Specifically, the items affected by and affecting grants include #4, “Educational and program development” and #10, “Processes for institutional planning and budget development.”
- Faculty consult with administration regarding the creation of a new educational program (degree or certificate) or student support program using external funds and determine if a need exists and can be met by pursuing those funds. In addition, these discussions should establish what new curriculum, facilities, human resources, technology resources, matching funds, and other expenses will be needed to make the funding application successful and the program viable for students.
- Faculty and administrators establish the program assessment processes, such as the local program review process, that will be used to determine whether to institutionalize the future sustainability and funding for the program after the completion of the grant.
- Faculty develop or revise curriculum as needed and all new or revised curriculum is approved through the college’s curriculum approval process . This step should occur prior to grant submission.
- Upon receiving new funds for the development of an educational program (degree or certificate) or student support program, faculty and administrative partners should begin implementing the necessary steps that must be taken to determine whether to institutionalize the program in the future.

SUSTAINABILITY AND INTEGRITY

An effective procedure for an educational program (degree or certificate) or student support program that relies on grant funding or external funding should include mechanisms to evaluate the feasibility of institutionalizing the program immediately upon receiving external funds, when possible.

In addition, accepting grant funds and implementing a grant should be a transparent activity with faculty consultation and involvement to avoid using funds in ways not originally intended or

allowed by the grant. Grant applications should as accurately as possible reflect the scope of the needs defined by faculty for the development and support of an educational program or student support service and avoid excessive inflation of funds requested to support the scope of the proposal.

EMERGENCY PROCESS FOR APPROVING GRANTS OR EXTERNAL FUNDS

A local procedure for pursuing and implementing externally-funded programs should include a process for reacting quickly when new information about funding opportunities arises. However, faculty consultation should not be sacrificed in order to expedite an application for a funding source. Colleges should consider establishing approval processes, such as consulting with a smaller senate group or the local senate's executive committee, that support nimble decision-making and can be applied when a last-minute funding opportunity is discovered.



Executive Committee Agenda Item

SUBJECT: "Effective Practices for Online Tutoring" paper		Month: March	Year: 2018
		Item No: IV. O.	
		Attachment: Yes	
DESIRED OUTCOME:	Executive Committee will review and approve the outline for the "Effective Practices for Online Tutoring" paper.	Urgent: No	
		Time Requested: 15 min	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Randy Beach	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lateer	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Resolution SP08 13.04 "Effective Practices for Online Tutoring" called for a paper that addresses effective and non-effective practices for establishing online tutoring programs. The Executive Committee will provide feedback on and approve the paper's outline.

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

Effective Practices for Online Tutoring Paper

1. Introduction
 - a. Justification for the paper
 - b. How to use this paper
 - c. The value of tutoring
2. Audiences for online tutoring
 - a. Fully online students as well as f2f students
 - b. Tutoring designed for all students
 - c. Who is served by tutoring? Does anyone get priority?
 - d. Synchronous versus asynchronous online tutoring
 - e. Enrolled versus non-enrolled. Is proof of enrollment needed?
 - f. How to address students with Learning differences in the online tutoring environment
3. Benefits for various student populations
 - a. Face 2 face students
 - b. Fully online students
 - c. Students in hybrid courses
 - d. Opportunity for access to publisher-sponsored content of support instruction
 - e. Basic skills (7095 and Guided Pathways)
4. Online Literacy: Important and necessary skills students need to take full advantage of online tutoring opportunities
 - a. Online preparatory courses
 - b. Readiness tutorials and modules
 - c. On-campus orientations
 - d. Handouts
5. Student interfaces/resource available and online tutoring systems/resources
 - a. Proprietary services (Pearson Online Tutoring from Smart Thinking)
 - b. Homegrown sites
 - c. OEI
 - d. Defining the distinction between an online tutoring center versus simply putting resources online
6. Restrictions/Parameters Around Use of Services
 - a. Number of visits allowed per assignment?
7. ADA compliance
 - a. For hearing and visually impaired students
 - b. Learning disabled (CCCCO definition and guidelines)
 - c. Legislation (fed and state) and accreditation standards
 - d. Handouts in accessible formats
8. Accreditation
 - a. Relevant standards to consider
 - b. Expectations of accreditation around online student services

Parking Lot

Use of Skype and other video conferencing for tutoring as well as other campus services (counseling and group tutoring)

1. Confidentiality
- 2.



Executive Committee Agenda Item

SUBJECT: Foundation Bylaws		Month: March	Year: 2018
		Item No: IV. P.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will approve the changes to the ASCCC Foundation Bylaws.	Urgent: Yes	
CATEGORY:		Action Items	Time Requested: 15 minutes
REQUESTED BY:	Craig Rutan	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :		April Lateer	Consent/Routine
		First Reading	
		Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the January 25th Foundation meeting, the Foundation Board approved narrowing the focus of the Foundation to focus on providing scholarships to faculty to attend ASCCC events (including events where ASCCC partners with other organizations) and to provide additional funding for local college visits if the Senate’s funds were exhausted. To better align with this streamlined focus, the Foundation Board approved reducing the size of the Board from 7 to 5 faculty members. The bylaws revisions include the following changes:

1. The Foundation Board will consist of five faculty members and an ex-officio Executive Director.
2. The Executive Committee will appoint, based on the recommendation of the Senate President, all faculty members serving on the board. The faculty membership will include 4 members of the Executive Committee and one member from the field.
3. Instead of having a separate application process, the Foundation Board will be added to the Application for Statewide Service to simplify the application process.
4. The Executive Director will be selected by the Executive Committee, but it is not required to be the Executive Director of the Academic Senate.

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



Academic Senate Foundation for California Community Colleges Bylaws

ARTICLE I

Name, Principal Office, Purpose and Restrictions

1.1 Name. The name of the Foundation is the “Foundation of the Academic Senate for California Community Colleges” (the Foundation), a California nonprofit public benefit corporation organized for public purposes.

1.2 Principal Office. The office of the Academic Senate for California Community Colleges (the Academic Senate) shall serve as the principal office of the Foundation.

1.3 Purpose. The specific purposes of this corporation are to benefit, support, and enhance the excellence of California community colleges; to support, design and implement professional development for California community college faculty; to research, develop and communicate effective practices to promote effective teaching and learning in the California community colleges; and to promote a variety of activities and strategies to advance teaching and learning.

1.4 Coordination with Academic Senate. Position papers, public statements and endorsements of the Foundation shall be consistent with the positions, policies and endorsements of the Academic Senate. If no Academic Senate position, policy or endorsement exists on the subject, a proposed Foundation position paper, public statement or endorsement shall be approved by the Board of Directors of the Academic Senate prior to final approval by the Foundation.

1.5 Lobbying. No substantial part of the activities of the Foundation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided in Subsection (h) of the 501(c)(3) Internal Revenue Code) and the corporation shall not participate in or intervene in (including the publishing or distribution of statement concerning) any political campaign on behalf of, any candidate for public office.

ARTICLE II

Members

2.1 No Members in the Legal Sense. The Foundation shall have no members. Notwithstanding the Foundation having no members, the Foundation may involve individual and organizational participants, each of which may be referred to as “members,” none of which shall have voting or other statutory membership rights.

Organizational participants shall designate one individual to serve as its representative and to exercise all functions of a participant member.

The Foundation Board (see Article IV) may set the terms and conditions of participants in the activities of the Foundation.

ARTICLE III

Dues

3.1 Dues. There shall be no dues. However, the Foundation Board may establish participation fees for participants/members and make special assessments upon approval of the Board of Directors of the Academic Senate.

3.2 Refunds. No special assessments or fees will be refunded.

ARTICLE IV

Board of Directors

4.1 Board of Directors. The Foundation Board of Directors (the Foundation Board) is the Foundation's governing body and exercises all managerial control and authority over the business and policy of the Foundation, subject to the terms and conditions of these Bylaws.

4.2 Composition of the Foundation Board. The Foundation Board shall consist of a total of ~~eight (8)~~six (6) directors: ~~seven (7)~~five (5) of which are current or retired faculty ~~with a total of (4) directors~~ appointed by the Board of Directors of the Academic Senate. The board will consist of four (4) members of the Board of Directors of the Academic Senate for California Community Colleges with at least one representative from each of the areas (A, B, C, and D) of the Academic Senate, one appointee from the membership of the Academic Senate, including the President, Secretary, and Treasurer, three (3) directors elected by the delegates of the Academic Senate for California Community Colleges at a regularly scheduled Plenary Session, and one (1) ex officio, non-voting director, the Executive Director. ~~(the Executive Director of the Academic Senate). The Board shall have at least one representative from each of the areas (A, B, C, and D) of the Academic Senate.~~

4.3 Attendance Obligation. Directors missing three (3) consecutive regular Board meetings may be removed from the Foundation Board. Participation by conference call is a recognized form of Foundation Board meeting attendance, if absolutely necessary. If a director is removed pursuant to this section, a replacement director shall be appointed by the entity defined in 4.02 of this section.

4.4 Call to Meetings. The President or any two directors may call a meeting of the Foundation Board.

4.5 Notice. The Foundation Board may hold regular meetings without notice at the time and place for the regular meetings fixed by the Foundation Board. Emergency meetings may be held

with notice appropriate to the circumstances if any director determines that an emergency exists and calls an emergency meeting. The Foundation Board may hold special meetings upon four days' notice by first class mail or 48 hours' notice delivered personally or by telephone, facsimile, e-mail, or posting to the Foundation's website.

4.6 Quorum. A majority of the number of directors authorized in these Bylaws, constitutes a quorum of the Foundation Board for the transaction of business.

4.7 Board Action. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Foundation Board. The Foundation Board may adopt rules and regulations which may supplement and interpret these Bylaws and shall be binding and enforceable as to directors to the extent they are consistent with the Nonprofit Public Benefit Corporation Law and Section 501(c)(3) of the Internal Revenue Code.

4.8 Strategic Plan. The Foundation Board shall support the development of and approve long range plans for the activities of the ~~Foundation, and~~ Foundation and will present these plans to the Board of Directors of the Academic Senate annually in September for comment and approval.

4.9 Audit. An audit of the Foundation's financial records will be conducted in conjunction with the Academic Senate.

ARTICLE V

Officers and Members of the Academic Senate for California Community Colleges's Board of Directors

5.1 Officers. The Officers of the Foundation are the President, Secretary, Treasurer and Executive Director and such other Officers as the Foundation Board may determine.

5.2 Selection of Foundation Board Members Currently Serving the on the Academic Senate's Board of Directors. The Board of Directors of the Academic Senate for California Community Colleges, with the consent of the individual being appointed, -shall appoint the President, Secretary, Treasurer, and one additional director from its members on an annual basis during its annual orientation meeting. The term of each of these directors begins on June 1.

5.3 Terms for Members of the Academic Senate's Board of Directors. Members of the Academic Senate for California Community Colleges's Board of Directors, other than the Executive Director, shall serve no more than a total of three (3) years on the board, with the exception of a member who serves as President who shall be limited to a total of four (4) years on the board. The Board of Directors of the Academic Senate for California Community Colleges may make exceptions to these term limits.

5.4 Vacancies During a Term. The Board of Directors of the Academic Senate for California Community Colleges shall fill any vacancies for directors listed in section 5.02 of this article at any time.

5.5 Duties. The Officers perform those duties assigned to them by the Foundation Board, including those duties which the Foundation Board shall set forth in specific position descriptions for each Officer. The President shall serve as the presiding Officer of the Foundation Board. In the absence of the President, the Secretary shall serve as presiding officer.

5.6 Executive Director. The Board of Directors of the Academic Senate for California Community Colleges will select an Executive Director for the Foundation. The Executive Director of the ~~Academic Senate Foundation~~ is hereby declared a non-voting director of the Foundation Board of Directors with the terms and conditions of employment being specified in an appropriate employment contract. The Executive Director shall manage the daily activities of the Foundation subject to Foundation Board policy and general oversight.

ARTICLE VI

Other Foundation Board Directors

6.1 ~~Election~~ Appointment and Eligibility. Any current or retired faculty member is eligible to apply for Board membership by completing the Application for Statewide Service, available on the website of the Academic Senate for California Community Colleges. The President of the Academic Senate for California Community Colleges will appoint a Board member from the pool of applicants and that appointment will be submitted to the Board of Directors of the Academic Senate for California Community Colleges for final approval. At each Fall Plenary Session, an election will be held in accordance with the election procedures in the Rules of the Academic Senate for California Community Colleges to fill vacancies on the Foundation Board for faculty that are not currently serving on the Board of Directors of the Academic Senate. All candidates for election to the Foundation Board shall meet at least one of these criteria: 1) is a Delegate or a local senate president 2) has within the last three years immediately preceding the election been a local senate president or a member of the Board of Directors of the Academic Senate or 3) has been nominated by a resolution of a Member Senate. The minutes of the meeting at which that resolution was adopted must be submitted to the Elections Committee chair with the nomination of the individual.

6.2 Term of Office. Each director ~~elected~~ appointed to the Foundation board in accordance with section

~~6.01~~ of this article shall be elected to a one three-year term. Appointees may serve additional one-year terms with the approval of the Board of Directors of the Academic Senate for California Community Colleges. Any director elected to serve as a member of the Board of Directors of the Academic Senate will be resigned from the Foundation Board. The term of office will begin on January 1 following election. September 1, following the approval of the Board of Directors of the Academic Senate for California Community Colleges.

6.3 Vacancies During Term. The Foundation Board may appoint an interim director for any vacancies related to this article. Interim appointments are valid until the next plenary session, when an election will be held in accordance with section 6.01 of this article.

ARTICLE VII

Committees

7.1 Committees. The Foundation Board may create committees to which it may delegate various functions; the Foundation Board shall provide each such committee with a specific charge or mission statement to include a specific definition of the committee's authority. Any director and the Executive Director may elect to be Ex-Officio Members of any committee(s).

7.2 Meetings. All committee meetings shall conform to the requirements of these Bylaws relating to meetings of the Foundation Board, with necessary changes in details.

ARTICLE VIII

Records and Reports

8.1 Maintenance of Foundation Records. The Foundation shall maintain records in accordance with the California Nonprofit Corporation Law.

ARTICLE IX

Indemnification and Insurance

9.1 Indemnification. To the fullest extent permitted by the law, the Foundation shall indemnify and hold harmless any agent against any claim arising out of any alleged or actual action or inaction in the performance or non-performance of duties performed in good faith on the Foundation's behalf. An "Agent" for purpose of these Bylaws shall include directors, officers, Executive Director, participants and employees.

9.2 Insurance. The Foundation shall purchase and maintain insurance to the full extent determined appropriate by the Foundation Board on behalf of its agents against any liability asserted against or incurred by the agent arising out of the agent's status as such.

ARTICLE X

Dissolution

10.1 Dissolution: The Board, upon approval of a majority vote of the Board of Directors and ratification by the Board of Directors of the Academic Senate, may dissolve the Foundation pursuant to the California Nonprofit Public Benefit Corporations Law. Upon the dissolution or winding up of the Foundation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this Foundation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

ARTICLE XI

Amendment of Bylaws

11.1 Amendment of Bylaws. The Bylaws may be amended by the Board, provided that all amendments shall be approved by the Board of Directors of the Academic Senate for California Community Colleges before taking effect.

ARTICLE XII

Interpretation

12.1 Interpretation. These Bylaws constitute a written agreement between the Foundation and its directors and the Academic Senate for California Community Colleges. The Bylaws should be interpreted in connection with the California Nonprofit Public Benefit Corporations Law, which supplements and controls these Bylaws. This provision of the Bylaws should be cited: “Bylaws 12.01”.

The Bylaws were Adopted November 2008

Revised June 2012

Approved by May 2016

Approved by February 2017

Revised August 2017



Executive Committee Agenda Item

SUBJECT: Part Time Faculty Leadership Institute		Month: March	Year: 2018
		Item No: IV. Q.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will provide guidance as necessary and approve the preliminary draft program of the Part-Time Faculty Institute	Urgent: No	
		Time Requested: 20 mins	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Sam Foster	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lateer	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Part-Time Faculty Committee met on January 23, 2018 to develop a draft program for the Part Time Faculty Institute.

The Executive Committee will discuss and provide feedback as necessary.

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

Part Time Faculty Leadership Institute

August 2-4, 2018

Overview: Five general sessions and 4 breakout sessions (5 strands per session).

<u>Thursday</u>	
3:00-5:00	General Session 1
<u>Friday</u>	
9:00-10:30	General Session 2
10:45-12:00	Breakout Session 1
12:15-2:00	General Session 3
2:15-3:30	Breakout Session 2
3:45-5:00	Breakout Session 3
<u>Saturday</u>	
8:45-10:15	General Session 4
10:30-11:45	Breakout Session 4
12:00-1:00	General Session 5

Reception Thursday 5:15-6:00. Dinner Signup for 6:30. Networking at restaurants in the area.

General Sessions

Human Resources: Full Time Hiring, Part Time Step Increase. Making the Cut, CCC Registry.
10+1 Governance and Union Issues: Similarities and Differences
State of the State: Initiatives, etc.
What's going on with the legislature
Mock Interview

Other possibilities: Possible job fair after third general session concurrent with breakout sessions

	Professional Development	Pedagogy	Leadership	Equity	Other Topics
Friday 10:45-12:00	Professional Confidence	Innovative Classroom Strategies	Growth Mindset	Building Equity-Minded Classrooms	10+1 and Union Follow up
Friday 2:15-3:30	Applying and Interviewing	Classroom Management	Initiatives	Unique Challenges and Opportunities for Part Time Faculty of Color	Review of Vitae and Teaching Philosophy
Friday 3:45-5:00	Navigating the College Culture	Appreciative Inquiry	Relationship with Faculty, Staff and Administrators	Student Services Session	Here are the Keys. Now What?
Saturday 10:30-11:45	Other Opportunities Available for Part Time Faculty	ASCCC Professional Development College	Critical Conversations	AB 705	

Highlighted items were 3CSN breakouts from 2017. Updated breakouts from 3CSN will be forthcoming

Other Potential Topics:

- Mentoring Part-Time faculty at your college
- Caucus last breakout on Friday
- HR breakout session (repeat of some info from the first general session?)
- Portfolio review
- Physical sciences portfolio review
- General pedagogy



Executive Committee Agenda Item

SUBJECT: Part Time Faculty Regional Meeting		Month: March	Year: 2018
		Item No: IV. R.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss and approve regional meetings for part-time faculty	Urgent: No	
		Time Requested: 15 mins	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Sam Foster	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lateer	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Part-Time Faculty Committee has discussed having regional meetings of part-time faculty in the fall of 2018. The regional meetings would serve three primary purposes:

- 1) As a follow-up to the Summer Part Time Faculty Institute
- 2) To broaden the reach of the Academic Senate to include many faculty that could not attend the Part Time Faculty Institute.
- 3) As a way to collect and disseminate effective mentoring practices throughout the state.

As these regional meetings would occur during the fall semester, the current Part-Time faculty committee would do much of the initial planning of any regional meetings and help bring next year's committee up to speed.

The Executive Committee will discuss and approve the regional meetings with dates to be determined.

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



Executive Committee Agenda Item

SUBJECT: Career and Noncredit Education Institute Final Program		Month: March	Year: 2018
		Item No: IV. S. (forthcoming)	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will approve the Career and Noncredit Education Institute theme and final draft program	Urgent: Yes	
		Time Requested: 10 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Slattery-Farrell/Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lateer	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2018 Career and Noncredit Institute will be held May 3-5. The proposed theme is “Collective Impact, Positive Change.” The final draft program includes three general sessions and seven breakout sessions with 49 breakout presentations. A vendor exhibition and a poster session with sponsored reception is also planned. Curriculum CTE Leadership Committee and Noncredit Committee members will facilitate all breakout sessions. All facilitators have been notified of which breakout sessions they have been initially assigned. Potential presenters are being identified, and the process of contacting them to confirm participation is in progress. Approval of the theme and final draft program by the Executive Committee is requested.

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



Executive Committee Agenda Item

SUBJECT: SLO Symposium		Month: March	Year: 2018
		Item No: IV. T.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will decide next steps regarding the SLO Symposium in 2019	Urgent: No	
CATEGORY:	Action Items	Time Requested: 15 minutes	
REQUESTED BY:	Cheryl Aschenbach	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	April Lateer	Consent/Routine	
		First Reading	
		Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The SLO Symposium was held on February 9, 2018 at Orange Coast College. There were 200 attendees and feedback was generally positive.

This was the second time ASCCC partnered with Jarek Janio for the event, and the fifth time Jarek has coordinated the SLO Symposium. Additionally, in 2010 and 2011, ASCCC held its own SLO Institutes.

The Executive Committee will decide next steps for the event in 2019.

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



Executive Committee Agenda Item

SUBJECT: ASCCC Communications Plan		Month: March	Year: 2018
		Item No: IV. U.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will approve the external communications plan	Urgent: No	
		Time Requested: 10 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison/Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lateer	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The external communications plan was brought to the February executive committee meeting in draft form. The Executive Committee made suggestions and those changes have been incorporated into the document presented here. Creation of a communications plan is part of the 2015-18 ASCCC Strategic Plan.

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



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Academic Senate for California Community Colleges Communication Plan

DRAFT VERSION .0

Erika Prasad
COMMUNICATIONS AND DEVELOPMENT DIRECTOR

Introduction

Purpose of Communication Plan

The purpose of the strategic Communication Plan is to support the objectives and goals of the Academic Senate for California Community Colleges (ASCCC) through the promotion of the organization's programs and advocacy efforts. The plan will serve as a guide for ASCCC staff and the Executive Committee to effectively communicate strategic messaging to stakeholders and the public at large. The goals of the communication plan include fostering relationships with the legislature and external organizations, promoting organizational interests, and assisting with the development of priorities for the sustained growth of ASCCC. It serves as the first formal communication plan and provides a framework for the management and coordination of external communications regarding the organization. The plan further serves as a guide on effective practices to communicate using proper brand procedures, understanding the use of various communication platforms, and engaging with key target audiences.

All communication processes and initiatives will align with the overall plan's strategies governing the efforts to communicate messages to various audiences. Specifically, it meets and enhances the overarching strategic goals identified in the 2015-18 Strategic Implementation Plan listed below:

Goal 1: "Assert the faculty voice and leadership in local, state, and national policy conversations."

Goal 1, Section C: "Develop a public relations campaign to promote the visibility of the ASCCC."

Goal 4: "Enhance engagement, communication, and partnerships with local senates and system partners, and other constituent groups."

Goal 4, Objective 4.2: "Create a communication plan."

About the Academic Senate for California Community Colleges

Formed in 1970, the Academic Senate for California Community Colleges is a 501(c)6 nonprofit organization, created for the promotion and advancement of public community college education in California. Its general purposes are:

- i. To strengthen local academic senates of California community colleges;
- ii. To serve as the voice of the faculty of the California community colleges in academic and professional matters of statewide concern;
- iii. To develop policies and promote the implementation of policies on academic and professional matters of statewide issues; and
- iv. To make recommendations on academic and professional matters affecting the California community colleges.

The ASCCC's authority to represent and work with California community college academic senates statewide comes from the California Code of Regulations Title 5 § 53206:

- a. An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.
- b. The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

Organizational Mission

The Academic Senate for California Community Colleges fosters the effective participation of community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California Community Colleges.

Values Statement

Leadership

The Academic Senate champions the leadership role of faculty at their colleges and at the state level, and fosters effective faculty participation in governance to effect change. The Academic Senate facilitates and supports the development of faculty leaders. The Senate is respectful and reflective in its work and relationships and expects accountability from its leaders. In all its activities, the Academic Senate adheres to the highest professional ethics and standards. The Academic Senate models effective leadership and promotes the inclusion of leaders from various backgrounds and experiences in order to represent all faculty.

Empowerment

The Academic Senate empowers faculty through its publications, resources, activities, policies, and presentations. The Senate collaborates with other statewide organizations, and with administrators, trustees, students, and others, to develop and maintain effective relationships. The Senate believes that collaboration with others and faculty engagement improve professional decisions made locally and at the state level. The Academic Senate works to empower faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity in all of their forms.

Voice

The Academic Senate promotes faculty primacy in academic and professional matters as established in statute and regulation. The Senate is the official voice of the California community college faculty in statewide consultation and decision making and, through leadership and empowerment, endeavors to make each local senate the voice of the faculty in college and

district consultation and decision making. The Senate values thoughtful discourse and deliberation that incorporates diverse perspectives as a means of reaching reasoned and beneficial results.

Audience Analysis

The ASCCC has many potential stakeholders or audience members both internally and externally. Understanding the different audiences and their relationships to the organization is a key component to the creation and implementation of the communication plan. The following list is by no means exhaustive and is informed by interactions within the field. The list may be expanded or revised upon further review from the ASCCC Executive Committee and leadership.

Faculty: Faculty, for the purpose of this communication, include full-time and part-time or adjunct faculty. The ASCCC currently has over 58,000 faculty members that are part of the membership through their college's local academic senates and are a primary target audience for communicating priorities. Faculty members represent a wide range of disciplines and are influential at their local senates, colleges, and in statewide matters. Faculty choose delegates to vote on their behalf and elect the Executive Committee; they also volunteer through the ASCCC and serve on ASCCC committees and task forces, and to serve on other statewide groups. At the fall and spring plenary sessions, delegates direct the work of the ASCCC through the resolution process. Policies are informed by the body and are advocated at the state level. The primary challenge of reaching this group is that communication channels used by the ASCCC do not always reach all 58,000 members. There is often direct communication to college leadership (academic senate presidents, curriculum chairs, liaisons, and administrators such as chief instructional officers, etc.) while the forwarding of messages from the ASCCC directly to faculty is left to the discretion of the college leaders. It is essential that when using communication channels to faculty, the messaging is coordinated and scheduled to ensure that members are not overwhelmed or desensitized to the information they receive.

Administration and Classified Professionals: Administrators for the purpose of this communication include deans, ~~staff from the instructional offices,~~ vice-presidents, and other managers who work directly with faculty or are otherwise associated with the college's instructional and student services offerings. Because of their close relationship to and support of faculty, administrators are an important target audience. In addition, administrators can be ~~are~~ the final decision makers at the colleges. Classified professionals are employees of a district not in faculty or administrative positions, including administrative staff, computer and program technicians, instructional aides, accountants and maintenance personnel, supervisors, and others; they hold positions in support of the variety of programs and services offered at local colleges. Many classified professionals work in labs and other areas that put them in direct contact with both faculty and students. Classified professionals may also be involved in a wide variety of shared governance committees at their local colleges. Though these groups are not directly targeted in messaging efforts, it may be beneficial to target this audience for greater attendance at events including such as the Curriculum Institute, Accreditation Institute, and plenary sessions.

Legislators: As the faculty voice in academic and professional matters, the ASCCC advocates on behalf of the 58,000 faculty members in the California community colleges, supports or opposes legislation based on resolutions, and attends hearings and other venues with legislators and legislative staff to communicate legislative priorities. Because advocacy is a fundamental element to the existence of the ASCCC, it is in the organization’s best interest to develop and cultivate relationships with legislators. Moreover, based on objective 1.1 outlined in the ASCCC Strategic Plan for the 2015-18 year, the charge for the Executive Committee was to “Develop and strengthen strategic relationships between [the committee] and at least five legislators, system partners, or organizations involved in statewide or national education policy.” To fulfill this objective, the ASCCC increased its relationship with legislators and their staff during the year through legislative advocacy days, working with the Chancellor’s office, and making calls to legislative aides to invite legislators to events such as the plenary sessions and the Faculty Leadership Institute.

Partner Organizations: As stated in Objective 4.1 from the Strategic Plan, the Executive Committee is charged to “Increase the participation of official ASCCC representatives at events and meetings conducted by system partners.” The ASCCC is instrumental in engaging with partner organizations by leveraging opportunities in areas of professional development, development of resources, and legislative priorities. The ASCCC partnered with the Career Ladders Project, the California Community College Chancellor’s Office, the RP Group, and other groups to grow attendance at partnered events, to assist with creating networks amongst faculty, and to increase the organization’s brand identity. The ASCCC cultivated relationships and worked with lobbyists and representatives from FACCC, CFT, CCCAOE, and CCA to communicate priorities, common interests, and mutual alignments to advance [academic and professional](#) policies of the California Community College system.

Communication Vehicles

Digital, Print, and Media Publications:

Media, digital, and print publications serve as a resource to reinforce the authority of local academic senates in academic and professional matters. Academic Senate (or ASCCC) papers reflect the official views or positions of the Academic Senate on statewide and local issues. In addition, Academic Senate papers offer recommendations and effective practices for the work of faculty in governance and student success. Through regular publications such as the *Rostrum* and the President's Update, the Academic Senate seeks to keep local academic senates informed on current issues and strengthen communication between the Executive Committee of the Academic Senate and local academic senates. The following table, is a breakdown of the primary communication channels used by the ASCCC to message out to stakeholders.

Type of Communication	Description	Target Audience
ASCCC Website	The main platform where most communication channels are housed. It features all forms of	All faculty, partner organizations, and the public.

	publications, the Professional Development College (PDC), and outside links to projects and subsidiaries overseen by the ASCCC.	
President Updates	A monthly newsletter addressed to the field from the ASCCC President. The newsletter highlights ASCCC work, legislative updates, upcoming events, and other timely information.	Senate Presidents, Full-Time Faculty, Curriculum Chairs, Part-Time Faculty, ASCCC listservs
Weekly Updates	A weekly newsletter addressed to the field from the ASCCC office. The newsletter highlights updates from system partners, upcoming events, and other timely information.	Senate Presidents, Full-Time Faculty, Curriculum Chairs, Part-Time Faculty, ASCCC listservs
<i>Rostrum</i> Articles	A quarterly collection of articles written to keep members apprised of the latest developments throughout the Academic Senate and the greater field. The publication is shared with college constituents – faculty, administrators, and staff. The publication is available online and is also shipped to colleges in hard copy form.	All Faculty, Administrators, Staff
Printed Publications/Academic Senate Papers	Papers adopted by the body at the plenary sessions which reflect the official views or positions of the Academic Senate on statewide and local issues. Senate papers offer recommendations and effective practices for the work of faculty in governance and student success. Printed publications cover a broad range of topics from	All Faculty, Administrators, and Staff.

	curriculum that share effective practices and professional development to the field. Publications are typically disseminated at ASCCC events and can be mailed by request.	
Listservs	One-way messaging platform that is intended to deliver timely messages to the entire field.	Over 100 different listservs are available to address specific target audiences based on programmatic and informational needs.
Social Media	Social media, including Twitter, Linked In, Facebook, and Instagram, used to promote projects, events, and programs.	All faculty, administrators, partner organizations, students, and the public at large.

Publication Guidelines

The Academic Senate for California Community Colleges (ASCCC) produces its publications to provide information to local academic senates, faculty, other organizations, and stakeholders 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 ASCCC on statewide and local issues.

Purpose

Publications, written or electronic, are designed to:

- Improve and strengthen communication;
- Highlight the many ~~creative~~ talents and expertise of community college faculty;
- Promote discussion on academic and professional topics; and
- Ensure clarity and professionalism, especially of adopted papers.

Development of a Position Paper

Position papers generally originate through the resolution process during a plenary session. Resolutions to develop a position paper typically come from ASCCC committees and task forces, the Executive Committee, and faculty on statewide advisory committees. Position papers may also originate through direction of the Executive Committee. Once initiated, 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 a breakout session at an ASCCC event. If deemed feasible, the Executive Committee shall typically assign the position paper to an ASCCC committee or task force.

2. After appropriate study and deliberation, the assigned group shall communicate to the Executive Committee using the Prompts for Paper Development. These paper prompts provide background information including resolutions, feasibility, research 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 propose an outline for the paper 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.
3. During a full, substantive review at an Executive Committee meeting, the Executive Committee members will provide 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. At this time, the Executive Committee may act to approve the outline with given edits, or the Executive Committee may ask for a revised outline to be brought back for approval.
4. During a full, substantive review at an Executive Committee meeting (the first reading), Executive Committee members will provide written and oral feedback regarding the first draft. The paper process 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. Draft papers should not be circulated to others outside of the Executive Committee or the group as this might cause confusion in the field. However, the president may allow papers to be shared with others if necessary to inform the paper.

Three actions are likely at the first-reading stage: (1) The Executive Committee will agree that the paper is ready to advance for a second reading at a subsequent meeting. (2) If the suggested changes are substantive enough, the paper will be returned to the group for additional revision and then resubmitted to the Executive Committee for further review. Only when approved 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 sections are to be marked "Draft for Discussion Only; Not an Official Position Paper of the ASCCC" and shall bear the name of the writing group, the chair, and contributors to the draft.

5. At 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.

6. Position papers that have been approved by the Executive Committee must be included in the information sent to the Area meetings before 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 ASCCC only when adopted by the delegates at a plenary session. These papers are marked “for adoption...”

Authority/Responsibilities

The Executive Director is responsible for the publication and distribution of all ASCCC publications (i.e. journals, newsletters, or articles, printed or electronic) that represent the viewpoint of the ASCCC. 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. Substantive changes must be reviewed by the Executive Committee and may need to go back to the body for correction. 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 Creative Director to develop timelines for submission, production, and distribution. The responsibilities include:

- Developing timelines for submissions.
- Making recommendations on printing and distribution process.
- Making recommendations for layout and design.

Editorial Guidelines for the *Rostrum*

- The *Rostrum* is intended to be a quarterly publication of the ASCCC, which provides content to inform faculty 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 ASCCC. The Executive Committee submits the majority of contributions for each edition and these articles primarily reflect statewide activities and issues. *The Rostrum* reflects 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. Typically, Executive Committee members submit one article per quarterly edition, written by the Executive Committee member, co-authored with other members, or authored by other faculty.
- 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 *Rostrum* content editor (a faculty Executive Committee member or faculty member designated by the President) or the copy editor, (Executive Director), in consultation with the President, may edit or rewrite articles for accuracy, tone, consistency, or length. Significant changes or statements of opinion will be cleared with the author before publication.
- Letters to the ASCCC and unsolicited articles by faculty members are welcomed.

however, the decision to publish will be made by the president.

- Manuscripts will be evaluated for appropriateness and interest.
- ~~There will be four (4) *Rostrums* produced and distributed each year.~~
- Each issue of the *Rostrum* will be published to the ASCCC website.

Other Official Documents

Recommendations for the development of “other” official documents must be considered by the 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 ASCCC. 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 ASCCC without a resolution.

The Executive Committee will use the following criteria when considering if an “other” document should be an official document of the ASCCC:

- Impact on resources
- Potential for eliciting confusion (duplicating or contradicting)
- Contrary to an existing ASCCC position
- May undermine the work of the ASCCC with system partners
- May be prescriptive in nature and undermines the principle of local control
- Timeliness or timelessness of issue or topic



Executive Committee Agenda Item

SUBJECT: CCC Guided Pathways Award Program		Month: March	Year: 2018
		Item No: IV. V.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Academic Senate for California Community Colleges, in partnership with the Chancellor’s Office, Career Ladders Project and the Research and Planning Group, is leading the effort to provide guided pathways workshops, capacity building at colleges, and an Applied Solutions Kit.

The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.

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



Executive Committee Agenda Item

SUBJECT: Chancellor’s Office Liaison Discussion		Month: March	Year: 2018
		Item No: V. A.	
		Attachment: No	
DESIRED OUTCOME:	A liaison from the Chancellor’s Office will provide the Executive Committee with an update of system-wide issues and projects.	Urgent: No	
		Time Requested: 45 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

A Chancellor’s Office representative will bring items of interest regarding Chancellor’s Office activities to the Executive Committee for information, updates, and discussion. No action will be taken by the Executive Committee on any of these items.

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



Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: March	Year: 2018
		Item No: V. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno/John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Bruno and Vice President Stankas will highlight the Board of Governors and Consultation meetings in February. Members are requested 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>

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



Executive Committee Agenda Item

SUBJECT: Report and Discussion with the Accrediting Commission for Community and Junior Colleges Vice-Chair		Month: March	Year: 2018
		Item No: V. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive a report and have an opportunity for questions and comments with the ACCJC Vice-Chair	Urgent: No	
		Time Requested: 30 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lateer	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Ian Walton, the Accrediting Commission for Community and Junior Colleges (ACCJC) Vice-Chair and past Academic Senate for California Community Colleges President will provide a report about the work and changes taking place with the ACCJC such as:

- The Portfolios
- Taxonomy of Standards
- Policy on Baccalaureate Institutions
- Changes in the Accreditation Standards
- And more

There will then be an opportunity for the Executive Committee to provide comments and ask questions.

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



Executive Committee Agenda Item

SUBJECT: AB 705 Update		Month: March	Year: 2018
		Item No: V. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the AB 705 implementation at the Chancellor's Office.	Urgent: Yes	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lateer	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The AB 705 workgroup met on February 7th and 26th to continue defining the parameters for the local implementation of AB 705. The Executive Committee will be updated on the status of the workgroup and the implementation of AB 705.

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



Executive Committee Agenda Item

SUBJECT: Executive Committee Communication Protocol		Month: March	Year: 2018
		Item No: V. E.	
		Attachment: Yes	
DESIRED OUTCOME:	Discussion	Urgent: No	
		Time Requested: 20 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno and John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lateer	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee has protocols in place designed to keep the president and executive director informed regarding all work pertaining to academic and professional matters. The vice president is generally kept informed as well to ensure continuity of information. In addition, there are certain practices that are necessary to maintain the organizational effectiveness and fiscal health of the ASCCC. These practices include the following:

1. When a member of the Executive Committee attends any meeting or presents at any event in an official capacity, it is expected that the member will write a report and send it to the president, vice president, and executive director. The report should detail the time and place of the meeting or event and a description of what transpired that may include, but is not limited to, those in attendance as well as any significant decisions or discussion items entertained at the meeting or event.
2. The president must approve all official communication (e.g., questions from the field, communication with vice chancellors, etc.) by an Executive Committee member. The president, vice president, and executive director should be copied on the official communication.
3. When a member of the executive committee has been assigned to attend a meeting but is unable to complete the assignment for personal reasons or because of another commitment, the member must immediately inform the president, vice president, and executive director so that a replacement may be found, if warranted.
4. Travel request for Executive Committee members as well as members of ASCCC committees should be made at least two weeks in advance to secure reasonable costs for flights and accommodations. Of course, additional notice is always preferred and encouraged. Travel requests made within two weeks of an

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

event or meeting and that incur significant costs will require the approval of the president or the executive director.

5. Unless there are unusual circumstances or an emergency situation, the office will not change a flight on short notice (e.g., same day) since such changes come with additional costs. For members with Southwest A-list status, stand-by for earlier flights is free. The president or executive director may approve the cost for flight changes in emergency situations or extenuating circumstances.

Members should adhere to the following effective practices so that the Executive Committee can make efficient use of its meeting time:

1. The agenda is printed and mailed to each Executive Committee member and is available online to provide sufficient time to review the items for the upcoming meeting. If questions or concerns arise on agenda items, it is helpful to call or email the author of the item to alert him or her to any concerns or to ask clarifying questions. Taking the time necessary the week before Executive Committee meetings to do this work so that everyone is well prepared to discuss items on the agenda and to take action, if necessary.
2. There action items to complete between meetings. When an official ASCCC communication or document is drafted, Executive Committee members may be asked to provide feedback online or by email. Sometimes the turn-around-time is very brief for an urgent matter such as pending legislation, other times several days are provided for thoughtful consideration as when papers are undergoing revision. It is important that members review documents and provide feedback in a timely matter. If there is no response, the author will assume that the document is acceptable.



Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: March	Year: 2018
		Item No: V. F.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

In an effort to improve monthly meetings and the functioning of the Executive Committee, members will discuss what is working well and where improvements may be implemented.

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



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Accreditation Committee

February 13, 2018

4:00 pm – 5:00 pm

ConferZoom

PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/235418728>

Or Telephone:

Dial:

+1 646 876 9923 (US Toll)

+1 669 900 6833 (US Toll)

+1 408 638 0968 (US Toll)

Meeting ID: 235 418 728

MINUTES

Members Present: Ginni May, Irit Gat, Deborah Wulff, Misty Burruel, Christy Karau-Magnani

Members Absent: John Freitas

Guests: Steve Reynolds

1. Select note taker – Ginni
2. Approval of Agenda – done
3. Approval of minutes from 1-22-2018 done by email
4. Announcements – Ginni update the committee about status of presenters
5. Accreditation Institute
 - a. Loose Ends
 - b. Double check the program
 - c. Dinner Thursday night – meet in lobby at 6:00 pm
 - d. Anything we missed – gift bags, Ginni will count the number of presenters
6. Upcoming Events (<http://asccc.org/calendar/list/events>)
 - Spring Plenary Session – Breakout on Accreditation, Ginni will check with Gohar and Stephanie to see if they are available Friday, April 13 at 2:15.
7. Future Meetings
 - April 10, 2018, 4:00 pm, ConferZoom
 - Additional meetings TBD, if needed

8. Adjourn – 4:33 pm

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, *Rostrums*, etc.)

ASCCC Resolutions

- S15 2.01 **Disaggregation of Learning Outcomes Data**
Research has been completed and presented at the ACCJC Conference in April 2017 and Spring 2017 Plenary Session. An annotated bibliography was provided to the Academic Senate and the ASCCC Foundation as part of the SLO Disaggregation project funded by the Foundation. 2017 - 18: Research was presented at the ACCJC 2017 Partners in Excellence Conference. **Committee will hold off on I.B.6 until we hear back from ACCJC in January 2018. There could be a Rostrum to give an update on Disaggregation of Learning Outcomes Training, 2.01.**
- S15 2.02 **ACCJC Written Reports to Colleges on Sanction**
2017 - 18: The CCCCO Workgroups 1 and 2 have been involved in recommending many changes. **An update will be presented at the Accreditation Institute.**
- F16 2.01 **Local Recruitment and Nomination Processes for Accreditation Teams**
2017 - 18: There will be a New Evaluator Training for Faculty at the Accreditation Institute Pre-session. **In addition, a Rostrum article will be written to address the processes following the Accreditation Institute. Irit, Steve, and Ginni will write the article following the AI to submit March 5.**
- S17 9.01 **Update to the Existing SLO Terminology Glossary and Creation of a Paper on Student Learning Outcomes**
2017 - 18: **The Chairs of the Curriculum and the Accreditation Committees are in the process of identifying committee members to serve on a task force to update the SLO Glossary and create a paper on Effective Practices for Student Learning Outcomes Assessment.**
- F17 2.01** **Request Accrediting Commission for Community and Junior Colleges (ACCJC) to Readdress Bachelor's Degree Program Requirements**
On January 10, 2018 at the ACCJC Open Session meeting, G. May shared the ASCCC Resolution 2.01 Fall 2017 requesting that the ACCJC to consider modification of the ACCJC Policy on the Accreditation of Baccalaureate Degrees, June 2016 and readdress the minimum thresholds of upper division units for bachelor's degree programs to reflect the variety of curricular designs required by different programs of study, and to be more consistent with the WSCUC standards. Following the open session one of the vice presidents shared that the ACCJC will reconsider this language after March 2018.

Strong Workforce Recommendations						
Timeline	Goal	Current Positions	Action	ASCCC Committee Involvement		Comments
TBD	9. a. Engage employers, workforce boards, economic development entities, and other workforce organizations with faculty in the program development and review process	7.05 S14 Research Tools for Program Review; 13.02 F12 Redefinition of Student Success; 21.02 S12 CTE Program Review	Co-develop	CTE LC AAC Curriculum (EDAC)	High	2017 - 18: Committees chairs to recommend to the president how to implement this recommendation. Resolution 21.02 S12 should be part of this conversation.
TBD	9. b. Promote effective practices for program improvement (retooling) and program discontinuance based upon labor market data, student outcomes and input from students, faculty, college staff, employers, and workforce partners.		Develop	Ed Pol, AAC, and Curriculum	High	2017 - 18: Ed. Policies to lead the conversation. Committee chairs to recommend to the president how to implement this recommendation. Chairs might consider exploring the development of a PDC Module using the ASCCC paper on program discontinuance. The Ed Pol might also be able to touch on some of recommendation in the upcoming on Educational Program Development.

Papers/Rostrums

- S17 9.01

- F16 2.01

B. Completed (include a list of those items that have been completed as a way to build the end of year report).



Academic Affairs Division

California Community Colleges Curriculum Committee (5C)

December 15, 2017

10 AM – 3 PM

Chancellor’s Office Conference Room

Committee Members Present:	ASCCC: Cheryl Aschenbach, Nili Kirschner, Ginni May, LaTonya Parker, Lorraine Slattery-Farrell, Tiffany Tran CCCCIO: Irene Malmgren, Leandra Martin, Erik Shearer Liaisons: Jan Young (ACCE), Kim Harrell (CCCAOE) Chancellor’s Office: Jackie Escajeda, Marilyn Perry, Alice Perez
Committee Members Absent:	Laura Hope (CCCCO)
Committee Members by Phone:	Randy Beach (ASCCC)
Guests:	Kirsten Corbin (CCCCO), Raul Arambula (CCCCO), John Freitas (ASCCC-by phone)
Chairs:	Virginia Guleff and Craig Rutan
Meeting Location:	Chancellor’s Office Room 638

Craig acknowledged that this is Dean Kirsten Corbin’s last 5C meeting as she is starting as a dean at American River College in January. Kirsten was congratulated on her new position and thanked for her service specific to basic skills and noncredit.

1. Approval of minutes from November 16, 2017 meeting
It was noted that Alice Perez wasn’t included on the list of members present; that oversight was corrected.
2. Noncredit
 - a. Review of Title 5 Sections 55150 and 55151
The language of these two Title 5 sections includes references to Chancellor’s Office approval; some language changes would be necessary for streamlining of

noncredit programs. A review of referenced Ed. Code sections may also be needed to ensure there aren't any changes needed there; it's likely there will be more needing revision. Kirsten and Chantee have pulled all the sections and are reviewing them for potential changes. Craig would like to have the first reading of regulatory change in May, so a workgroup is needed to review and propose changes by March.

b. Next Steps for Noncredit Streamlining

A Noncredit Streamlining Workgroup was constituted to review relevant Title 5 sections and make recommendations for the facilitation of noncredit streamlining.

c. Noncredit Committee

There is a need for a noncredit committee; it's meant to be a noncredit advisory committee, not a noncredit curriculum committee. Needs to advise in many areas including student services, research, and more in addition to curriculum. Currently, the voice of noncredit is fragmented because only a single noncredit rep exists on many committees like Basic Skills Advisory, SSSP, and even 5C. There is no cooperative noncredit voice speaking to noncredit needs. Kirsten recommends that the charter be developed to include submission of any curricular recommendations to 5C and a 5C rep be included on membership. It should also be an integrated committee that includes all aspects of noncredit, primarily academic affairs and student services but also AEBG and CTE. As part of the conversation, it was noted that the Chancellor's Office needs to better structure the advisory committees so there is more communication between committees and more clear structure and reporting alignment. It was agreed that there is a need for the Noncredit Advisory Committee and efforts should move forward; 5C would like to see and potentially make recommendations regarding the proposed charge. The proposed charge could also be a model for other advisory committees in the way it connects to 5C for curriculum recommendations.

3. Clarification of Credit for Prior Learning Workgroup

Kim Harrell was appointed by 5C to attend the CPL workgroup to link discussions related to curriculum, but there was some confusion about whether CPL is a 5C workgroup. Maybe not: CPL conversation is broader than just curriculum, and it's not clear whether 5C should direct their work works autonomously and submit curriculum-related info to 5C. Or maybe: much of work is curriculum, it's not clear who at the Chancellor's Office is directing their work. The committee has not met this year. Craig is partly concerned about workload for 5C members. It was agreed that the workgroup needs to submit a charter to us to help 5C get a better sense of what the committee's work, membership and proposed reporting structure is.

4. Trustee Handbook

Jackie distributed a newer version of the Trustee Handbook chapter based on everyone's feedback over the last week. With a few minor edits, it was agreed that

Jackie can send the final document to Lizette at CCLC.

5. High School Courses as Prerequisites and Articulation Issues

This came up because UC Berkeley announced to articulation officers that they were changing their requirements for articulation for majors physics. They now require a calculus prerequisite on every course. They also are requiring that students must have completed one year of high school physics prior to the first college course in physics. If we have to list that as a pre-requisite for all first-semester college courses, then we would also have to list an equivalent college course for those who didn't take high school physics. According to Craig, in our system fewer than twenty percent of physics students have taken high school physics, so most would need the high school equivalent course. This is also a problem because we have not placement test for physics, so the pre-first semester course units would have to be included in the ADT, and there isn't any room for additional units in the ADTs. There has also been a push in the past to not list high school courses as prerequisites, and C-ID courses in chemistry that were submitted were rejected if they referred to high school chemistry courses on the outlines. UC Academic Senate is having a discussion with UCB about this because of complaints, so it's not certain that this will need to happen, but if implemented then it could impact other areas of our curriculum with the inclusion of high school courses as a prerequisite becoming a trend rather than an isolated incident, which is why Craig wanted to make sure that we were all aware of it.

6. Title 5 55063 (also see Area of Emphasis workgroup update below)

This is brought forward by the Area of Emphasis workgroup. The workgroup created a proposal based on earlier conversations about needing to have intentions for different degrees communicated a bit more clearly. Overall, the committee supported the revision recommendations. The workgroup will fine tune wording for one section to bring it back for approval in January. There is still a FAQ under development which will help address questions/problems arise at submission.

7. Addition of Report Delayed (RD) to Title 5 Section 55023

There have been some requests for greater flexibility in use of RD, including possibility of using RD for cases where a student has been accused of academic dishonesty but the student's due process has not been completed at the point that grades were due. The proposed revision also allows faculty members to assign the grade RD when previously only the Registrar could assign it. It was also pointed out that 55023 may need additional revisions including defining FW and including it in the appropriate chart as either an evaluative or non-evaluative symbol. Randy will include those edits in the next draft of 55023. Jackie will have Jake take a quick look at the proposed revisions from a legal perspective. Randy will bring this back in January.

8. Credit and Community Services Combination Courses

Item delayed to next meeting pending availability of Chancellor's Office legal. It was suggested that a member of legal should be a regular member of this committee to

help prevent delays caused by unavailability of someone from legal.

9. Joint Letter from CIO Board and ASCCC related to UCTP Pilot in Physics and Chemistry
After the last 5C meeting, CIOs drafted a letter to support movement of the pilot forward. ASCCC has provided some input and final agreement between CIOs and ASCCC is needed to send the letter to Chancellor Oakley. Optimistically, if the letter can help to get the pilot moving again, implementation might need to be pushed to Fall 2019.
10. Outstanding Issues Related to Course Repetition
The ASCCC Education Policies Committee has been looking at some matters regarding course repeatability in response to resolution 9.03 (Spring 2017). As chair of ASCCC Ed Pol, Randy explained that the resolution being addressed asks for data to be examined, but first it needs to be determined whether data exists relative to the impacts of 2012 course repeatability changes on students and, if none exists, whether there is any capacity to gather the requested data. Craig reminded everyone of the differences between course repetition and repeatable courses. It was suggested that ASCCC connect with RP to see if they can utilize MIS data or can send out a request to college researchers to see if they have local data.
11. AB 705
The Chancellor's Office 705 workgroup met before Thanksgiving. One goal was to identify which terms in the bill needed clarification or discussion. After 2+ hours, nearly every term or phrase had been identified as unclear. A lot of questions remain unanswered. One item agreed to was that full implementation is not required until Fall 2019, although this means everything needs to be in place for 2019-2020 catalog and placement procedures must be in place for Fall 2019 registration and placement. There are no regulations or guidance yet, but colleges will need to pass curriculum-related items by end of Fall 2018. Three meetings have been scheduled through the end of February, and the intention is to reach consensus although it's clear whether consensus can be reached, particularly by the end of February. Craig will provide updates to 5C as they're available. He also pointed out that most of the recommendations the 705 workgroup is likely to make are curriculum-related, so recommendations must come here rather than directly to the Board of Governors.
12. Executive Orders 1100 and 1110
Among other things EO 1100 redefined Area B4. Courses in B4 no longer need to have an explicit intermediate algebra requirement, which means that students may now be able to enroll in CSU through a CCC without ever having intermediate algebra; it is up to us to ensure they still do. EO 1110 suggests there will no longer be explicit remediation for English and math, nor will ELA and ELM placement tests be used any longer; instead summer bridge programs or co-requisite courses may be used for students who score lower on SATs or ACTs. It is expected to take effect Fall 2018, but some CSUs have been allowed to delay implementation to Fall 2019. Also, while our courses technically don't need an explicit intermediate algebra prerequisite, the UCs still require it; colleges are

discouraged from making wholesale changes to B4 courses because it could impact IGETC approval. Also, some majors will still require intermediate algebra as a prerequisite for required courses. One upside of CSU not requiring intermediate algebra: additional quantitative reasoning courses could now be included in B4. It was suggested that something be provided to the field since there are a lot of frustration and questions in the field, and many we don't really need have answers for yet. Jackie will draft a request for EO1100 & AB705 questions which could be sent to CIO, Senate President, and BSI listservs.

13. Update on COCI

Version 1.7 is supposed to be released tonight. Memo is ready to go out on Monday once it's confirmed that 1.7 was released. Hopefully this means the Chancellor's Office will be able to start clearing the queue of program submissions. The original announcements in July said there would be enhancements twice a year: July and December. This version does not have any enhancements because there are still too many bug fixes necessary. The goal is to have parity with the previous inventory by Spring 2018. The workgroup and Tech Center have a roadmap of development through 2019, so there is a plan in place to get there and beyond. Before 2019, there will be no local integration into the inventory. There is too much work to still be done to devote any resources toward developing bridges with local systems.

14. Workgroup Updates

Noncredit	Randy, Cheryl, Jan, Irene with Kirsten Corbin and Chantee Guiney
<p>Task: Develop draft guidelines regarding noncredit courses as prerequisites to credit by November 5C meeting. This group will also work on information regarding mirrored courses.</p> <p>12/15 Update: Kirsten has a draft underway. Chantee will share it with the workgroup for input.</p>	
Catalog rights	Craig, Virginia, Jackie, Cheryl, Dave DeGroot, Marilyn
<p>Task: Moving forward, determine whether catalogs must be printed. If not, then what guidelines need to be established around updates and online addenda?</p> <p>12/15 Update: Still waiting for legal input before moving forward.</p>	
Area of Emphasis Degrees	Raul, Randy, Tiffany, Irene, Nili. LaTonya
<p>Task: Title 5 language defines an area of emphasis degree based on TOP code, but colleges didn't follow the TOP code definitions when designing the degree. Committee needs to discuss whether regulation needs to be changed to better reflect original intent or current practice. As a follow-up, the committee will develop a FAQ which will help address questions/problems that arise at submission.</p> <p>12/15 Update: Revisions for 55063 were brought forward to better clarify requirements for area of emphasis degrees. Overall, the committee supported the</p>	

revision recommendations. The workgroup will fine tune wording in one section to bring it back for approval in January. There is still a FAQ under development which will help address questions/problems arise at submission.	
CB21/Basic Skills (ESL Coding)	Craig, Kirsten, Cheryl, Leandra
Task: 12/15 Update: None. Group still has not met	
Noncredit Streamlining	Ginni, Jan, John Freitas, Raul, Madelyn Arballo, Chantee, Jackie, Craig, Virginia
Task: Group tasked with reviewing Title 5 and proposing revisions for streamlined approval of CDCP and HS diploma noncredit certificates. Workgroup constituted at 12/15 meeting.	
COCI	Craig, Virginia, Jackie, Raul, Chantee, Kirsten, Nili, Marilyn, Eric, Cheryl
Task: Workgroup needs a charter, a communication plan, and roadmap 12/15 Update:	
TOP Codes	Craig, Virginia, Marilyn, Jackie, Eric Nelson, Todd Hoig (possible invitee)
Task: Establish procedures for how new TOP Codes are created and who would approve them, how to identify CIP code for TOP-CIP crosswalk, and how to communicate new TOP and CIP codes to the field between updates to the manual. 12/15 Update: None	
Regional Recommendation of CTE Curriculum Workgroup	Jackie Escajeda (CCCCO), Virginia Guleff (CIO), Craig Rutan (ASCCC), Lorraine Slattery-Farrell (ASCCC), Kim Harrell (CTE Dean), Julie Pekhonom (regional chair), Leandra Martin (CIO)
Task: Make a recommendation to 5C and the Chancellor's Office regarding whether substantive changes to CTE curriculum need to be resubmitted to the regional consortia. Workgroup constituted at October 19, 2017 meeting. 12/15 Update: Jackie started a Doodle poll to set up the first meeting.	
Trustees Handbook	Jackie, Raul, Erik Shearer, and Randy Beach working with Lizette Navarro (CCLC)
Task: Create a chapter on curriculum for the Trustees Handbook. 12/15 Update: Work has been completed; Jackie will send the chapter to Lizette at CCLC. This workgroup is finished with its work and no longer needs to meet.	
On hold/as needed: <ul style="list-style-type: none"> • Courses related in content: ASCCC Ed Pol will examine courses related in content/course repetition guidelines 	

Future Meeting Dates:

January 26, 2018

February 15, 2018

March 16, 2018

April 20, 2018

May 17, 2018

June 7, 2018



CCC Math and Quantitative Reasoning Task Force

February 10, 2018

10:00 am – 3:00 pm

San Diego Mesa College – Room MS 202

7250 Mesa College Drive

San Diego, CA 92111

[Campus Map](#)

ConferZoom: Join from PC, Mac, Linux, iOS, Android: <https://cccconfer.zoom.us/j/515788895>

Or Telephone:

+1 408 638 0968 (US Toll)

+1 646 876 9923 (US Toll)

+1 669 900 6833 (US Toll)

Meeting ID: 515 788 895

MINUTES

Members Present: Jack Appleman, Leslie Banta (Zoom), Matt Clark, Wade Ellis, Katia Fuchs (Zoom) Donna Greene, Mark Harbison, Ginni May, Toni Parsons, Dong Phan-Yamada (Zoom)

Members Absent: Larry Perez, John Stankas

Guests: Craig Rutan

1. Welcome and Introductions
2. Select note-taker – Donna Greene
3. Approval of Agenda – approved
4. Announcements – The MQRTF membership, meeting dates, agendas are posted on the ASCCC Website at <https://asccc.org>.
5. Overview and update on AB 705, CSU EO 1100/1110 –
 - a. Craig Rutan – update on AB705- following is still in discussion. A year will be two semesters, not including summer session. Clock begins when students enroll in a course that is part of a sequence that leads to transfer whether or not the class is credit or non-credit.
 - b. CSU EO- moving forward with implementation similar to AB 705. Assumption is

that all students entering are college-ready. They may need additional support. There could be a summer course for support or a co-requisite support course at the same time they are taking the course. They are trusting the CCCs to prepare students appropriately.

6. Timeline of Recommendations to be submitted to ASCCC
 - 2-16-2018: (Short-Term/Immediate) MQRTF Recommendations Draft Due
 - 3-2-2018: MQRTF Recommendations Draft considered by ASCCC Executive Committee
 - 3-23-2018: MQRTF Recommendations Draft (with possible edits) sent to ASCCC Area meetings for review
 - 4-12-2018: ASCCC Spring Plenary Session, the final draft will need to be completed before this time.
7. Responses from ASCCC, CMC³, and CMC³-South to Short-Term Recommendations
 - a. ASCCC Executive Committee – Recommendations: Top priority for this spring: Write C-ID descriptors for two pathways for colleges to use as an option that will meet the requirements of AB 705, consider making recommendations to improve the C-ID process to meet the needs of faculty and ultimately students, provide specific examples of the following, as time permits: Increase and promote professional development opportunities for faculty, by faculty; draft “drop-back” policy language for those students that choose to take preparatory or remedial coursework; and learning communities/cohort enrollment.
 - b. CMC³ – Recommendations: Provide 2 or 3 pathway options; concern that C-ID descriptors, even stated as optional, once in place would not really be optional; stress a variety of options and consider challenges faced by smaller colleges; concern that tracking students out of STEM majors will increase equity gap/lack of diversity in STEM.
 - c. CMC³-South – no report
8. Draft Short-Term Recommendations – The Task Force discussed and agreed on some key components of recommendations to the field in regard to the math and quantitative reasoning curriculum. The recommendations will be shared with the ASCCC, CMC³ and CMC³-South organizations for initial feedback and then distributed more broadly.
 - a. Refine existing recommendation outline
 - b. Math Pathways
 - c. Representative Organizations
 - d. C-ID
9. Future meetings –
 - a. Topics –
 - i. Broader message about AB 705
 - ii. Research areas—Donna will do a lit review on effective teaching practices

- of Mathematics at the college level
- iii. Review the CMC³ survey to math departments regarding alternative curriculums to traditional math pathways – Mark H.
 - iv. Survey to CCCs regarding bridge and FYE programs

- b. Dates – The next in-person meeting is tentatively scheduled for May 30 at Woodland Community College. Phone meetings will be scheduled as needed.

10. Adjourn – 3:00 pm



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

CTE Leadership Committee

8/25/17

4:00-5:00p.m.

CCC Confer: 1-719-785-4469 or 888-450-4821

Passcode: 614188

AGENDA

- I. Call to Order and Adoption of the Agenda
Lorraine called the meeting to order at 4:00p.m. Members introduced themselves and discussed their discipline and college.
Present:
Lorraine Slattery-Farrell, ASCCC CTELC Chair
Marie Boyd, Librarian, Chaffey College
Jon Krupp, Electron Microscopy, San Joaquin Delta
Jorge Ochoa, Agriculture, Long Beach City College
Marne Foster, Basic Skills, San Diego school of Continuing Education
Arineh Arzoumanian, Engineering, Pasadena City College

Absent:
Cheryl Aschenbach, ASCCC Executive Committee and CTELC second
Julie Adams, ASCCC Executive Director
Don Hopkins, Administration of Justice, Folsom Lake College
Curtis Stage, Photography, Los Angeles Mission College
Kelle Mc Mahon, Construction Management, Laney College

- II. Action Items
 - a. CTE Regional Meetings: September 22nd (North) and September 23rd (South)
 - i. Create sub group to plan events—Marie, Arineh, and Lorraine will meet as a sub group to plan the event. Jon will provide support via email. Once a draft agenda has been put together it will be shared with the full group via google docs for input. Lorraine will follow up with the subgroup about meeting.
 - ii. College locations needed to host regionals and meetings—Jon and Marne offered to look at possibility of hosting at their colleges.
 - b. Assigned Resolutions and Committee Priorities for 2017-2018 (spreadsheet attached)
The committee reviewed the list of committee priorities together. Members will identify areas they would like to work on and contact Lorraine directly. There is interest in creating sub-groups to tackle some of the work and then report back to the larger group. Jorge expressed interest in working on Resolution F16 21.06 and Marie has offered to work on Resolution F16 21.02
 - c. Proposed integrated conference with CTE, Non Credit & Adult Ed (handout attached)
The committee reviewed the conceptual draft proposal for an integrated conference. Members were excited about the prospect of combining efforts with noncredit and

adult education and expressed delight at having a content-rich program that would help inform faculty of all efforts in these areas statewide.

- III. Plenary Planning: Fall plenary will be held at the Irvine Marriott Hotel, November 2-4 2017.
 - a. Breakout topics –the group brainstormed some topics for plenary and agreed to the need for sessions on:
 - Hot Topics in CTE
 - CTE Pathways
 - C-ID descriptor work updates
 - CTE low unit certificates and SWP 17% funding
 - Partnerships with trades and minimum qualifications
 - Internships, externships, apprenticeships
 - Advisory meetings
 - b. Discussion of committee member responsibilities at session
Members were asked about availability to attend session. Marie, Jorge and Arineh are planning on being there at least partially. Jon is unavailable due to schedule conflict with CCCAOE conference. Marne does not know yet.
- IV. Future Meeting Planning—discussed the need to meet in person as a full group and the difficulty of scheduling such a large group with varied schedules. Team agreed to meet on Saturday if necessary but all would prefer to meet on another day. Lorraine will distribute another doodle poll with options that include Saturdays in hopes of identifying a date soon.
- V. Adjournment—Group adjourned at 5:00p.m.

CTE Leadership Committee – Regional Meeting Workgroup
Call – September 22, 2017

Present:

Lorraine Slattery-Farrell

Cheryl Aschenbach

Arina A

Marie Boyd

Roq

Marne Foster

Curtis

Introductions

October 21-22 regional meetings

- North- College of Alameda
- South – Chaffey College InTech Center (Cherry Avenue, Fontana)
- Scheduled 9am-3pm including lunch & morning registration, so 4 hours of rich content and dialog
- These events emerged from CTE Institute when CTE Liaisons came together as a group and asked for opportunities to meet more often and with senate presidents & CTE administrators in order to get everyone to hear same messages at same time re: liaison role and incorporating faculty into CTE processes (SWF, Perkins, etc) on campus

Task: determine structure/schedule

- Neither site has breakout rooms, so one large space to plan for
- Topic Ideas:
 - Online review process that regional consortia are trying out – update/demo
Roq or Tessa Miley (NFN Chair) or Carrie in North, Julie P in South
Roq will check with Tessa re: availability
 - Understand SWF funding – local vs regional
 - Matt Roberts (CCCCO) – new forms, flexibility in forms, allocation nuts & bolts (local and regional shares, incentivized funding)
 - Challenge – each region has a different process for allocating funds
 - Probably room in Alameda to split into regions and do regional overview
 - Colleges report where they are with local shares – good models?
 - Marie will check with Chaffey person
 - Lorraine will reach out to northern committee members
 - Metrics: 17% and use of stackable and low-unit credentials, especially framed for incentivized SWF funding and pathways efforts (Lorraine)
 - Roq has data re: certificate completers vs program exiters
 - CTE C-ID Overview/Update (Arina)
 - Currently reframing C-ID process for CTE
 - C-ID Model Curriculum workgroup working with industry and external accreditors to identify competencies and then map them to courses

- Empowering CTE Liaisons – training on how to best connect and represent institutions
- Hot topics?
 - 2-year program review requirements for CTE + viability studies
 - Guided pathways
- Opportunities for networking and dialog

Attending

- South: Marne, Marie, Curtis, Arina, Lorraine, Cheryl, Roq (maybe, but recommend southern RC chairs instead/in addition)
- North: Arina, Lorraine, Cheryl, Roq

Next Steps

- Lorraine will prepare a flyer to distribute to CTE folks w/ topics/content
- She'll reach out to all of us to develop content



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CTE Leadership Committee

Meeting Title: ASCCC CTELC
Meeting Type: Call Confer
StartTime: 10/17/2017 09:00 AM
EndTime: 10/17/2017 10:00 AM

Join by phone:

Dial your telephone conference line: 1-719-785-4469*
Participant Passcode: 858309

***Toll free number available: 1-888-450-4821**

MINUTES

- I. Call to Order and Adoption of the Agenda
Present: Lorraine, Cheryl, Don, Marie, Jorge, Brandi
- II. Action Items
 - a. CTE Regional Meetings: October 20th (North) and October 21st (South)
 - i. Registration: 40-45 at each regional
 - ii. Lorraine, Cheryl, & Don will be at North event. Lorraine, Cheryl, Marie, and Jorge will be at South event. No Chancellor's Office presence.
 - iii. Finalize agenda and responsibilities
 1. We don't have anyone to present the Advisory Committee Effective Practices topic. It was agreed that we would take a team approach to present info and plan on dialog with participants.
 2. Everyone can help with the table, registration & check-in, and networking with attendees
 3. Powerpoints should be sent Lorraine by Thursday night. She'll post them to ASCCC website after regionals.
- III. Face to Face meeting in Spring will be held on January 11th, 2018 in Sacramento. Discussion will be around integrated conference with CTE, Noncredit & Adult Ed. Lorraine shared that she attended an AEBG conference last week and is excited about weaving AEBG into CTE for the spring integrated conference.
- IV. Plenary Planning: Fall plenary will be held at the Irvine Marriott Hotel, November 2-4 2017.
 - a. Breakout topics: Noncredit and CTE pathways breakout (Lorraine & John), Strong Workforce Funding and Low Unit Certificates (Marie & Lorraine), MQs, Liaisons (Carrie Roberson & Lorraine)
 - b. Discussion of committee member responsibilities at session: Jorge and Marie will be

attending, as will Lorraine and Cheryl.

V. Future Meeting Planning

It's been difficult getting everyone together for meetings. Lorraine will send out a Doodle poll with just times. We need to communicate more frequently, so need to be able to schedule brief meetings. Lorraine will send out a Doodle poll with a focus on days/times rather than specific dates.

Lorraine will send out the link to travel request form and Advisory Committee Effective Practices Handbooks plus Brandi's initial PPT.

VI. Adjournment



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CTE Leadership Committee

Wednesday, January 11, 2018

10 AM – 3 PM

Chancellor's Office, Room 638-639

1102 Q Street

Sacramento, CA 95814

MINUTES

- I. Call to Order and Selection of Note Taker
Present: Lorraine Slattery-Farrell (Chair), Arineh Arzoumanian, Cheryl Aschenbach, Brandi Asmus, Marie Boyd, Marne Foster, Don Hopkins, Jorge Ochoa

Lorraine welcomed everyone, and everyone introduced themselves.
- II. Meeting Calendar
 - a. Next meetings – Bring your calendars!
Everyone agreed to scheduling a weekly call for Thursdays 10:00am-11:00am. Lorraine will send out calendar invites. The first call, January 25, will be 9:00am-10:00am. While meetings will be scheduled every week, we will likely not meet every week; Lorraine will communicate.
- III. Committee Priorities for 2017-2018 – see priorities spreadsheet and priorities status on last page.
 - a. Resolutions assigned to CTELC – 18.04 S16, 21.01 F16, 21.02 F16 21.04 F16, 21.05 F16 and 9.03 F17.
 - i. 9.03 Cheryl will explore a rostrum article to begin addressing the latest resolution.
 - ii. 21.05 This seems to have been largely addressed through prior breakout sessions and Rostrum articles
 - iii. 21.04 Cheryl will check about potential funding for the module called for; some of this might be Faculty Development Committee as well.
 - iv. 21.02 We need to start a paper outlining effective practices based on information we've gathered so far and shared in various presentations. Brandi, Marne, Marie, and Curtis will start on this.
 - v. 18.04 This may be a moot resolution because SCP is no longer funded, and CATEMA may not be either. Lorraine will check.
 - b. Strong Workforce Task Force Recommendations: 1(e), 3(h), 7(a), 9(a), 11(b), 13(c), 15(d)
- IV. Discussion Items
 - a. CTE Regional Meetings: March 9th (North) and March 10th (South)
CCCAOE is the same weekend as our planned regionals. To encourage more faculty attendance at CCCAOE, Lorraine is going to ask them to have a CTE Liaison meeting to help draw our faculty there. Their conference is March 7-9 in Sacramento.

Lorraine asked if committee members felt there was an urgent need for regionals. One item mentioned was the need for system access to CTE curriculum – course outlines and programs. Curriculum portability is definitely a need, and a database could help to solve that problem since the Chancellor’s Office Curriculum Inventory (COCI) were fully functional. If such a database was in existence, then the regionals could be used to share the information with CTE faculty and managers. Brandi shared that the Agriculture & Water Sector Navigator has some curriculum models that could be shared. Other sector navigators may as well; they have plenty of resources that most faculty don’t know to access. CTE C-ID could also play a part, so model curriculum workgroup could take a look. Perhaps there also needs to be a breakout at the curriculum institute about sharing curriculum (since at least one college has not been willing to share its curriculum). It was agreed that there is not an immediate need for spring CTE regionals. Lorraine will notify the senate and will follow-up with CCCAOE. We may even be able to have a committee meeting at their conference.

b. AB 705; Guided Pathways...CTE implications?

What conversations about CTE and guided pathways are happening? There may be some flex opportunities on campuses, but there isn’t likely enough opportunity for CTE faculty to participate. Also, many CTE faculty are adjuncts, so their ability to attend trainings or be a part of the conversation is very limited. Some colleges are including CTE faculty but only barely or they are only bringing them in now after early conversations already happened. Opportunities to participate are definitely not widespread. Also, at the institutes for the 20 California Guided Pathways colleges, there are references to CTE already doing guided pathways yet there really isn’t much (or enough) being done relative to student services and counseling. There is a need for more CTE & student services discussion and guidance, perhaps through the CTE Noncredit Institute and/or through the Curriculum Institute.

Marne shared a CTE open house being held at one of SDCE’s campuses today. Faculty, current students, and employers are sharing program and employment information. Don also shared the concepts of spotlight nights and conversations with a pro, both ongoing events at FLC used to promote CTE education and careers. This may be something to highlight at a future ASCCC event – a panel discussion that could also be a look at a new way to engage advisory members.

It was suggested that the Chancellor’s Office be encouraged to allow ADT submissions with information about employment in the program narrative; in the past, this was discouraged and ADT program submissions rejected if they included any mention of potential employment, yet it’s being urged now as part of guided pathways conversations. Lorraine and Cheryl will share the input with 5C to help make sure all branches of the Chancellor’s Office are on the same page.

V. Plenary Planning: Spring plenary will be held April 12-14, 2018

a. Who will be at Spring Plenary in San Mateo?

All would like to be there but still need to check schedules and available funding.

b. Ideas for breakout sessions

New ways to engage advisory committee members

Guided pathways and job placement in CTE

- C-ID CTE/model curriculum
 - CTE program development (including all elements)
 - c. Ideas for resolutions
 - Consider what next steps for this committee may be (looking into 18-19 and further)...resolutions can help to guide that work.*
 - i. *Work to get student services on campuses to work closer with curriculum and instruction in CTE; there is an ongoing disconnect between the two when it comes to CTE. Includes ideas about counselors distributed into schools/divisions.*
 - ii. *Model curriculum. CTE to employment similar to ADTs to transfer. Faculty need to be better informed and more engaged in order to build the models.*
 - d. Discussion of committee member responsibilities at session
- VI. Career and Noncredit Education Institute Planning (May3-5, 2018)
- a. Combine with Noncredit Committee to design program
- VII. April Rostrum – ideas for articles
- a. *CTE and Guided Pathways – What Does It Mean? (consider info Marie found on guided pathways about Columbia Teacher’s College and guided pathways or information Marie hopes to learn at the February CA GP meeting). Marie and Marnie will try to get things started.*
 - b. *An article to address Fall 2017 09.03 re: CBE and online instruction for CTE*
- VIII. Other: Career Education or Career Technical Education
- There is a general acceptance of continuing with the term CTE throughout the state despite the Chancellor’s Office deciding to re-label and market Career Education (CE) instead of CTE.*
- IX. Announcements
- a. Spring Regional Meetings – Open Educational Resources, Guided Pathways, Transfer/Articulation/Student Services, CTE. Click [here](#) for more information.
 - b. [SLO Symposium](#) – February 9, Orange Coast College
 - c. [Accreditation Institute](#) – February 23-24. Pre-session on February 22. Wyndham Anaheim-Garden Grove.
 - d. Area Meetings – March 23 (North) and March 24 (South). Check with your Area representatives for more information.
 - e. [Spring Plenary Session](#) – April 12-14, San Mateo Marriott
 - f. [Career and Noncredit Education Institute](#) – May 3-5, Westin South Coast Plaza, Costa Mesa
 - g. [Faculty Leadership Institute](#) – June 14-16, location TBD
 - h. [Curriculum Institute](#) – July 11-14, Riverside Convention Center
 - i. Part-time Faculty Institute – dates and location TBD
- X. Adjournment



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CTE/Noncredit Collaborative Institute Planning Committee

Monday, November 13, 2017

1:00 - 2:00

Zoom

(See end of agenda for teleconference information)

MINUTES

- I. Welcome and Introductions, selection of note taker
Present: Lorraine Slattery-Farrell(ASCCC), John Freitas(ASCCC), Cheryl Aschenbach(ASCCC), Ginni May (ASCCC), Neil Kelly (CCCCO), Jan Young (ACCE/ASCCC), Kirsten Corbin (CCCCO), Chantee Guiney (CCCCO), Madelyn Arballo (ACCE)
John and Lorraine welcomed everyone. Cheryl agreed to take notes.

- II. Roles and responsibilities
Lorraine and John explained that this group as well as the CTE Leadership and Noncredit Committees will together plan the institute. This group will coordinate/identify the topics and key speakers as well as overall integration of ideas, and then the committees will work on contacting and coordinating with presenters.

Initially, we need to decide what to call this institute so all groups/focuses targeted are addressed and clearly included without any group feeling slighted or set outside. The theme also needs to be finalized; initial concept was focused on integration. Neil shared the way AEBG considered

- III. Logistics
 - a. Planning timeline
John pointed to the logistics timeline. Draft program to Exec in January, and final program to Exec in February for the March Academic Senate Executive Committee meeting. The CTE Leadership and Noncredit committees are meeting January 11, so this group should have topics/breakout ideas identified before then.
 - b. Funding
We already have some funding from CCCCCO/3CSN which has allowed us to reduce costs from \$475 to \$225, plus we have additional requests in to WEDD and AEBG to continue to reduce the cost of attending.
 - c. Institute location and Registration (<https://www.asccc.org/events/2018-05-03-190000-2018-05-05-210000/2018-collaborative-institute>)

- IV. Institute structure
 - a. Review institute structure concept as approved by ASCCC Executive Committee
John explained the concept proposal based on initial brainstorming by CTE Leadership and Noncredit committees. Suggestions were captured on an updated concept page.

- b. Identify revisions to structure – as we move forward, consider additional strands, **such as apprenticeship**, as needed + catchy name for overlap strand. Generally, the group was fine with the strands already defined.
- c. Decide on official institute name and thematic elements. Formal title: Career and Noncredit Education Institute.

V. Session topics

- a. General sessions
- b. Breakout sessions
- c. Poster session-the idea of having poster presentations was shared. Neil will have a list of potential folks in January, plus the SWF Workforce Stars. Ginni suggested that we may be able to find sponsors who can help to support the evening social where poster presentations will be highlighted.

VI. Identification and recruitment of presenters

VII. Future meetings and next steps

Kirsten agreed to talk to Michael Q at CCCCO regarding getting input re: student services. Continue considering themes and breakout topics; ask committees and organizations for input.

VIII. Adjournment

Zoom Call-in/Login Information

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/5041541143>

Or iPhone one-tap (US Toll): +14086380968,5041541143# or +16465588656,5041541143#

Or Telephone:

Dial: +1 408 638 0968 (US Toll) or +1 646 558 8656 (US Toll)

Meeting ID: 504 154 1143

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q STREET
SACRAMENTO, CA 95811-6549
(916) 445-8752
<http://www.cccco.edu>



AGENDA

STATE CHANCELLOR'S OFFICE'S

EQUAL EMPLOYMENT OPPORTUNITY (EEO) AND DIVERSITY ADVISORY COMMITTEE

Thursday, December 14, 2017 (10:30 a.m. – 2:00 p.m.)

CCCCO Training Center – Room 622 (6th floor)**

Co-Chairs: Albert Moore (West Valley-Mission CCD) & Jake Knapp (Chancellor's Office)

- I. Introductions & Meeting Purpose**
- II. Approval of Minutes**
- III. State Chancellor's Office updates**
 - a. Welcome new General Counsel, Marc LeForestier
 - b. Budget request **BOG approved budget requests including \$5 million for EEO.**
 - c. Expenditure/Performance Reports
 - i. Update on reports received **EEO reports from all districts received except 6.**
 - ii. Reconvene subcommittee to revise reporting forms for next year. **Some confusion on the forms and lack of compliance with requests including carryover funds, and planned use.**
- IV. 2017-2018 Multiple Methods**

Discussion of potential changes for next year. **Help get to 100% compliance by reaching out to 4 districts that have not replied and offer assistance?**

 - a. New Multiple Method(s)? **Potential adding a new method in 2019**
 - b. Require compliance with additional methods? **Discussed adding a 6th requirement for 2018**
 - c. Include a data requirement? **Add a Requirement to indicate whether you collect data, how you use it, and what training you would like. Longitudinal data requirement to come in 2019.**
 - d. Minimum standards for compliance?
- V. EEO Data – Local Longitudinal Data (Jake)**
 - a. Report from subcommittee. **The subcommittee thanked for their contribution**
 - b. Presentation of draft EEO Longitudinal Data Guide **Introduction of data requirement, what is longitudinal data, why its collected and Title 5 requirements for district employees and applicants. The guide contained**

examples and best practices of collection of employment data. Guide will be coupled with training for how to collect and use data.

- c. Presentation of longitudinal data tool (Greg). Ways of looking at data: Historical, or forward looking. Both addressed by Census Data. Geographies (historical vs. aspirational).
 - i. **Using the tool you could look at the pool of potential applicants based on geographies racial make-up based on census data and compare to the make-up of applicants hired . Look for anomalies based on statistics**
 - ii. **Tools look at phase analysis to check disparity at each phase of hiring from application to ultimate job accepted.**
- d. Data training?
- VI. **Professional Learning Network (Albert)**
Update on EEO training opportunity discussions with Michelle Districts requested training for EEO monitors for districts. Will create a section on the network for EEO
- VII. **Center for Urban Education report (Sheri/Albert)**
March 26-27, 2018 Equity in Faculty Hiring Institute. Looked at hiring practices (from job announcement to job acceptance), and best practices for retaining. \$1000 per district for teams for 1-10.
- VIII. **Registry Update (Beth)**
 - a. Upcoming Job Fairs Jan 20 Oakland (Hilton), Jan 27 LA (Westin LAX)
 - b. Discussion Networking panels for potential CC Job seekers among masters and Ph.D. students at UC Davis, and UC Santa Barbara in November
- IX. **Future EEO Committee Meetings**
 - a. February 15, 2018
 - b. May 10, 2018

**Please note the room change



Academic Senate for California Community Colleges

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Equity and Diversity Action Committee Meeting

7 February 2018, 8:30-9:30 am

CCC Confer

Participant Passcode: 450410

Toll free number available: 888-450-4821

Minutes

- I. Call to Order and Adoption of the Agenda – 8:34am
 - a. Members present: Dolores Davison (chair), Sam Foster (second), Eartha Johnson, Orlando Shannon, Michael Wyly

- II. Planned in-person meeting for Spring --
 - a. Will meet at Fullerton College, Friday, 16 March at 10:30am
 - i. Travel arrangements to be made as soon as possible
 1. Michael will be a little late due to flight times
 - ii. Dolores will contact office to let them know that meeting will be occurring and to allow for travel exceptions for Orlando
 - iii. Topics for agenda: Regionals and Plenary breakouts
 - b. Additional phone meetings – because of timing of in person meeting, will not meet by phone until after meeting in March

- III. Topics for Discussion/Action
 - a. EDAC Regionals on Hiring and DACA
 - i. North and South
 1. North = Sacramento Area TBD
 2. South = Southwestern College
 - b. Chancellor's Office and EEO
 - i. Jake Knapp from the CO will be at both regionals and will be able to provide information on both the EEO work on hiring as well as on DACA and new legislation
 - ii. Probably stick to large general sessions rather than breakouts
 - iii. Dolores will bring agenda for regionals to Exec in March
 - c. Other possible topics?
 - i. Focus on these two along with the new paper

- IV. Hiring Paper
 - a. Exec agreed to have a second read in March with suggested edits
 - i. Mostly focused on format, structure, and increase in discussion of equivalency, CTE, and equity.
 - b. Due to the office by 15 February for submission for the March agenda
 - c. Dolores pulled together draft and sent to committee last night; committee will review and return to Dolores with comments by Monday, 12 February at noon for submission for the March executive committee agenda.

- V. Other topics for discussion
 - a. Plenary breakouts:
 - i. EDAC – Eartha to write paragraph about serving diverse students and send to Dolores
 - ii. Hiring – Will focus on information that was provided at regionals as well as paper
 - iii. Incarcerated students and basic skills -- Orlando will write paragraph about current efforts and send to Dolores
 - b. Possible resolutions – none other than resolution for adoption of the paper

- VI. Announcements/Events
 - a. OER Regional Meetings – 8 and 9 February
 - b. CTE Regional Meetings – cancelled
 - c. Spring Area Meetings – 23 and 24 March
 - d. Spring Plenary Session – 10-12 April, San Mateo Marriott

- VII. Adjournment – 9:23am



Academic Senate for California Community Colleges

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NONCREDIT COMMITTEE

10:00 – 3:00

Thursday, January 11, 2018

Chancellor's Office Room 6C

1102 Q Street

Sacramento, CA 95814

(See end of agenda for Zoom teleconference information)

MINUTES

Members Present: John Freitas, Randy Beach, Ginni May, Jan Young, Curtis Martin

Members Absent: Bernie Rodriguez, Donna Necke

Guest: Chauntée Guiney, Madelyn Arballo

- I. Call to Order by John at 10:09. Ginni volunteered to take notes.
- II. Spring committee meeting calendar
 - a. Spring online meetings – Mondays at 1:00. Next meetings are February 5 and March 12
- III. Updates
 - a. Chancellor's Office Update (Chantee Guiney) – There will be a new noncredit specialist and this person will work with this committee and ACCE. Chauntee will be presenting at ACCE (in February taking Kirsten's place) and AEBG conference (in January on noncredit policy). Long term a decision will be made whether or not separate Basic Skills and Noncredit at the CO. In February, there will be a 1st Friday Webinar on Urban Myths of Noncredit, then later First Friday Webinars may include Mirrored Classes and Guided Pathways.
 - b. 5C Update (Randy Beach and Ginni May) – A workgroup was formed to consider §55150 and §55151 addressing noncredit approval. There was discussion at 5C about the role of the Noncredit Advisory Committee; repeatability and noncredit courses; and co-requisite courses as noncredit that may not qualify as CDCP. A meeting is coming up with the workgroup on using noncredit courses as prerequisites to credit courses; it was determined that it was doable, yet some of the logistics need to be ironed out such as scheduling, financial aid, unit load, and the like. The committee discussed the similarities and differences in noncredit and credit instruction. Bilingual education was discussed.
 - c. ACCE Update (Jan Young) – Jan and Madelyn talked about the concerns of the funding formula for noncredit programs, and a college's commitment to using noncredit instruction. Noncredit instruction has been included in AB 705 as an option to meeting needs of students. Jan reported that there is a draft of the sessions at the ACCE conference February 7-9 in Oakland. John Freitas and Lorraine Slattery-Farrell are attending the conference. John shared that there are still funds to support committee members to attend the conference.
 - d. Noncredit Advisory Committee – John gave a brief overview on how this committee came to existence. A charter is in the works. There were concerns that some of the

elements of the proposed charter overlap with the purview of 5C. Chauntee explained that the charter will go to 5C for comment. Madelyn and Jan have asked for this to be considered at the February 5C meeting. John reminded everyone that TTAC, DTAC and 5C are all required to communicate with each other.

- IV. Committee Priorities for 2017-2018 – See committee priorities spreadsheet
 - a. Assigned resolutions – 13.02 F15, 9.07 S16, 16.02 F16, 7.03 S17, 7.04 F17
 - 13.02 F15 – is in progress, John Freitas will be looped in. Noncredit at a Glance was originally authored by ACCE, but it the responsibility of the Chancellor’s Office, but it is not an official policy document, but a guideline. The pros and cons of combining the senate paper and the Noncredit at a Glance were discussed. The efforts to create the papers will be combined, but two documents will be produced. It was recommended that the senate paper be completed first and this could be used to inform the Noncredit at a Glance which has many stakeholders.
 - 9.07 S16 – See below
 - 16.02 F16 – See below
 - 7.03 S17 – See below
 - 7.04 F17 – Barriers to internships for noncredit students, the committee recommended to work up a **targeted survey** for ACCE to disseminate on behalf of the committee. Questions: **What are the criteria that the CCCCCO used to approve CWE courses in noncredit? How did Butte get approval to such courses? Are there issues with positive attendance accounting? Talk with Bernie about specific barriers.**
 - In order for a college to offer CWE they must have a plan that is approved by WEDD.
 - b. Strong Workforce Task Force Recommendations – 10(b), 12(b)
- V. Guided Pathways and AB 705; Role of Noncredit Instruction – postponed
- VI. Noncredit distance education survey results: next steps – postponed
- VII. Noncredit Paper revision – Noncredit Instruction Opportunities and Challenges
 - a. Review approved outline – the outline was approved by the Executive Committee in 2016. There were concerns that we may need to revisit the outline due to recent changes in noncredit.
 - b. Next steps – form a small workgroup to review the outline and paper, keeping mind the current events and report back to the February 5 meeting. Randy volunteered take the lead on a “walk through”. Curtis will work with Randy. This paper will be ready for the fall 2018 plenary session. The goal is to get this paper to Executive Committee for a first reading in May/June, then hand it off to the next Noncredit Committee for second reading in fall 2018.
- VIII. Spring Plenary Planning
 - a. Ideas for breakout sessions – “From Zero to Noncredit (English, ESL, and math in regard to AB 705)”, The Basics of Noncredit – send additional ideas to John.
 - b. Ideas for resolutions – taking a position on the funding model for noncredit courses,
- IX. On the Horizon
 - a. Rostrum article ideas for April Rostrum
 - b. Identification and discussion of issues for future discussion

- X. Career and Noncredit Education Institute Planning – Joint with CTE Leadership Committee (12:30-3:00)
 - a. Update on planning team meeting, funding
 - b. Continued brainstorming – Ideas for breakout sessions, general sessions

- XI. Announcements
 - a. Next meetings – February 5 (Zoom) and March 12 (Zoom)
 - b. Spring Regional Meetings – Open Educational Resources, Guided Pathways, Transfer/Articulation/Student Services, CTE. Click [here](#) for more information.
 - c. [SLO Symposium](#) – February 9, Orange Coast College
 - d. [Accreditation Institute](#) – February 23-24. Pre-session on February 22. Wyndham Anaheim-Garden Grove.
 - e. Area Meetings – March 23 (North) and March 24 (South). Check with your Area representatives for more information.
 - f. [Spring Plenary Session](#) – April 12-14, San Mateo Marriott
 - g. [Career and Noncredit Education Institute](#) – May 3-5, Westin South Coast Plaza, Costa Mesa
 - h. [Faculty Leadership Institute](#) – June 14-16, location TBD
 - i. [Curriculum Institute](#) – July 11-14, Riverside Convention Center
 - j. Part-time Faculty Institute – dates and location TBD

Zoom Call-in/Login Information

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/5041541143>

Or iPhone one-tap (US Toll): +14086380968,5041541143# or +16465588656,5041541143#

Or Telephone:

Dial: +1 408 638 0968 (US Toll) or +1 646 558 8656 (US Toll)

Meeting ID: 504 154 1143

International numbers

available: <https://cccconfer.zoom.us/join?m=RPRDiLJnvAXlIrhz1Y6c9MTmTIPFu7z5>

Or Skype for Business (Lync):

SIP:5041541143@lync.zoom.us

Status of Assigned Resolutions and Strong Workforce Recommendations

A. In Progress

1. **13.02 F15 – In progress.** The Chancellor’s Office is working on updating the document “Noncredit at a Glance.” The outline for updating the ASCCC paper “Noncredit Instruction: Opportunity and Challenge” was approved by the Executive Committee in fall 2016. The committee discussed combining the documents at the October 5 meeting. Before proceeding, the committee should review the approved outline to determine if anything needs to be revised.
2. **9.07 S16 – In progress.** The guidance is being developed by the Chancellor’s Office through 5C.
3. **16.02 F16 and 7.03 S17 – In progress.** The Chancellor’s Office is reviewing the CCC Apply requirements in consultation with Admissions and Records representatives. There have been concerns expressed about how changing the CCC Apply for noncredit would affect compliance with the legal requirements to collect certain data.
4. **7.04 F17 – Assigned.**
5. **Strong Workforce Recommendation 10(b) – In Progress.**
6. **Strong Workforce Recommendation 12(b) - In Progress.** This will be addressed through the completion of resolution 13.02 F15 and through the 2018 Career and Noncredit Education Institute.

B. Completed



Academic Senate for California Community Colleges

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Part Time Faculty Committee Meeting

23 January, 2018, 10:30 a.m.-3:30 p.m.

San Diego Continuing Education

North City Campus

8355 Aero Drive, San Diego, CA 92124

Conference Room

Zoom Teleconference Information

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/5462550600>

Or iPhone one-tap (US Toll): +14086380968,5462550600# or +16465588656,5462550600

Dial: +1 408 638 0968 (US Toll) or +1 646 558 8656 (US Toll)

Meeting ID: 546 255 0600

Minutes

- I. Call to Order and Adoption of and the Agenda – 10:40am
 - a. Members present: Sam Foster (chair), Dolores Davison (second), Fenyx (by phone), Caron Lieber, Guillermo Salazar
 - b. Members absent: Lakita Long

- II. Planning Future Meetings
 - a. Monday, 19 March, 10-11:30, Zoom

- III. Update about the PT Faculty Institute
 - a. Executive Committee feedback
 - Number of free attendees per college
 1. Based on last year, first five attendees will be free; remaining attendees will have to pay a fee
 - a. Most colleges either sent one or two attendees or five; need to ensure that as many colleges as possible are aware of the institute and can send people
 2. Concerns last year because announcements went out so late; need to have information and registration available earlier this year
 - a. Where to send information – all ASCCC listservs, possible the unofficial part time listserv, others?
- b. Dates and Location: August 2-4, 2018 at Westin San Francisco Airport
 - Agreement from exec that a general session on Thursday, followed by networking time, would be best plan to bring people in for entire session
 - End before lunch on Saturday to cut down on costs and let people get home (concerns regarding end of summer session, beginning of fall term, etc.)
 - Office will provide logistics in terms of number of breakout rooms, attendance maximums, etc.
 - Dinner reservations for Thursday night to do a dine around; Sam to check with office

IV. Review 2017 Part-Time Faculty Leadership Institute evaluations (attached with agenda)

a. What worked well

- Mock interview was well received
- Increased focus on differences between senate and unions (emphasis on what the senate's role is – too many questions about compensation, etc.)
- 3CSN Partnership again? (Sam to ask if we are working with them again)

b. Potential changes for this year's institute

- More on hiring
- Interest in what members of a hiring committee are looking for
- Changes statewide in terms of legislation, budget, etc. – big picture questions
- Recognition that attendees may be teaching at multiple colleges and districts, have varying challenges and interests, and different lengths of time in teaching (newbies to seasoned part time faculty) – how do we appeal to all of them?

V. Possible General Sessions for 2018 Institute

a. HR Presentation –on how you receive the step pay

- “How Do You Make the Cut?”
- Discussions of the Registry – Beth

b. 10+ 1 and Union

c. State of the State

d. Mock Interview

e. What's Going on in the Legislature?

f. Potentially have a job fair during breakouts/after lunch in ballroom to allow part time attendees to participate if interested; resume writing, other assistance?

VI. Possible Breakout Sessions – 5 strands (page numbers reference descriptions from program from last year's institute)

a. Pedagogy

- Innovative Classroom Strategies -3CSN
- Classroom management page 4
- ASCCC Professional Development College page 12

b. Professional Development

- Professional Confidence page 5
- Applying and Interviewing page 7
- Navigating the College Culture page 10
- Other opportunities available for part time faculty page 13

c. Leadership

- Growth Mindset – 3CSN
- Initiatives - page 8
- Relationship with Faculty, Staff and Admin.
- Critical Conversations

d. Equity

- Building Equity minded classrooms page 12
- Talking Circle for part time faculty of color “Unique Challenges and Opportunities of Part-Time Faculty of Color”
- AB 705
- Student Services Sessions-Orlando

- e. Miscellaneous/Catch All
 - 10 + 1 and Union
 - Review of Vitae and Teaching Philosophy-page 8
 - Here Are the Keys Now What?

- f. Other potential topics:
 - Mentoring Part-time faculty at your College
 - Caucus last breakout on Friday
 - How to Continue the Conversation
 - HR breakout session
 - Portfolio review
 - Physical scientist portfolio review
 - Page 4 Pedagogy

VII. Spring Plenary Breakout session – will discuss with committee when spring program is approved

VIII. Other Items for Discussion

- a. Potential regional meetings for faculty who cannot attend the institute; Sam will bring up at exec

IX. Announcements/Events

- a. OER Regional Meetings – 9 and 10 February
- b. Spring Plenary Session – 12-14 April, San Mateo Marriott

X. Adjournment – 3:25pm



Academic Senate for California Community Colleges

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STANDARDS AND PRACTICES COMMITTEE

Wednesday, January 10, 2018

10 AM – 3 PM

Chancellor's Office, Room 630

1102 Q Street

Sacramento, CA 95814

(Zoom login information at the end of the agenda)

Minutes

- I. Call to Order and Selection of Note Taker
 - a. Call the meeting to order: 10:17am
 - i. John Freitas, Lorraine Slattery-Farrell, Emily Berg, Chad Lewis, Conan McKay
 - ii. Conan will take notes

- II. Meeting Calendar
 - a. Next meetings – January 29 (Zoom, if necessary), February 12 (Zoom)
 - i. No additional meeting dates were needed

- III. Committee Priorities for 2017-2018 – see priorities spreadsheet and priorities status on last page.
 - a. Resolutions assigned to Standards and Practices – 10.01 S10, 10.03 S10, 10.03R F16 (and amendments), 10.02 S16, ~~7.01 F16~~, ~~10.01 F16~~, 10.02 F16, 17.01 F16, 10.02 S17, 10.03 S17, 10.04 S17, 10.05 S17, 10.06 S17, 10.01 F17.
 - i. John is reaching out to various organizations to look at Minimum Quals. The groups may not understand the min quals as they are in Title.
 - ii. 10.06 is Apprenticeship. John will talk to ACE board and EOPSA board.
 - iii. 10.02 Work is being done by various taskforce.
 - iv. 17.01 Making Equivalency process available accessible. A Rostrum Article was published in the Fall and the Chancellors offices is working the Tool Kit
 - v. 10.02 Guidance XXX La Baron will share what
 - vi. 10.03—. Definition of Professional Experience. Want to Pull CTE faculty how many years should be required. If have AA in disciple do we need to shorten the years of experience instead of 6 years. Example Pharm-Tech is have license take away 2 years. SO AA plus 4 years. Will brainstorm questions for survey
 - vii. and 10.04 Will create a survey
 - viii. 10.05 Toolkit. Will reconvene in Feb to jump start the work
 - ix. 10.01 Fall 16 Withdraw the Min Qual resolution and still working with the various stakeholders.
 - x. 17.09 Apprenticeship Funding. Resolution is referred. John and Lorraine will talk to apprenticeship community to see if this resolution is needed. Paid on the Job training.
 - xi. Completed Resolution 18.01 referred to 5C
 - xii. 7.01 Curriculum resolution reassigned to Ed Pol

- xiii. 10.01 F17 Completed.
 - b. Strong Workforce Task Force Recommendations: 13(a), 13(b), 14(a), 14(e), 14(f)
 - c. Updates on task forces to address specific resolutions and Strong Workforce recommendations
 - i. Equivalency Toolkit Project – Equivalency effective practices: 13(a), 13(b), 10.05 S17
 - ii. Disciplines Specializations Project, including and linking industry credentials to general education 13(a), 13(b), 10.02 S16
 - iii. Faculty Internships, 14(e), 10.02 S17
- IV. Faculty Internship – Chancellor’s Office Guidance (LeBaron Woodyard)
- a. La Baron is finishing up working on the final document and ready to distribute. Providing an interpretation of existing title 5 lang. Should share with John by the end of the week looking for feedback.
 - b. There was a discussion of whether the Chancellor’s Office can propose Discipline List changes. LeBaron noted that Ed Code explicitly states that the Board of Governors establishes the process.
 - c. Main changes that internships can be paid with requirement of being supervised.
 - i. The number of classes is not addressed. The regulation does stipulate 2 years.
- V. Board of Governor’s Nomination Process Revision
- a. Review current process
 - i. Application would be due end of June and Application recruitment. Application recruitment would start the third week of January with a second reminder sent again no later than first week of February. Closing Nomination by June 30
 - ii. Strike 4
 - iii. Screening would take place in August and Interviews will take place in September.
 - iv. Screening of applications will occur by the end of July by the senate office. Any incomplete application will not be considered and the applicant will be notified and encouraged to reapply the following year.
 - v. During the Aug Exec meeting the entire Exec Committee will determine the interview questions and then screen the applicants to meet the minimum qualifications and will invite for an interview.
 - vi. Before the Aug Exec committee the Senate President will develop a list of potential interview questions prior to the August Exec meeting.
 - vii. Delete reactivate in 3a. Applicants SHALL resubmit an application to be considered.
 - viii. Delete D1
 - ix. Currently sitting BOG members SHALL re-interview
 - x. Remove note under 5e
 - xi. Remove 6b and if an Exec members recused from one they are recused from all. If they are recused the Exec member shall not be present for any of the closed session regarding the BOG interviews.
 - xii. In the week following the interviews the candidates will be notified regarding their status
 - xiii. By the end of September the list of names will be forwarded to the Governors office.

- xiv. Current full time tenured faculty member who currently employed. Not retired
 - xv. Strike 2a and add a letter of support is desirable form the local senate
 - xvi. Strike 2c
 - xvii. Create the BOG application to be electronic and ability to submit electronically.
 - xviii. Lorraine will update the BOG nomination on the ASCCC webpage.
 - b. Other revisions and next steps
- VI. Survey on Application of Professional Experience Requirements (Resolution 10.04 S17)
- a. Will push this back to next meeting.
- VII. Awards Process
- a. Review current process
 - b. Develop ideas for revisions to the process
 - i. Updating/simplifying the awards application process by the March S&P meeting
 - ii. Rubric review and updated (review with a critical lens)
 - iii. Conan, Kathy, and Chad will review the awards handbook by the March S&P meeting. (come with some suggestion for the award process)
 - iv. Revise the process to have 2 stages.
 - 1. 1) Raw score
 - 2. Narrative
 - c. Next steps
 - d. Upcoming Awards
 - i. Hayward Award – sent to readers 1/8, ratings due 2/5.
 - ii. Stanback-Stroud Diversity Award – sent to readers 2/12, ratings due 3/5.
- VIII. Disciplines List Process
- a. Review and draft revisions to handbook
 - i. Resolution engaging various organizations. Might want to include that when Senate propose changes that discipline faculty are in support of it
 - ii. Faculty who propose new/changes for discipline MUST include discipline faculty
 - iii. Any statewide organization may propose discipline changes.
 - iv. Does the testimony show that there is enough evidence to warrant debate
 - b. Improving the process – ideas for revisions
 - i. More intentional process. A Resolution. Recommending Faculty to review their discipline
 - c. Next steps
- IX. Disciplines List Review and Minimum Qualifications
- a. Reminder of start of next 2018-2019 cycle
 - b. Apprenticeship MQs
- X. Spring Plenary Planning
- a. Ideas for breakout sessions
 - i. MQ equivalency
 - ii. Awards
 - iii. Tool Kit update

- iv. Faculty Internship
 - v. Apprenticeship breakout
 - vi. Discipline's list hearing
 - b. Ideas for resolutions
 - i. Discipline's list process/specializations
 - ii. Changes for Faculty internship MQ
 - iii. Discipline list process. Have the process be more intentional.
- XI. April Rostrum – ideas for articles
- a. BOG updates and deadlines
 - b. Tool kit update
 - c.
- XII. Announcements
- a. Next meetings – January 29 (Zoom), February 26 (Zoom)
 - b. Spring Regional Meetings – Open Educational Resources, Guided Pathways, Transfer/Articulation/Student Services, CTE. Click [here](#) for more information.
 - c. [SLO Symposium](#) – February 9, Orange Coast College
 - d. [Accreditation Institute](#) – February 23-24. Pre-session on February 22. Wyndham Anaheim-Garden Grove.
 - e. Area Meetings – March 23 (North) and March 24 (South). Check with your Area representatives for more information.
 - f. [Spring Plenary Session](#) – April 12-14, San Mateo Marriott
 - g. [Career and Noncredit Education Institute](#) – May 3-5, Westin South Coast Plaza, Costa Mesa
 - h. [Faculty Leadership Institute](#) – June 14-16, location TBD
 - i. [Curriculum Institute](#) – July 11-14, Riverside Convention Center
 - j. Part-time Faculty Institute – dates and location TBD
- XIII. Adjournment

Zoom Teleconference Information

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/5041541143>

Or iPhone one-tap (US Toll): +16699006833,5041541143# or +14086380968,5041541143#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 408 638 0968 (US Toll)

+1 646 876 9923 (US Toll)

Meeting ID: 504 154 1143

Status of Committee Priorities

A. In Progress/Assigned

1. **Resolutions 10.01 S10, 10.03 S10, 10.03R F16, 10.06 S17 – In Progress.** All disciplines, except apprenticeship, are currently in the Disciplines List. J Freitas will reach out to the various organizations that have expressed concerns to explain to them the ASCCC process. John will be at the ACCE meeting in February and will provide an overview of the process. John has also reached out to EOPSA leadership.
2. **Resolution 10.02 S16 – In Progress.** This resolution is being addressed through the ASCCC/CCCCO workgroup on discipline specializations. L Slattery-Farrell is leading this work for the ASCCC.
3. **Resolution 10.02 F16 – In Progress.** This resolution can be addressed as part of the ASCCC/CCCCO workgroup on discipline specializations. L Slattery-Farrell is leading this work for the ASCCC.
4. **Resolution 17.01 F16 – In Progress.** This has been addressed through presentations at the spring 2017 regional meetings on MQs and equivalencies, through the Chancellor's Office guidance document on equivalencies sent in February 2017, and through an effective practices checklist published in the November 2017 Rostrum. The ASCCC/CCCCO workgroups on developing the equivalencies toolkit should memorialize this.
5. **Resolution 10.02 S17 – In Progress.** S&P is reviewing the current regulatory language. Also, an ASCCC/CCCCO workgroup on faculty internships has been established and will look not only at the policy issues, but also work on gathering, collating, and distributing effective practices for implementing faculty internships. The Chancellor's Office has stated that it will prepare guidance to the field on what is currently allowed under the faculty internship regulations. C McKay is taking the lead on this work for ASCCC.
6. **Resolutions 10.03 S17– In Progress.** This resolution addresses the definition of professional experience. Progress on this resolution may be linked to the work of the ASCCC/CCCCO disciplines specializations workgroup.
7. **Resolution 10.04 S17 - In Progress.** This resolution addresses the application earning a degree in the specific discipline to the years of professional experience. Progress on this resolution may be linked to the work of the ASCCC/CCCCO disciplines specializations workgroup. Discussion of utilizing the CTE liaisons to disseminate a survey to CTE faculty on this. Discussion of one or two surveys based on the various stakeholders—consensus is one survey is preferred. J Freitas and L Slattery-Farrell will work on this and get input from committee.
8. **Resolution 10.05 S17, Recs. 13(a), 13(b), 14(a), and 14(b) – In Progress.** This is being addressed by the ASCCC/CCCCO workgroup on the Equivalency Toolkit. J Freitas and L Slattery-Farrell are taking the lead on this work for ASCCC.
9. **Resolution 10.01 F17 – In Progress.** John and Lorraine are actively engaging with CAC leadership to build the relationship between the ASCCC and the apprenticeship community.
10. **Recommendation 14(f) – In Progress.** The California Apprenticeship Council (CAC) and the ASCCC have been working independently on this issue. The CAC presented a revision to their MQ proposal at their 4th Quarter meeting in October. The ASCCC proposal to revise the apprenticeship MQ was withdrawn from consideration by the delegates at the fall plenary session. John and Lorraine met with CAC leadership on November 30 to discuss next steps, and John has worked with CAC chair Jim Hussey on the MQ language.

B. Completed

1. **Resolution 18.01 F12 – Assigned to 5C.** This resolution is actually assigned to 5C. S&P chair to notify the 5C chair.
2. **Resolution 7.01 F16 – Reassigned by the Executive Committee 12/1/17 to the ASCCC Educational Policies Committee with support from the CTE Leadership Committee.** This resolution addresses curriculum and policy matters and should be reassigned to a different committee.
3. **Resolution 10.01 F16 – Completed.** A draft paragraph on the change to an annual review process for the Disciplines List had previously been presented to Standards and Practices for review and input. The group agreed to the language and J Freitas updated the webpage. This resolution is completed.

FACCC Board Meeting Liaison Report
Friday, January 19, 2018 1-5 PM – Prepared by Randy Beach
Saturday, January 20, 2018 – Prepared by John Freitas

Friday, January 19

Budget Proposal to Integrate Categoricals

- Discussion on budget conversations around categorical.
- It's unclear at this time which ones the governor wants to address.

EOPS

- CAFYES: (now called Next Up) was supposed to be funded three times the normal EOPS student.
- EOPS was reluctant, but approved with certain assumptions that before expanding they would be consulted.
- Leg wants to expand CAFYES with no evaluation and no funding formula.
- A workgroup developed a funding formula but the CCCCCO threw out the recommendation of the work group creating a conflict at consultation council. Both sides lobbied consultation council. The gap is 5 million dollars.
- Lots of pressure for outside groups advocating for foster youth but without the input of people working in the system

Potential response to PBF proposal:

Redistribution of percentages, remove performance based funding (PBF) incentive. Board discussed specific numbers, but settled on putting forth priorities rather than specific percentages.

- 50% enrollment
- 25% Low Income (Promise/Pell/EOPS/DSPS/CalWorks,,etc) & degree/certificate completion in 4 years.
- 25% 75/25, PT parity, counselor to student ratio

JL: "There is some logic to changing the funding formula, but current proposal incentivizes the wrong thing"

FACCC Board Action:

- Voted to affirm its position that it opposes any performance-based funding

FLOW

FACCC Board Action:

- Voted to support ASCCC position to expand the OEI rather than create a new online college

State Legislation to watch

Primary focus now is AB 310 Medina D Part-time faculty office hours.

Status: 1/18/2018-In committee: Set, first hearing. Referred to APPR. suspense file. From committee: Do pass. (Ayes 17. Noes 0.) (January 18).

Position Sponsor

Laws: An act to add Section 87881.5 to the Education Code, relating to community colleges.

Summary:

Existing law creates the Community College Part-Time Faculty Office Hours Program to provide community college students equal access to academic advice assistance and to encourage community college districts to provide opportunities by compensating part-time faculty who hold office hours related to their teaching load. The governing board of each community college district that establishes such a program is required to negotiate, or meet and confer, to establish a program to provide part-time faculty office hours. This bill would require each community college district to report, on or before August 15 of each year, the total part-time faculty office hours paid divided by the total part-time faculty office hours taught during the prior fiscal year and post this information on its Internet Web site. This bill contains other related provisions and other existing laws.

Saturday, January 20

FACCC Elections

The FACCC elections for 2018 were announced, and draft revisions to the elections manual were discussed and approved. For 2018, the following positions are open – President, Vice President, Governor-At-Large (3 positions), Regional Governor (Regions B, C, D), Governor for Part-Time Faculty (Northern), and Governor for Retired Faculty.

Membership

The need for recruitment and outreach was discussed.

State of California Constitutional Office Endorsements

The status of the constitutional officer races (Governor, Lt. Governor, Secretary of State, Treasurer, Controller, Attorney General, Superintendent of Public Instruction) and who to endorse was discussed. Regarding the race for governor, it was reported that the race is basically a two-way race between Gavin Newsom and Antonio Villaraigosa. John Chiang has not gained any traction. The board declined to endorse a candidate for governor at this time, pending until further discussions with the FACCC PAC. The board did vote to endorse the following candidates:

Controller – Betty Yee

Treasurer – Fiona Ma

Superintendent of Public Instruction – Troy Thurmond

Strategic Planning

Strategic planning was discussed. Also, the 2018 FACCCCT Sheet was distributed. The FACCCCT Sheet delineates FACCC state and federal advocacy priorities on one side, and information about FACCC (mission, vision, and timeline of accomplishments) on the other side. (Note: The sheet is done in infographic style and is easy to read for legislators and their staff. The ASCCC should consider something similar.) The need to distribute the FACCCCT Sheet widely to senate presidents and union leaders was discussed.

The meeting was then adjourned around 1:00.

OER TF Virtual Meeting September 28, 2017

In Attendance: Dave Dillon (Chair), Lyndale Garner, Suzanne Wakim, Michelle Pilati, Larry Green (notetaker), Roy Shahbazian

Quorum Vote: As finding a time when all members can meet has been a challenge, there was a discussion regarding what quorum should be. It was determined that five would be the committee's required quorum. Five was selected as the maximum who were ever able to attend was consistently 7. Currently, the committee has just ten members.

Minutes Approval (7/18 and 8/31): Lyndale moved Larry seconded (7/18). Unanimously approved. Lyndale moved Larry seconded it (8/31). Unanimously approved.

Chair's Report:

Regional Meetings Recap: The fall regional meetings went really well and we received a lot of positive feedback. There are some preparation pieces that could be improved upon. Interestingly, there were more new-to-OER people in the south as compared to the north. In the north, an initial survey of attendees was used to determine who was in the room. Technology challenges prevented the survey from being done in the south, which was unfortunate. Having the finish time at 3 helped with those who didn't want to fight traffic. The mix of formal and informal get-togethers worked well. We should be sure to finalize the agenda much earlier in order to facilitate marketing.

Spring Regional Meetings: Friday, Feb. 9 and Saturday, Feb. 10). A survey will be distributed to the committee as a whole to determine who will participate. We will plan on South on the 9th and North on the 10th. Plans need to be finalized before the holidays so that most of the work is done in late October and early November. Sacramento and LA are being explored for locations. Lyndale recommended Las Positas. Butte is a bit too far. A theme needs to be established.

General breakout ideas:

- A break out session just for newbies and also have discipline specific conversations. There is still more room for discipline specific discussions.
- We could separate by needs rather than by discipline.

We want to have the dates confirmed and the locations confirmed by our Oct 26 meeting.

Discipline Specific Webinars: This was a suggestion either from Michelle or from one of the regional meetings. Maybe we can combine a couple of comparable disciplines such as chemistry and physics. We need someone to organize and coordinate these webinars. Larry gave one on MyOpenMath at the SoCal conference. It went well. There are very specific needs by discipline. A communication studies faculty was working on a textbook who may be a good

lead for a speaker. A child development person would be good. There are others that would make it.

Resolution: Thanks to Michelle on getting the ball rolling on the resolution. Two things came up: Support for adjuncts was one item that needed to be addressed. Getting the initial resolution in this week was important, but it is not too late to change it or to add others.

SB 1359: Michelle will mention to the Chancellor's Office to push out a reminder. There is the mandate and there is who and how to implement it. Items such as one section having the icon and another not came up. Dave was opposed to making the student click to check if it is OER. College of the Canyons has a search function to find the OER classes. Concern has been made about how it will affect enrollment. The priority should be for students to select courses that they need rather than what they can afford. It would be helpful for the Chancellor's Office to send out a list of which colleges are using which program. Suzanne will ask. Dave suggested that the Chancellor's Office should have a person who handles the repository, but the Chancellor's Office would rather it not be a chancellor's office worker. Michelle agrees with the Chancellor's office. Maybe have a statewide librarian instead.

Report to Exec: Dave made a report at the ASCCC Executive Meeting. They support us fully, approved the discipline survey, and it is now finalized. Their only question was when will we have a plan and a recommendation. We don't have an answer to that yet. We are not sure how long the task force will be in existence. It should go through at least spring but maybe or maybe not in the fall. We should work on this in the spring.

Discipline Survey:

Acronyms: CCC OER: Una let us know that CCC OER has been around for years. This may not be a good acronym to use. Do we want to have our own acronym or should we avoid having one? Dave suggested that we say the whole thing if we are talking about the California Community Colleges.

Review Calendar for upcoming TF meetings:
Zoom 10-noon 10-26, 11-16, and 12-7

In-person meeting early November... location and date TBD: Dave will try to find a half hour time to recap for those who cannot make the Thursday at 10 time. For the in-person we are thinking early November. Dave will put out a survey soon.

ASCCC OER Website: We haven't yet looked at it yet but it is at:

<http://www.asccc.org/content/open-educational-resources-and-california-community-colleges>
More can be put on the OER website. What do we think we need it to contain? One suggestion would be links to OER sites at our colleges. Larry and Suzanne will co-lead the work on the website. It is important to find out if Larry and Suzanne can work with those who are maintaining the CCCCO's OER website.

We should each come up with our plan if we were the ones in charge of it. Then we can collect that information to inform the plan that we develop as a committee. We should all write a paragraph or two on what we would do build if it was totally up to us individually. There were a lot of people not supporting the repository according to Dave's memory.

Dave will let us know how his recap with the others went.

OER Task Force Meeting 11/13/2018
Chancellor's Office

In Attendance: Dave Dillon (Chair), Heather Dodge, Suzanne Wakim, Michelle Pilati, Larry Green (notetaker)

The purpose of this meeting was to develop our long-term OER plan. During the meeting a Google documents was set up to track our thoughts and planning. The notes below were compiled during the meeting and served as the basis for the proposal that is currently being worked on.

To start out, the AB 798 funding and ZTC grant projects have moved OER forward and provided a select group of colleges with resources to build full OER programs.

In June of 2018 the AB 798 projects come to a close. In December 2018 the ZTC grants also come to an end. After December, 2018 there are no known plans to continue the OER movement in the California Community Colleges. This plan will address the anticipated end and great void that would otherwise take place at the beginning of 2019.

- Be clear on equity links
- Non-credit
- Strong workforce development

Grant project	June 2018	Dec 2018	2019
AB 798			
ZTC Grants			

Who to coordinate with

- FACCC
- Council Chief Librarians
- Chancellor's Office
- The League
- Technical Assistance Providers

Notes from Julie

- Lizette at the League of the California Community Colleges
- ACL meeting on 11/22
- get a plan to them by then

- linkages between OER and OEI; how do we show that we are distinct from that initiative. Julie will have a convo with Jory from OEI
- workplan with challenges and opportunities (maybe we have an FAQ as part of the workplan)
- How come this didn't happen with COERC? Frame this with Cheryl
- How does this serve our students
- Mario Rodriguez from Los Rios would be a good budget
- Laura Hope, Chancellor's Office
- Communicate with Council of Chief Librarians
- Look at connections to AB 705 and basic skills courses: modules for non-credit courses
- Workforce
- Basic skills: ESOL, basic math and English
- Assessment and placement

-cost out how much \$ would be saved for students based on state-wide adoption of OER in specific disciplines or courses

- Update to the board about ZTC and discussion of what we can do with more money
- January 2019 meeting

Workplan

- What do we want to accomplish and why?
- Timeline of due dates
- Challenges and opportunities

Timeline:

By March 2018:

- Develop OER coordinator job description
- Develop 5 year budget for OER
- Create language for a state-wide senate resolution in support of campus OER coordinators.
- Talk to FACCC about OER as a priority for legislation.

April-June:

- Advertise and solicit for OER coordinator (through OER taskforce and ASCCC)
- Rollover from OER Taskforce to OER subcommittee

July 1:

- OER Coordinator starts and first OER committee meeting.
- OER coordinator identifies gaps & needs

December 31 2018:

- All ZTC grants' work are included

OER Plan

OER State Support Team:

- Copyright expertise
- Accessibility expertise
- Technology Savy
 - Google
 - Wordpress
 - Surveys

OER State Coordinator

- Advocate
- Coordinate
- Professional Development
- Liaise between entities and grants where OER could be a stakeholder.
- Report to ASCCC on statewide progress in OER
- Coordinate efforts to implement a statewide CCC OER referatory/database
- Identify gaps and needs for California OER
- Investigate external funding sources address OER gaps.
- Support faculty discipline specific leads

Advisory Team Members

- Discipline Leaders in OER
- Chancellor's Office Representative
- Bookstore Rep
- Administrator, eg: VP of Instruction, CIO, VC Academic Affairs
- Student Rep
- Accessibility/DSPPS
- Librarian

OER Liaison

- Respond to OER-SC request
- Share statewide initiatives, info with campus
- Assist campus faculty interested in OER

OER Task Force Virtual Meeting Minutes for December 7, 2017:

Attendees: Dave Dillon (Chair), Michelle Pilati, Shagun Kaur, Suzanne Wakim, Jessica Kuang, Larry Green, Heather Dodge

Dave is working on the minutes from the prior meetings. Michelle will help with the minutes.

Comprehensive Plan update – what we have – what we still need – and what and when will happen next

Michelle wrote up the following draft of the bullet points:

ASCCC is seeking support for a 5-year project (500K/per year) to implement OER systemwide, coordinating state level activities to increase OER availability and supporting local OER implementation. At the end of the initial project period, the structure and accomplishments of the CCC OER Initiative (CCCOERI) would be evaluated and future funding needs identified.

The goals of this exciting and innovative project would include:

1. Ensuring OER availability for at least 70% of all C-ID courses by the end of the term.
2. Dramatically reducing costs for students in at least 50% of the most highly enrolled courses.
3. Developing systems to replace high-cost homework systems such as "My Math Lab" (note: development of such resources for some classes is already in progress) and other ancillary materials that facilitate faculty adoption.
4. Establishing a network of OER Liaisons to serve as local OER champions.
5. Developing OER resources for selected CTE areas
6. Facilitate achieving the goals of AB 705.

This would be accomplished by:

1. Establishing a system lead for OER (or two), the CCCOERI Coordinator who would be tasked with identifying needs and working with an Advisory Committee to determine the best approach to addressing those needs.
2. Creating discipline faculty teams to facilitate resource identification and development.
3. Establishing an RFP process to fund the development of high-cost homework systems and other resources.
4. Providing expertise with respect to copyright, accessibility, and technology/instructional design to facilitate local efforts.
5. Building on the accomplishments of other state-funded OER efforts and leveraging the work and resources of existing grants and initiatives.

The ASCCC is interested in making this happen and shared the concept with CCLC (the organization that represents CEOs and trustees). They suggested we should include a larger budget. The costs were mostly people. The idea is to have centralized support for individual colleges and a coordinator to facilitate the work. This is a large task for one person, but maybe there could be a small team of people with significant time. This team could be regional. This would allow for presentations and could help with region-bound curriculum. There was general agreement with this idea.

Other ideas/thoughts/considerations:

- This could be ongoing, but has as an initial goal to get all 114 colleges on board with using OER.
- Funds could also come from the Chancellor's Office. Perhaps the Chancellor's Office could fund some of the centralized support functions.
- A support team that is larger than what is in the proposal may be needed - the team should be able to expand as need.
- Accessibility and other forms of support should be separate.
- Instructional design support is needed.
- Maybe it should include the purchase of a platform for authoring OER that embeds well in Canvas.
- It would help to leverage the work that the OEI team has done, but our group would be able to build resources where they don't exist.
- The coordinator person will become the state advocate.
- OER should be on FACCC's radar.
- There should be a discipline-specific piece, but it may be difficult since there are so many discipline's. A grant based funding system might be best.
- We want to make sure that the team represents a variety of disciplines.
- The advisory committee should have diversity in both disciplines and regions. The advisory committee would advise the coordinators on what work is needed.
- Timeline: The document needs to be in near-final form pretty soon. Michelle will go through the bullet points to link to other efforts and link them.
- We need a detailed budget.
- We will convert the proposal into a GoogleDoc so that we can all help.
- A travel budget is needed for experts to go to local colleges and assist them.
- Regular webinars should be offered.
- Identified faculty discipline leads are needed.
- The proposal needs to be done by Wednesday December 13.
- Maybe we should develop a list of what we need and then have budget experts figure out the costs.

We will all help with the plan and Michelle will look at it Friday afternoon and address all comments.

Regional Meetings Prep: Dave needs to know who will be attending the 2/9 meeting at ELAC and the 2/10 meeting at American River, as well as who can present a breakout session. And I may need help with recruiting colleagues close to the locations to present breakouts. As of now we have

Roy: Math OER textbooks and MyOpenMath at ELAC (East Los Angeles College);

Jessica: Statistics template at ELAC;

Larry (pending weather): ZTC math implementation grant is all about and how it can help everyone who is looking for an online homework system that is free and connected to an OER textbook in math or physics at American River.

Inviting James Glapa-Grossklag was discussed and the idea of a student panel was considered. Can we do a breakout session where there is a student panel member(s) at each breakout session?

Jessica knows a great English OER advocate. English has challenges in ZTC.

North: Heather, Suzanne, Lyndale, Larry (pending weather), Shagun, Dan Crump.

Breakout sessions: Larry will do one (pending weather), Suzanne and Shagun can do collaborate on helping new to OER faculty, Library and intermediate OER from Heather, Lyndale will do a discipline specific breakout session in ECE.

Dave will send out a Google Doc or email with the information requests.

We need to make sure that we do not bore those who are the most experienced. Could we get a computer lab for the advanced breakout.

Scheduling monthly TF meetings for Spring. Does the Thursday 10am-Noon time slot work for the majority? Also need to see if we can schedule a TF meeting to finalize Regional Meetings prep (mid-late January pending schedules).

We want an end of January meeting (around January 22nd) to finalize the regional meetings. Maybe we can draft an agenda within the next week so that people can plan ahead. Another thought is to plan a couple of weeks before. We can have the information up there soon and then two weeks before the meetings we can push it aggressively. We can start recruiting in January, maybe the second week. We can have an agenda out ASAP so we can get people in the right direction. The priority should be the plan and then the schedule if we have time.

Dave will send out a Doodle Poll since the same time may not work for all. We can stick to monthly 2 hour zoom meetings.

Meeting adjourned.