Friday, January 9, 2015 Meeting
Modesto Junior College
435 College Avenue (room TBD)
Modesto, CA 95350
12:00 p.m. to 12:30 p.m. Lunch
12:30 p.m. to 6:00 p.m. Meeting

Saturday, January 10, 2014
DoubleTree by Hilton Modesto (Skyline Room, 11th Floor)
1150 9th Street Modesto, CA 95354
8:30 a.m. to 12:00 noon Executive Committee Meeting Resumes
12:00 noon – 12:30 pm lunch
12:30pm – 2:00 pm 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 contacting Linda Schlager-Butler at (916) 445-4753 or by sending a written request to Linda at the Executive Committee's address One Capitol Mall, Suite 340, Sacramento, CA 95814 or linda@asccc.org no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.

Public 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 Agenda**
   C. **Public Comment**
      This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter <u>not</u> on the agenda. No action will be taken. Speakers are limited to three minutes.
   D. **Calendar**
   E. **Dinner Arrangements**

II. **CONSENT CALENDAR**
   A. **Executive Committee November 5th, 2014 Meeting Minutes, Stanskas**
   B. **Draft Outline for Spring Online Education Regional Meetings, Freitas**
   C. **Resolution Assignments, Morse**
   D. **Small or Rural College Caucus, Bruno**
   E. **Board of Governors Faculty Nomination Interview, Morse**
   F. **The Best of the *Rostrum*, Morse**
   G. **De-prioritizing Work on the DE Paper – Freitas**

III. **REPORTS**
   A. **President's Report, Morse – 15 mins.,**
   B. **Executive Director's Report, Adams – 10 mins.,**
   C. **Foundation President's Report, Bruno – 10 mins.,**
   D. **Legislative Activities, (Action, as necessary), Bruno – 10 mins.**
   E. **Chancellor's Office Liaison Report – 15 mins.,**
      A liaison from the Chancellor's Office will provide the Executive Committee members with an update of system-wide issues and projects.

F. **Liaison Oral Reports** (*please keep report to 5 mins., each*)
Liaisons from the following organizations are invited to provide the Executive Committee with update related to their organization: AAUP, CCA, CCCI, CFT, FACCC, CPFA, and Student Senate.

IV. **ACTION ITEMS**

A. **Fall Session Debrief and Spring Session Planning – 30 mins., Morse/Adams**
The Executive Committee will debrief the 2014 Fall Session, consider for approval the 2015 Spring Session theme, and possible keynote presenters.

B. **Accreditation Institute Final Program – 10 mins., Stanskas**
The Executive Committee will consider for approval the final program for the Accreditation Institute.

C. **Academic Academy Draft Program – 15 mins., Todd**
The Executive Committee will consider for approval the final program for the Academic Academy 2015.

D. **Proposed Revisions to Title 5 Regarding Distance Education – 25 mins., Freitas**
The Executive Committee will consider for approval two sets of proposed revisions to Title 5 to forward to the Consultation Council.

E. **Part-time Paper – 30 mins., Davison**
The Executive Committee will consider for approval the first draft of the update to the part-time paper.

F. **Survey on College Grants Processes – 15 mins., Freitas**
The Executive Committee will consider for approval the content and design of a survey on college grants processes.

G. **Legislative and Advocacy Committee Survey on Legislative Liaison Position – 10 mins., Bruno**
The Executive Committee will consider for approval the survey for distribution.

H. **EDAC Cultural Competency Survey – 15 mins., Todd**
The Executive Committee will consider for approval the survey for local senates and community college faculty to utilize.

I. **Curriculum Committee Survey to Collect Data on Regional Coordination of Course Offerings – 15 mins., Todd**
The Executive Committee will consider for approval the survey for distribution to curriculum chairs, senate presidents and chief instructional officers.

J. **Bylaws Revisions – 45 mins., Rutan**
The Executive Committee will consider for approval forwarding the ASCCC Bylaws to the Member Senates for discussion and feedback prior to the Area meetings.

K. **Rules Revision – 45 mins., Rutan**
The Executive Committee will consider for approval forwarding the ASCCC Rules to the Member Senates for discussion and feedback prior to the Area meetings.

L. **Regional College Conversation – One hours, Morse** (*Time Certain: Saturday Morning*)
Members to be informed about the Regional College Conversation to inform the Board of Governors Task Force on Workforce, Job Creation and a Strong Economy and take possible action to host regional meetings for faculty input.

M. **Updated Outline for Professional Development Paper – 15 mins., Braden**
The Executive Committee will consider for approval an outline for Professional Development Paper.

N. **Distance Education Accreditation Pedagogy and Structure Reviews – 15 min., Braden**
The Executive Committee to consider for approval the creation of new variety of Local Senate Visits.

O. **Spring Noncredit/Curriculum Regional Meetings – 15 min., Klein/Grimes-Hillman/Stanskas**
   The Executive Committee will consider for approval spring regional meetings on noncredit and curriculum.

V. **DISCUSSION**
   A. **Financial Report – 15 mins., North/Adams**
      The Executive Committee will receive a quarterly report on the Senate's finances.
   B. **Veterans Summit Report – 10 mins., Klein**
      The Executive Committee will receive an update on the Veterans Summit.
   C. **Update AB86 Workgroup and Legislative Update – 20 mins., Stanskas**
      The Executive Committee will be informed about the recommendations of the AB86 Workgroup.
   D. **Educational Planning Initiative Update – 15 mins., Rico**
      The Executive Committee will receive an update on the Educational Planning Initiative.

VI. **REPORTS** (*if time permits, additionally Executive Committee announcements and report may be provided*)
   A. **Committee Reports**
      1. Curriculum Committee, Todd
      2. Legislation and Governmental Relations Committee, Bruno
      3. Noncredit Committee, Klein
      4. Professional Development Committee, Davison
      5. Standards and Practices Committee, Rutan
   B. **Task Force Reports**
   C. **Liaison Reports**
      1. CA-OER Report, Braden
      2. Common Assessment Initiative, Rutan
      3. Chief Instructional Officers, Grimes-Hillman
      4. Education Planning Initiative Steering Committee, Rico
      5. IE Initiative Executive Committee Report, Bruno
      6. Professional Development Clearinghouse, Davison
      7. Smarter Balanced Achievement Level Setting, Aschenbach
      8. Student Services Portal Steering Committee, Rico
      9. System Advisory Committee on Curriculum, Grimes-Hillman
   D. **Senate Grant and Project Reports**
      1. C-ID and ICW Update, Bruno
      2. SCP Steering Committee Meeting, North/Adams
   E. **Local Senate Reports**
      1. Local Senate Visits

VII. **ADJOURNMENT**

January 9, 2015
Friday

12:00 AM - 12:00 AM	**Executive Meeting**

January 10, 2015
Saturday

12:00 AM - 12:00 AM	**Executive Meeting**
	Please See Above

January 12, 2015
Monday

All Day	**Due -Accreditation Final program -- Senate Office**
	Final program to the Executive Director by January 12, 2015.
All Day	**Program to Print (Accreditation Institute)**

January 15, 2015
Thursday

8:00 AM - 12:00 AM	**2015 CTE Curriculum Academy -- Marriott Anaheim (Garden Grove, CA)**

January 16, 2015
Friday

12:00 AM - 5:00 PM	**2015 CTE Curriculum Academy -- Marriott Anaheim (Garden Grove, CA)**
	Please See Above

January 18, 2015
Sunday

5:00 PM - 5:30 PM	**Rostrum Articles Due -- ASCCC**
	Rostrum Articles are due -

January 20, 2015
Tuesday

12:00 AM - 12:00 AM	**Board of Governors Meeting -- Sacramento**
	The California Community Colleges Board of Governors will hold a meeting in Sacramento, CA.
All Day	**Deadline -Registration Ends Today -Accreditation -- ASCCC Office**
	2. Registration ends on February 20, 2015.

January 20, 2015 Continued
Tuesday

All Day   **Due -Academic Academy -- ASCCC Office**
1.   Committee Member/Presenter travel requests, hotel requests and AV needs due to Tonya by February 6th, 2015.

All Day   **Registration Ends Accreditation Institute**

January 21, 2015
Wednesday

12:00 AM - 12:00 AM   **Board of Governors Meeting -- Sacramento**
                                                Please See Above

All Day   **Academic Academy Final Program Due -- Senate Office**

1.   Final Program (with descriptions, committee members, and other presenters) due for final reading at the January Executive Committee Meeting (due agenda deadline, January 21, 2015).

All Day   **Executive Agenda Items Deadline -- Senate Office**

January 23, 2015
Friday

All Day   **Due -Accreditation Hardcopy materials -- ASCCC Office**
1.   Hardcopy materials due to Tonya by January 23rd, 2015.

10:00 AM - 5:00 PM   **FACCC Policy Forum and Board Meeting -- LA, Orange or Orange Cty**

February 6, 2015
Friday

12:00 AM - 12:00 AM   **Executive Meeting**

February 6, 2015 Continued
Friday

All Day   **Due -Academic Academy -- ASCCC Office**
1.   Committee Member/Presenter travel requests, hotel requests and AV needs due to Tonya by February 6th, 2015.

February 7, 2015
Saturday

12:00 AM - 12:00 AM   **Executive Meeting**

                                    Please See Above

February 13, 2015
Friday

All Day   **Accreditation Institute Digital Materials Due -- Senate Office**

1.   Digital materials due to Tonya by February 13, 2015.

All Day   **Due -Academic Academy Final Program -- ASCCC Office**
1.   Final program to the Executive Director by February 13th, 2015.

All Day   **Program to Print Academic Academy**

February 16, 2015
Monday

All Day   **DUE- Academic Academy Hardcopy materials -- ASCCC Office**
1.   Hardcopy materials due to Tonya by February 16, 2015.

February 17, 2015
Tuesday

3:00 PM - 5:00 PM   **Technical Assist -- Cabrillo College**
Morse to attend

February 18, 2015
Wednesday

All Day   **Due -Faculty Leadership topics for general sessions and breakouts -- ASCCC Office**
1.   Develop Theme and Specifications for Events
a.   Specifications include start and ending times and number of breakouts

2. Write a blurb for the website and draft email that tells participants what to expect

3. Start thinking about general sessions, breakouts, presenters and facilitators for events

4. Program Outline due by agenda deadline, March 25th, for the first reading in April and final in May

All Day   **Executive Agenda Items Deadline -- Senate Office**

All Day   **Program Outline Faculty Leadership**

February 20, 2015
Friday

12:00 AM - 12:00 AM   **Accreditation Institute -- North**

All Day   **Academic Academy Registration Ends -- ASCCC Office**
1. Registration ends on February 20, 2015.

February 21, 2015
Saturday

12:00 AM - 12:00 AM   **Accreditation Institute -- North**
                              Please See Above

February 27, 2015
Friday

All Day   **Due -Academic Academy Digital Materials -- ASCCC Office**
1. Digital Materials due to Tonya by February 27th, 2015.

March 6, 2015
Friday

12:00 AM - 12:00 AM   **Executive Meeting**

March 7, 2015
Saturday

12:00 AM - 12:00 AM   **Executive Meeting**
                                          Please See Above

March 12, 2015
Thursday

12:00 AM - 12:00 AM   **Academic Academy -- South**

March 13, 2015
Friday

All Day   **Academic Academy -- South**
                                          Please See Above

March 14, 2015
Saturday

12:00 AM - 12:00 AM   **Academic Academy -- South**
                                        Please See Above

March 16, 2015
Monday

12:00 AM - 12:00 AM   **Board of Governors Meeting -- Sacramento**
The California Community Colleges Board of Governors will hold a meeting in Sacramento, CA.

March 17, 2015
Tuesday

12:00 AM - 12:00 AM   **Board of Governors Meeting -- Sacramento**
                                          Please See Above

March 25, 2015
Wednesday

All Day   **Due -Curriculum -Agenda -- ASCCC Office**

All Day   **Due- Curriculum Institute Program Outline -- ASCCC Office**

1.   Meet with your committee to develop theme and specifications for the events

a.   Specifications include start and ending times and number of breakouts

b.   Theme is not absolutely necessary but might help to focus the breakouts

c.   Brainstorm ideas about general sessions, breakouts, presenters, facilitators for events.

i.   Please note that facilitators can only be Executive Committee or committee members

d.   Draft blurb, with input from your committee, for the website. This blurb is used for marketing purpose and should broadly provide what the event is about this year. After you have a draft program, you will revise this blurb to include more details.

All Day   **Due- Curriculum Preliminary Speaker List -- ASCCC Office**

1.   Submit preliminary speaker list to President and Executive Director by March 25, 2015.

All Day   **Executive Committee Agenda Deadline -- Senate Office**

March 27, 2015
Friday

8:00 AM - 12:00 AM   **Area Meeting**

March 28, 2015
Saturday

12:00 AM - 8:30 AM   **Area Meeting**

                                  Please See Above

All Day   **Resolutions Due Area A & B**

March 29, 2015
Sunday

All Day   **Resolutions Due Area C & D**

April 8, 2015
Wednesday

All Day   **Session Executive**

April 9, 2015
Thursday

12:00 AM - 12:00 AM   **Spring Plenary Session**

April 10, 2015
Friday

All Day   **Spring Plenary Session**

                                                   Please See Above

April 11, 2015
Saturday

12:00 AM - 12:00 AM   **Spring Plenary Session**

                                                     Please See Above

April 20, 2015
Monday

All Day   **Preliminary Speakers List Curriculum Institute**

April 27, 2015
Monday

All Day   **Final Program Due Faculty Leadership**

All Day   **Presenters, Travel, Hotel and AV Requests Faculty Leadership**

May 7, 2015
Thursday

12:00 AM - 12:00 AM   **Vocational Education -- South**

May 8, 2015
Friday

All Day   **Vocational Education -- South**

                                                        Please See Above

May 9, 2015
Saturday

12:00 AM - 12:00 AM   **Vocational Education -- South**

                                                        Please See Above

May 12, 2015
Tuesday

All Day   **Program to Print Faculty Leadership**

May 13, 2015
Wednesday

All Day   **Executive Agenda Items Deadline -- Senate Office**

All Day   **Final Program Due Curriculum Institute**

May 18, 2015
Monday

12:00 AM - 12:00 AM   **Board of Governors Meeting -- Sacramento**
                                     The California Community Colleges Board of Governors will hold a meeting in
                                     Sacramento, CA.

May 19, 2015
Tuesday

12:00 AM - 12:00 AM   **Board of Governors Meeting -- Sacramento**
                                                        Please See Above

May 29, 2015
Friday

12:00 AM - 12:00 AM   **Executive/Orientation**

May 30, 2015
Saturday

All Day **Executive/Orientation**
Please See Above

May 31, 2015
Sunday

12:00 AM - 12:00 AM **Executive/Orientation**
Please See Above

June 1, 2015
Monday

All Day **Due -Final Draft Program - Academic Academy -- ASCCC Office**
1. Draft final program to Executive Director by June 1st, 201.

June 8, 2015
Monday

All Day **Final Program to Printer -Academic Academy -- ASCCC Office**

June 11, 2015
Thursday

12:00 AM - 12:00 AM **Faculty Leadership Institute -- North**

June 12, 2015
Friday

All Day **Faculty Leadership Institute -- North**
Please See Above

June 13, 2015
Saturday

12:00 AM - 12:00 AM **Faculty Leadership Institute -- North**
Please See Above

June 22, 2015
Monday

All Day **Due -Materials -Academic Academy -- ASCCC**
1. Digital materials for the CD/Flash drive, breakout materials, general session materials due to Tonya by June 22nd, 2015 (today).

June 29, 2015
Monday

All Day   **Registration Ends Today -Academic Academy -- ASCCC Office**

EXECUTIVE COMMITTEE MEETING DRAFT MINUTES
Irvine Valley College, Wednesday November 12, 2014

I. ORDER OF BUSINESS

A. Roll Call
President Morse called the meeting to order at 1:00 p.m. and welcomed members and guests.

Members present: J. Adams, K. Braden, J. Bruno, P. Crawford, D. Crump, D. Davison, J. Freitas, D. Klein, M. Grimes-Hillman, W. North, C. Rico, C. Rutan, J. Stanskas, and J. Todd.

Liaisons: Cris McCullough, Chancellor's Office; David Milroy, CPFA; Sharon Vogel, FACCC, and Pam Walker, Chancellor's Office.

Guests: Cheryl Aschenbach, Lassen College; Steve Cirrone, Sacramento City College; Diana Hurlbut, Irvine Valley College; Terry Kohlenberg, San Diego Mesa College; Craig Justice, IVC; Ginni May, Sacramento CC; Michelle Sampat, Mt. San Antonio College; Kathy Schmeidler, IVC; Bob Urell, IVC; .

Staff: Linda Schlager-Butler, Senior Administrative Assistant

B. Approval of Agenda
Approved by consent

MSC (North/Todd)

C. Public Comment
No public comment.

D. Calendar
Members were alerted that articles for the next *Rostrum* are due on January 18, 2015.

E. Dinner Arrangements
Members were informed that dinner was on their own.

II. CONSENT CALENDAR

A. Executive Committee October 11 – 13, 2014 Meeting Minutes
The Executive Committee discussed the consent Calendar.

MSC (Davison/North) to approve the consent calendar.

III. REPORTS

A. President's Report
President Morse provided members with a report of his activities including attendance at conferences (CCCAOE, CIOs), participation in local senate visits, and Technical

Based on the conversation at the Executive Committee in October, Morse spoke with the Chancellor's Office staff about including the ASCCC in the C-ID grant proposal. Chancellor's Office legal said that requiring districts/colleges to work with the ASCCC cannot be included in the RFP. Given this information, the office sent an email to senate presidents seeking interest in working with the ASCCC on C-ID. The Senate Office is working on the proposal.

College of the Canyons has been awarded the Institutional Effectiveness and Technical Assistance Grant. Since this grant will provide technical assistance on accreditation, student performance and outcomes, and fiscal viability, the ASCCC has been included as a partner in the grant activities and will sit on the grants Executive Committee.

Morse reminded members that he had been working with the Chancellor's Office to get an ASCCC representative to participate on the AB86 Task Force. The ASCCC has received a formal invitation to send a representative. John Stanskas will be the ASCCC representative. In addition, the unions and FACCC have requested that there be a method for their organizations to participate in the AB86 dialogue. Vice Chancellor Vince Stewart is considering forming a separate advisory group that will focus on union issues. Klein will be the ASCCC representative.

The ASCCC has been asked to participate in discussions on the WICHE (Western Interstate Commission for Higher Education) passport initiative. The *Interstate Passport Initiative: Focusing on Learning Outcomes to Streamline Transfer Pathways* is the first in a proposed series of regional projects in the West that will focus on the college transfer process. The conversations center on how to work together on what the expectations would be for general education from the different states in an effort to facilitate interstate transfers. The CSU General Education Advisory Committee (GEAC) is currently in discussions about this project. There are currently 2000+ students affected in the CSU system so there might be some interest. Perhaps general education will need to be defined in slightly different way which could impact students in-state as well. The ASCCC should be involved because students at any level could be affected if the entire track is defined. This work is funded by Gates and Hewlett.

The American Council of Education (ACE) is pursuing the idea of creating a bank of 100 online classes. They are seeking proposals by November 5th from colleges and universities interested in participating in this project to encourage greater acceptance of credit earned outside traditional classroom settings. The recruitment is geared specifically to four-year ACE member institutions with a strong commitment to access and attainment that serve nontraditional, adult, and degree-completing transfer students. Initially, 25 colleges, universities and at least one system will be selected to join the groundbreaking effort to form a next-generation alternative credit system that will boost the ability of nontraditional learners to gain a college degree. The selected institutions will play a role in several key elements of the project.

B. Executive Director's Report

Adams updated members about her activities since the last Executive Committee meeting including:

- Assisted with agenda preparation and facilitation of the CTE Leadership Committee, the officers meeting, and ICW;
- Attended the CCCAOE conference and presented on the Statewide Career Pathways Project High School Counseling Toolkit.
- Attended Area A and C, AS Foundation, Legislative Advocacy, and Professional Develop meetings.
- Worked on ASCCC resolutions with Freitas.
- Met with the Executive Director for CaliforniaColleges.edu. They have a counseling tool kit that contains an Educational Planning Portal and other counseling tools, that is related to the work of Statewide Career Pathways.

Participated in a conversation on the Minimum Qualifications handbook with several Executive Committee members and Chancellor's Office staff. The Standards and Practices Committee submitted revisions to the Handbook per direction by the body via resolution. However, when the draft was shared with us prior to publishing, the revisions were significantly different than the ones submitted by the ASCCC as the revisions included the exact Title 5 language versus a simplified version. In 10.03 S10, the delegates asked the ASCCC to move the minimum qualifications from Title 5 to the Disciplines List. Given the conversation with the Chancellor's Office and the feedback they received from human resource staff, the Chancellor's Office has agreed that the handbook is more user-friendly in the format presented by the Senate.

Operational activities included:
- Moved the office;
- Worked with the creative director on the new Rostrum format. The new design will provide a way to change the cover based on the topic of the lead article;
- Worked with staff on final planning for Session, including finalizing the presenters, program, materials, hotel details, etc.
- Provided overall management of the C-ID System, which included managing the working with ASCCC and Chancellor's Office staff in transiting the C-ID Technology to Butte.
- Provided overall management of the SCP project.

C. Foundation President's Report

Members were updated about the Foundation's Fundraising at the Fall Plenary Session including the Area competition for the popular Monkey Trophy, raffle ticket activities and prizes, and sales of iPad covers, bags, t-shirts, and lanyards. Bruno reminded members that the Foundation's reception will be on Friday, November 14, and that Saturday, November 15, is t-shirt day. Everyone including attendees and Executive Committee members are encouraged to wear an ASCCC shirt.

Members were informed that the recipient of the ASFCCC part-time scholarship to attend Plenary is Evangeline Matthews from Santiago Canyon College.

D. Legislative Activities

Members were updated on the legislative activities of the Board of Governors (BOG). The update included a review of the Board of Governors of the California Community Colleges, Statement of Legislative Principles; the CCC 2015 Legislative Proposals forwarded by the Chancellor's Office to the legislature; and the 2015 State Legislative Program and State Legislative Task Force.

E. Chancellor's Office Liaison Reports

Vice Chancellor Walker and Dean McCullough provided a Chancellor's Office update. The Chancellor's Office is having ongoing conversations with WICHE representatives about how their work would best fit with that of California community colleges. This conversation will be particularly important for colleges bordering states.

The Chancellor's Office is in a dialog with the Attorney General regarding for-profit colleges. Corinthian Colleges own a number of for-profit colleges. Typically students are told that they can earn a degree quickly and get a job, but they also end up with $20,000 in debt. When the college closes, there are default issues regarding the student debt. For example, if the student attends a community college and requests financial aid after the for-profit college closes, then he/she can ask for their debt to be forgiven. However, if the student does not wait until the for-profit college is closed, their debt cannot be forgiven and is counted against the community college if unpaid. The Attorney General is reviewing this situation across the country, noting that it could affect some 16,000 students in California.

The California Community College system now has 113 colleges with the approval by the Board of Governor for Clovis College.

The Chancellor's Office is working with colleges to reach the Board of Governor's goal of 100% Associate Degree for Transfer (ADTs). The goal is 1622 and there are currently 1549 on ADTs. While the goal will be reached, there are seven colleges below 50% with 141 courses in the queue. The Chancellor's Office is able to make the goal because several colleges overestimated the number of ADTs that could be developed, while others reported AA/AS degrees in majors they did not offer.

The legislature passed SB1391 (Hancock) on inmate education programs. The Chancellor's Office is currently looking into creating a pilot project as the state prison system has interesting opportunities and apportionment possibilities. In considering such a proposal, key questions have been posed: How are the inmates being served? What types of courses are needed? How will one know the pilot is successful? The Chancellor's Office has $2M dollars to provide technical support and the Ford Foundation has put in $5M to support the project.

F. Liaison Oral Reports

FACCC representative Vogel provided an update on FACCC legislature proposals on accreditation, part-time faculty, and 75:25. FACCC annual policy conference is scheduled at the end of January.

CPFA representative David Milroy thanked the Executive Committee for creating the ASCCC Part-time Faculty listserv and appealed to the Executive Committee to support professional development for part-time faculty and ASCCC Resolution 1.02 F14 for a seat on the Executive Committee. He also summarized discussions on which term to use when referring part-time, on the ASCCC part-time paper, and on the importance of part-time office hours.

IV. ACTION ITEMS

A. CTE Curriculum Academy Modules

The Curriculum Committee drafted modules for the CTE Curriculum Academy. There are five modules that will be presented during the second day of the CTE Curriculum Academy. Vice Chancellor Walker congratulated the ASCCC on the development of the modules and asked what mechanisms could the Chancellor's Office and the Senate provide that would sustain these modules into the future. Members discussed adding generic curriculum modules into the Professional Development College.

MSC (Bruno/Braden) to approve the CTE curriculum modules as presented. MSC (Freitas/Rutan) to use the CTE curriculum modules as the basis for a Professional Development module on curriculum and to include the CTE Curriculum January meeting as one of the PDC events.

B. Dates for Online Education Spring Regional Meetings

At the May 2014 meeting, the Executive Committee approved regional meetings and workshops to be offered to the field on curriculum, equity, and online education. The Online Education Committee recommended that the online education regional meetings be held on Friday, March 20 in the North and Saturday, March 21 in the South—locations yet to be determined.

MSC (Davison/Todd) to approve March 20 and 21 dates for hosting the Online Education Regional meeting.

Action:
The Online Education Committee will bring forward an agenda to a future meeting that provides the agenda and other details for the event.

C. Supplemental Instruction Survey and Glossary

Educational Policies Committee chair Freitas informed members that Ray Sanchez, Fresno City College, attended the October 17th Educational Policies Committee meeting. He is currently working with 3CSN and the Association of Colleges for Tutoring and Learning Assistance (ACTLA) to develop a survey on supplemental instruction for the purpose of creating a glossary of terms for the field. The survey they are developing has a similar purpose as the ASCCC Resolution – to publish a glossary of terms by Spring 2015. Sanchez would be willing to share the draft survey with the committee in time for its December meeting so that members may determine if the survey would address the

resolution.

Members asked who the intended audience for their survey was. If other groups, not local senate presidents, are going to be surveyed, then maybe they should go forward with their survey and the ASCCC will develop its own survey for local senate presidents. Consensus of members was that working with them to conduct the survey would be the best alternative.

Action
Freitas will clarify with Sanchez the target audience and whether or not the group drafting the survey is willing to collaborate with the Executive Committee. This item will return in January for further discussion and possible action.

D. **Revision to Rule for Referring Resolutions**
Freitas, Resolutions Committee Chair, reminded members that resolutions can be referred to the Executive Committee by the body if more clarity or time to debate the issue locally is needed. Our usual practice is to work with the author to clarify the intent or revise as necessary and bring back to a future plenary session. The Resolutions Committee suggests that instead of referring only to the Executive Committee, the body could also consider returning the resolution to the maker of the resolution to clarify and bring back if necessary. The ASCCC Parliamentarian provided that resolutions can be referred to bodies or individuals other than the Executive Committee. Members discussed revising the rule to allow resolutions to be referred to the Executive Committee, the originating committee, or the contact beginning Fall 2014 plenary session. Some members were concerned with the change and suggested that resolutions just be voted down rather than referred. By consensus, members commented that more clarity of the process is needed and requested that this item return to the January meeting for further discussion.

Action

Freitas will bring this item back to the January Executive Committee for further discussion.

E. **President and Executive Director's Job Descriptions**
Members discussed revised job descriptions for the president and executive director. The job descriptions were developed in 2014 under the leadership of then President Pilati, Vice President Smith, and Executive Director Adams. In preparation for the executive director's evaluation process this year, the Officers discussed and modified the draft job descriptions. Members suggested a small change the wording.

MSC (North/Freitas) to approve the job descriptions as amended.

Action
The revised job descriptions will be inserted into the policies.

V. **DISCUSSION**
A. **Consultation Council**
Members were informed that most of the items on the Consultation Council agenda are included on this agenda under separate cover except for the item to change Title 5 language to remove the Accrediting Commission for Community and Junior Colleges (ACCJC) as the California Community College accrediting commission. The ASCCC

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resolution passed in Spring 2014 is consistent with Council item. Members considered the ramifications of this change and questioned whether colleges could then have different accrediting agencies. Federal law currently states that the ACCJC is the accrediting organization for California, which would need to be changes for any other accrediting body to be used in California.

The ASCCC Leadership presented before the Board of Governors on the professional development activities of the ASCCC. The ASCCC, in conversations with Chancellor Harris, agreed that the ASCCC would make regular reports on specific topics before the Board but not have a standing report. Chancellor Harris does not think that standing reports would benefit the ASCCC as the reports might become just update items and not be of interest to the Board.

B. Academic Senate Audit Results

Each year the Academic Senate undergoes an audit of its finances. This year, however, was challenging as the financial processes were transitioned to an external entity and there were changes in staff. In September, the auditors conducted an audit of the Senate financials. Members were presented with the Board of Directors letter from the auditors. As noted in the letter, the purpose of the audit is "to express an opinion about whether the consolidated financial statements prepared by management with your [the board's] oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles." The letter also noted that "…no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions that have been recognized in the consolidated financial statements are in proper period."

There were no findings reported in the audit. While the transitions to an external entity and change in staff occurred, the internal controls and financial integrity of the Senate operations were maintained.

The Executive Committee applauded Julie Adams, Executive Director on the wonderful and amazing job she did shepherding the audit process and congratulated her on the results of the audit.

C. SB 850 Bachelor's Degree Pilot

Background information from the Board of Governors meeting in November was provided. Chancellor Harris recommended a process for identification and selection of the 15 pilot colleges as noted in SB850 (Block), including a timeline and a Request for Proposals (RFP) to be communicated to all California community colleges. Vice Chancellor Walker recognized that the process is moving very quickly and noted that the timeline is dictated by the legislation. She advised that the Board of Governors will review the rubric that the Chancellor's Office proposes to use for individual scores and provide clear information for colleges. Thirty six colleges have submitted an intent to apply for the RFP. The approved criteria will be sent to colleges on November 20th and due to the Chancellor's Office January 6th.

Members expressed concern regarding the speed at which the applications for this pilot are being solicited and at the lack of defined parameters for the degrees. Some questions raised by members included for example, should students begin with the AA/AS or can other individuals apply for the BA/BA program? Will the AA/AS degree be the foundation for the BA/BS degree? What are the minimum qualifications to teach course

in the BA/BS – i.e., should it be a degree above what is being offered? Will the pilot colleges be diverse in programs, geographical representation, and rural/urban/suburban? Who will handle the accreditation? There is a lack of clarity regarding the answers to these questions at this time.

D. Task Force on Workforce, Job Creation, and a Strong Economy

Morse provided the goal and composition of the task force. At the November Board of Governor's meeting, Chancellor Harris asked the Board to authorize a task force on Workforce, Job Creation, and the Economy. Chancellor's Harris shared that by the end of 2014 the Chancellor's Office expects to declare that all 22 Student Success Task Force (SSTF) recommendations have been addressed. He noted, however, that during the SSTF process, some complained that not enough focus was given to career technical education. This task force is intended in part to address this deficiency.

Vice Chancellor Harris will be appointing multiple representatives from internal and external entities including industry. Concern was raised that it appears that there are some individuals who are trying to guide the direction of this task force as events and guiding questions based on clear assumptions have already been developed. It was suggested that the goal of this task force is a good opportunity to identify key areas of improvement for career technical education if the work of the task force is allowed to evolve.

E. SB 967 Student Safety: Sexual Assault

The Executive Committee discussed the role of the Senate in providing assistance to local senates in developing and implementing the policies related to SB 967 (De Leon), which requires local governing boards to "implement comprehensive prevention and outreach programs addressing sexual assault, domestic violence, dating violence, and stalking." Members agree that the ASCCC should be involved in this conversation to assist with developing appropriate policies and provided examples on how such information and training might be provided such as the gender equity panel and regional training. One suggestion was to perhaps survey local senates statewide about how or what they need to implement the requirements of SB967.

ACTION

Equity and Diversity Action Committee (EDAC) will have a conversation about how to assist local senates and make recommendation to the Executive Committee on how to assist local senates.

F. OER Update

Members were updated on the work of the Intersegmental Committee of Academic Senates (ICAS) Online Educational Resource (COERC) portal. Currently, COERC is developing the infrastructure and trying to abide by the grant timelines. The group is working on the next phase of the grant including the budget and work plan. In discussions about this next phase, the group is considering paying faculty a stipend to modify instructional methods during the adoption of the online textbooks.

It was noted that the chair of COERC is considering changing the name of the group, approving the budget, and making decisions prior to approval by ICAS. She has mentioned that ICAS moves too slowly which might cause delays in meeting the timelines of the legislature and grantor. It was noted that COERC does not have the authority to make decisions regarding the budget, priorities, or work plan of COERC as

the work of this group, as stated in the legislation, is the responsibility of ICAS. The ICAS chair has called the chair of COERC who confirmed that any proposal would be forwarded to ICAS. It was suggested that the other two ASCCC representatives to COERC receive training about what it means to be an ASCCC representative.

ACTION
A call with the three COERC representatives, Morse and Adams will be scheduled to ensure they understand what it means to be an ASCCC representative.

G. Fall Plenary Session
The Executive Committee discussed the final planning for the Fall Plenary Session including common courtesies in the general sessions and breakouts.

VI. REPORTS
A. Committee Reports
1. Curriculum Committee, Todd/Grimes-Hillman
2. Noncredit Committee, Klein
3. Standards & Practices Committee, Rutan

B. Task Force Reports
1. Part-time Paper Task Force, Davison

C. Liaison Reports
1. CCCAOE Report, North
2. Common Assessment Initiative Steering Committee, Rutan
3. FACCC Board Meeting, Crump
4. SACC, Grimes-Hillman
5. Statewide Public Safety Education Advisory Committee, Suits
6. Student Success Scorecard Technical Advisory Group, Rutan
7. TTAC Meeting, Braden

D. Senate Grant and Project Reports
1. ICW, Bruno

E. Local Senate Reports
1. Berkeley City College, Davison/Crump
2. Napa Valley College, Braden/Bruno
3. San Diego Miramar College, Braden/Grimes-Hillman

VII. ADJOURNMENT

President Morse adjourned the meeting at 5:40pm

Respectfully submitted by:
Julie Adams, Executive Director
John Stanskas, Secretary

Executive Committee Agenda Item

SUBJECT: Draft Outline for Spring Online Education Regional Meetings		Month: January	Year: 2015
		Item No. II. B.	
		Attachment: NO	
DESIRED OUTCOME:	The board will approve the draft outline for the spring regional meetings on online education	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	J. Freitas	Consent/Routine	
		First Reading	X
STAFF REVIEW[1]	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At its November meeting, the Executive Committee approved the dates for the spring online education regional meetings. The approved meeting dates are Friday, March 20, 2015 in the north and Saturday, March 21, 2015 in the south. Potential involvement of the Professional Development Committee has also been discussed. At its December 5 meeting the Online Education Committee developed an outline for the regional meetings. The draft outline of the program is being presented to the Executive Committee for its review and approval to proceed with developing the regional program based on this draft.

Draft Outline for Spring Online Education Regional Meetings

North - Friday, March 20, 2015 at College of San Mateo

South – Saturday, March 21, 2015 at TBD

Time - 9:30 AM-3:15 PM

Possible Chancellor's Office Participants – LeBaron Woodyard, Patrick Perry, Paul Steenhausen

9:30 – 9:45	Welcome and Opening Remarks; Introduction of Committee and Presenters
9:45 – 10:35	First General Session
10:45–11:35	Second General Session
11:45-12:30	Lunch (Boxed Lunches if possible)
12:45 – 1:45	First Breakout Session

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

2:00 – 3:00   Second Breakout Session (repeat of first breakout session)

3:00 – 3:15   Reconvene and wrap-up

Possible General Session Topics

- Faculty primacy and senate role in DE; what are academic and professional matters; why knowing about DE as a senate president is essential even if you don't use that modality
- Curriculum processes/DE addendums
- Accreditation and substantive change
- OEI update; regulations and potential changes to Title 5
- Professional development and the clearinghouse; moving forward in professional development
- Effective practices for institutions (i.e. what infrastructure and staffing should a quality DE program have? What resources should be available to faculty and students?)

Possible Breakout Session Topics

- Effective practices for quality online instruction - course design, faculty readiness, student readiness and orientation; success and retention; closing the achievement gap; pedagogical training
- DE "landmines" (or don't forget about this stuff!) – working with your union; learning support services and student services online; faculty preference vs. student need; DSPS; integrity, assessment and authentication
- Nuts and bolts for DE Coordinators/administrators/instructional designers/senate presidents – ensuring regular and effective contact; the DE addendum; DE handbooks; reviewing online courses for quality design (rubrics and the like)

Executive Committee Agenda Item

SUBJECT: Resolution Assignments		Month: January	Year: 2015
		Item No: II. C.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the assignments of the 2014 Fall Plenary Session Resolutions.	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	
		First Reading	X
STAFF REVIEW¹:	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Immediately following each plenary session, the Resolutions Committee chair is required to bring forward the resolutions for assignment to individuals or groups. Specifically the resolution's manual states,

> The President and Executive Director meet to develop a list of draft resolution assignments to Senate committees, task forces or appropriate individuals. At the first Executive Committee meeting following the plenary session, the Resolutions Chair submit an agenda item for first reading and action of the draft resolution assignments and the resolutions referred by the body at plenary session. The Resolutions Committee will provide the Executive Committee with recommendations on how to dispose of the referred resolutions. The Executive Committee will approve the resolution assignments and act on the recommended dispositions of the referred resolutions and make assignments as appropriate to complete the tasks included in the referral instructions. Prior to the next plenary session, the Resolutions Chair will monitor the work on the referred resolutions and ensure that any revised resolutions are submitted to the Executive Committee in time for review and recommendation to Area meetings per the timeline assigned in the referral.

The President has suggested assignments for the resolutions as noted on the attached spreadsheet. The Executive Committee will consider for approval these assignments.

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

Reso #	Year	Title and Link	Assigned
Adopted Resolutions			
2.01	F14	Student Learning Outcomes and Faculty Evaluations	President
2.02	F14	Accreditation Evaluation Teams and Commission Actions	President
2.03	F14	Faculty Participation on ACCJC External Review Committee	Accreditation Committee
7.01	F14	Restructure the FON to Include Noncredit Faculty	President
7.02	F14	ASCCC Involvement in the California Community College Institutional Effectiveness and Technical Assistance Program	President
7.03	F14	Aligning State Reporting Deadlines With Academic Calendars	SACC
7.04	F14	Student Safety: Sexual Assault	EDAC
7.05	F14	Definition of Basic Skills	Curriculum (work w/noncredit)
7.06	F14	Re-enrollment Information for Admissions and Records Staff	Educational Population
7.07	F14	Alignment of the Title 5 Definition of Distance Education with the Federal Definition of Distance Education	DE (with President)
7.08	F14	Remove the Term Remedial from the Student Success Scorecard	Scorecard representatives
8.01	F14	Recognition for Skills-builder Completion	Scorecard
8.02	F14	Broaden the Definitions of Success and Completion	Scorecard
9.01	F14	Local Degrees for Transfer and General Education Requirements	SACC
9.02	F14	Reporting Data on Low Unit Certificates	SACC
9.03	F14	Reinstating Local Approval of Stand-Alone Courses	SACC
9.04	F14	Faculty Inclusion in Development and Implementation of Community College Baccalaureate Degrees	President
9.05	F14	General Education Patterns for Community College Baccalaureate Degrees	ICAS representatives (send to ICAS handout)
9.06	F14	Update the paper The Course Outline of Record: A Curriculum Reference Guide	Curriculum Committee
9.07	F14	Secure Funding to Develop C-ID Course Descriptors for College Preparation Courses	C-ID Leadership
9.08	F14	Impact of Changes to Course Repeatability	Curriculum
9.09	F14	Development of a Curriculum Platform	President
9.10	F14	Chancellor's Office Template Protocols	C-ID Leadership
9.11	F14	Formalizing Model Curriculum	C-ID Leadership
9.12	F14	Support for Allowing Exceptions to Senate Bill 440 Degree Creation	C-ID Leadership (Vice President)

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		Mandates	
9.13	F14	Future Direction for C-ID	President
10.01	F14	Revise the Paper Equivalence to the Minimum Qualifications	S&P
11.01	F14	Common System Student Database	TTAC
12.01	F14	Professional Development and the Academic Senate	PDC
12.02	F14	Professional Development and Part-Time Faculty	PDC
12.03	F14	Faculty Professional Development	PDC
12.04	F14	Using Anticipated Savings from Adopting the Common Course Management System to Support Online Faculty Professional Development Needs	Consultation Representative
13.01	F14	Improving Student Success Through Compliance with the 75/25 Ratio	Consultation
13.02	F14	Dual and Concurrent Enrollment	Ed. Policies
17.01	F14	Consulting Collegially with Local Senates on Participation in Statewide Initiatives	Local Senates in Consultation with Local Senates
17.02	F14	Faculty Primacy in Distance Education Instructional Programs and Student Services	DE
18.01	F14	Defining Writing Assessment Practices for California Community Colleges	CAI
20.01	F14	Developing a System Plan for Serving Disenfranchised Students	TACSS
Referred Resolutions			
2.04R	F14	Freedom to Choose	

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Executive Committee Agenda Item

SUBJECT: Small or Rural College Caucus		Month: January	Year: 2015
		Item No: II. D	
		Attachment: YES	
DESIRED OUTCOME:	Officially recognize the Small or Rural College Caucus	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	J. Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: At the Fall 2014 plenary session, faculty identified a need for a caucus to represent the unique challenges faced by small or rural colleges. An investigation into the viability of such a caucus was successfully completed (see attached Caucus Procedures and Guidelines). The Small or Rural College Caucus has provided a Statement of Purpose and a list of 36 faculty from 30 different colleges located in the 4 ASCCC areas to request recognition as an official caucus. The Executive Committee will discuss and consider for approval forming a Small or Rural College caucus.

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

ASCCC Caucus Procedures and Guidelines

Definition and Purpose

Academic Senate caucuses are intended to serve as groups of independently organized faculty to meet, network, and deliberate collegially in order to form a collective voice on issues of common concern that caucus members feel are of vital importance to faculty and the success of students as they relate to academic and professional matters.

Caucuses serve as forums within the Academic Senate for various groups of faculty to meet and deliberate collegially in order to form a collective voice.

Caucuses can seek solutions to concerns and issues raised by members of the caucus through the resolution process and can disseminate Academic Senate resources such as papers, *Rostrums*, and event information to members of the caucus.

Caucuses should remain informed on ASCCC positions and current activities to the extent that they do not undermine or interfere with the current or past work of the ASCCC.

- If caucus deliberations lead to information or recommendations that will inform and potentially improve upon ASCCC activities the Caucus Chair shall communicate such to the current ASCCC President, Vice President, or Executive Director.
- If a caucus forms a position or recommendation that seeks to alter or reverse ASCCC positions or current activities then due process must be followed through the normal resolution and consultation process.

Recognition of a Caucus

In order to be formally recognized by the Academic Senate, caucuses must meet the following criteria:

- Caucus membership must be voluntary and open to all community college faculty. Additionally, caucuses must provide open, public access to meetings.
- Caucuses must meet regularly and provide minutes of their meetings to the Academic Senate.
- Caucus members cannot be charged a fee or dues to participate in the caucus nor can a caucus fundraise.
- Caucuses are not directed or controlled by the Academic Senate and shall not act on behalf of the ASCCC and shall not present themselves as acting for, or representing the ASCCC or its interests in any manner or media.
- Caucuses must operate in a lawful manner.
- Caucuses will not promote hate, violence or any other offensive action against any other person(s).
- Caucuses should be formed around broad issues of ongoing concern rather than single or short-term issues. In particular, there should be a clear connection to the Academic

Senate's academic and professional matters. Caucuses should be formed to focus on issues across the entire California community college system not just the specific needs or desires of a particular college or district.

- Caucuses should not be duplicative of the work of standing ASCCC committees, existing caucuses, or other representative faculty groups.
- Caucuses are not intended to be discipline-specific or professional organizations nor to meet the professional development needs of its membership.

Application for Caucus Recognition

At any time during the year, the interested members of the proposed caucus may submit a **Recognition of Caucus Application** to the ASCCC Office.

Caucuses are established by a simple majority vote of the ASCCC Executive Committee approving the written application. The application shall state the purpose of the proposed Caucus, names of members (minimum of ten faculty from at least four different colleges and at least two districts), the contact information for leadership of the proposed caucus, and a statement explaining how the objectives of the caucus will further those of the ASCCC.

ASCCC reserves the right to not recognize a caucus if it feels the caucus does not meet the criteria for recognition of a caucus listed above. If a caucus is not recognized, the individual who submitted the recognition of caucus application will be notified of any questions for clarification, or the reasons or concerns with the proposed caucus. If a caucus application is denied, a revised application may be re-submitted to the ASCCC Office.

Previously approved caucuses that have failed to express their intent to remain active by May, can be re-established as a caucus by submitting a new written application.

Membership

Caucus membership must be voluntary and open to all California community college faculty

Caucus membership must consist of a minimum of ten faculty from at least four different colleges and at least two districts.

Caucus members may affiliate with one or more caucuses.

Caucus membership should not consist of only a small representation of a particular discipline.

Executive Committee members may participate informally in caucuses but may not be members.

Procedures and Guidelines

Caucus chairs must be elected annually at the first fall meeting.

All caucus meeting minutes must be submitted to the ASCCC Office within one month following a meeting.

Caucuses should provide open public access to its meetings. Recommended use of the Ralph M. Brown Act (Government Code §54950-54961).

In order to stay active, each May caucuses must inform the ASCCC Office of its intent to remain active and provide a current list of its membership. If a caucus fails to alert the ASCCC Office of its desire to stay active, the caucus shall be deemed inactive and a new application will need to be submitted to re-establish the caucus.

Unless specifically required to do so by the procedures and guidelines described here or published on the Academic Senate web, caucuses are free to structure their internal organization and operations as they see fit.

Termination

The Executive Committee reserves the right to withdraw its recognition of a caucus in consultation with the caucus leadership if the Executive Committee determines that the caucus has violated any of the procedures or guidelines established for caucuses.

Any member of the Executive Committee may bring forward an agenda item to withdraw recognition of a caucus if the caucus is believed to have violated the established Academic Senate procedures and guidelines for caucuses. A two-thirds majority of Executive Committee members is required to withdraw recognition from a caucus.

Recognition of caucus will not be withdrawn simply due to a disagreement between the caucus and the Academic Senate.

Any caucus actions that subject the ASCCC to potential harm, liability, or fraud will result in immediate termination of the caucus.

Executive Committee Approved: April 17, 2013

Small or Rural College Caucus Statement of Purpose

The purpose of this caucus is to discuss and promote awareness of the academic and professional matters unique to the faculty and students of small or rural colleges within the California Community College system. There are many issues and challenges that these colleges face which are different from the larger or more urban colleges, such as economy of size, smaller part-time pools due to large travel distances, and serving rural community needs. As a caucus, we intend to be very active and represent the concerns, issues, and needs of the small or rural colleges. For more information about the Small or Rural college caucus, please contact the chair below.

First Name	Last Name	College	E-mail Address
Rich	Johnston	Barstow Community College	cjohnston@barstow.edu
Carrie	Roberson	Butte College	robersonca@butte.edu
Laura	Vasquez	Cerro Coso Community College	lavasque@cerrocoso.edu
Marie	Boyd	Chaffey College	marie.boyd@chaffey.edu
Gina	Hogan	Citrus College	ghogan@citruscollege.edu
Alfie	Swan	Citrus College	aswan@citruscollege.edu
Cheryl	Stewart	Coastline Community College	cstewart@coastline.edu
Lisa	Soccio	College of the Desert	lsoccio@collegeofthedesert.edu
Ted	Hamilton	Columbia College	hamiltont@yosemite.edu
David	Norton	Cooper Mountain College	dnorton@cmccd.edu
Chris	Gold	El Camino College	cgold@elcamino.edu
Chris	Jeffries	El Camino College	cjeffries@elcamino.edu
R Chris	Wells	El Camino College	rwells@elcamino.edu
~~Debbie~~	~~Klein~~	~~Gavilan College~~	~~debra_klein@hotmail.com~~
Bea	Lawn	Gavilan College	blawn@gavilan.edu
Michael	Heumann	Imperial Valley College	michael.heumann@imperial.edu
Cheryl	Aschenbach	Lassen Community College	caschenbach@lassencollege.edu
Nancy	Golz	Merced College	nancy.golz@mccd.edu
Luisa	Howell	Mt. San Antonio College	lhowell@mtsac.edu
Maria	Biddenback	Napa Valley College	mbiddenback@napavalley.edu
Lyn	Green	Norco College	lyn.greene@norcocollege.edu
Kris	Pilon	Pasadena City College	kfpilon@pasadena.edu

James	Thompson	Porterville College	jathomps@portervillecollege.edu
Lore	Dobusch	Reedley College	lore.dobusch@reedleycollege.edu
Karolyn	Hanna	Santa Barbara City College	hanna@sbcc.edu
Kathy	O'Connor	Santa Barbara City College	oconnork@sbcc.edu
Lesley	Kawaguchi	Santa Monica College	kawaguchi_lesley@smc.edu
Corinna	Grett	Santiago Canyon College	evett_corinna@sccollege.edu
Robb	Lighfoot	Shasta College	rlightfoot@shastacollege.edu
Michael	Wyly	Solano Community College	michael.wyly@solano.edu
Tony	Thompson	Taft College	tthompson@taftcollege.edu
Gloria	Arevalo	Ventura College	garevalo@vcccd.edu
Mary	Rees	Ventura College	mrees@vcccd.edu
Matt	Clark	Woodland Community College	mclark@yccd.edu
Greg	Kemble	Yuba College	gkemble@yccd.edu

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Executive Committee Agenda Item

SUBJECT: Board of Governors Faculty Nomination Process		Month: January 2015	
		Item No. II. E	
		Attachment: YES	
CATEGORY	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	
		First Reading	X
STAFF REVIEW[1]:	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

DESIRED OUTCOME:

The Executive Committee will be updated about the nominations for the faculty positions on the Board of Governors.

BACKGROUND:

Each year, the Academic Senate calls for nominations for the faculty Board of Governors position. This year, the call was due December 19. The process (attached) calls for the Executive Committee to interview potential candidates and send at least three nominations to the Governor by January 31st. However, this year the Senate Office received only three applications: Manuel Baca, Rio Hondo College; John Gerhold, Bakersfield College; Silvester Henderson, Los Medanos College. Joseph Bielanski sent in an intent to apply in Fall 2015, as his term is not up until January 2016.

The purpose of this item is for the Executive Committee to consider for approval sending out another call for faculty nominations in February with interviews to occur in March.

As also noted in the process, the Executive Committee may decide to send forward the name of a sitting Board of Governors member without an interview. The president recommends that Manuel Baca (Rio Hondo College) be sent forward without an interview.

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

Academic Senate for California Community Colleges
Board of Governors – Faculty Appointee Nomination

Policy and Procedures

Policy

Each year by January 31st the President of the Academic Senate will present to the Governor of the State of California a list of at least three faculty nominees to fill any vacant California Community Colleges Board of Governors faculty member positions. The names submitted may be that of those of sitting Board of Governors members.

Procedures

1. The Senate Office will implement the Board of Governors (BoG) faculty member nomination process in September, closing on October 31st.
2. The Senate Office will promote recruitment of nominees via the website or other publications as appropriate.
3. Candidate interviews will be conducted by the Executive Committee during its December Executive Committee meeting.
4. The President will forward the list of nominees to the Governor by January 31st.

Process

Each year the President of the Academic Senate or his/her designee shall initiate and oversee the recruitment and selection process to ensure timely submission of nominees to the Governor's Office.

1. QUALIFICATIONS
   a. Required:
      i. Tenured faculty member.
      ii. Extensive and sustained leadership experience in an academic environment.
      iii. Demonstrate understanding of California community college issues at a state level.
      iv. Demonstrate ability to present a reasoned argument in educational policy through interview questions presented by the Executive Committee.
      v. Demonstrated understanding of the role of the BoG.
      vi. Upon appointment, agree to resign from the executive board of any statewide community college organization. The Academic Senate will only forward the name of those candidates who agree to this requirement.
      vii.

   b. Desirable:
      i. Academic senate leadership experience at local level such as senate officer, Executive Committee member, or committee chair.
      ii. Experience at statewide level such as Academic Senate committees, Chancellor's Office advisory committee, or other statewide faculty organization.

2. REQUIREMENTS
   a. Any college or district senate or an Executive Committee member of the Academic Senate for California Community Colleges may endorse a candidate for nomination. A letter of support from the candidate's local senate is desirable.
   b. Applicants must submit a letter of intent, an application, a resume, and a statement of why he/she would be an effective member of the Board of Governors, which includes,

but is not limited to a commitment to students and the mission of community colleges, and a reference to qualifications for the position.

c. Any faculty member previously considered who wishes to be reconsidered must submit a letter of intent and may update his/her application if necessary.

3. PROCESS AND TIMELINE
   a. In early September, the Senate Office will send out an announcement letter to each campus through the senate president. At the same time, previous nominees will receive an announcement inviting them to reactivate their file.
   b. The application process for potential nominees will close by October 31st.

4. RECRUITMENT PROCESS
   a. The Executive Committee, Outreach and Recruitment, Standards and Practices and Local Senates Committees will recruit candidates for nomination to the Board of Governors.

5. INTERVIEWS
   a. **September:** The Executive Committee will determine whether or not to seek nominations for the Board of Governors taking into consideration the Governor's appointment process and the need to submit names.
   b. **October/November:** The Senate Office will initially screen the applications to assess if the candidates meet the nomination requirements and will be responsible for scheduling interviews for qualified candidates. The Officers and Executive Director will paper screen the applications based on criteria listed in the qualifications section of this process and determine who will be interviewed by the Executive Committee.
   c. **November:** The President of the Academic Senate shall develop questions that the Executive Committee will use in the interviews of candidates. The President may use questions suggested by Executive Committee members. To preserve the confidentiality of the process and to ensure fairness to nominees, the Executive Committee will review the interview questions in closed session.
   d. **December:** Unless otherwise noted, all candidates must be interviewed by the Executive Committee to be considered for nomination to the Governor.
      i. The President, in consultation with the Executive Committee, may elect to not interview past candidates who were selected to be forwarded to the Governor if there is a 2/3 majority of sitting Executive Committee members who participated in that previous interview session. The Executive Committee would still consider whether or not to send the candidate's name forward to the Governor for appointment.
      ii. The Executive Committee may decide to send forward the name of a sitting Board of Governors member without an interview.
      iii. The Executive Committee will ask each interviewed candidate the same questions; however, follow up questions are allowed.
      iv. After all interviews are completed the Executive Committee will select at least three candidates, by majority vote, for recommendation to the Governor's Office as nominees to fill the Board of Governors appointment(s).
   e. If three candidates are not selected, the Executive Committee will reopen the process and actively recruit new candidates for nominations.

Note: nominee selection is not comparative. One, several, or all candidates may be selected to be forwarded for nomination.

6. INTERVIEW RECUSAL
   Any Executive Committee member may elect to recuse him/herself from the process.
   a. The recused member may sit in as a non-participating observer. If desired, the minutes will note that the member was recused.
   b. The recused member may elect to recuse him/herself from one or all of the interviews.

   Note: Recusal shall mean noninvolvement of an Executive Committee member in any discussion of, and decision regarding, the relevant matter to ensure that the member's independence of judgment is not compromised, that the public's confidence in the integrity of the Executive Committee is preserved, and that the Senate's mission is protected.

7. NOTIFICATION PROCESS

   a. The Academic Senate Office will notify candidates whether their names will be forwarded to the Governor's Office the week following the interviews.
   b. The President will transmit the Executive Committee's recommendations to the Governor's Office by January 31st.
   c. Candidates forwarded to the Governor will be informed about the process for submitting applications to the Governor's office, including how to submit a Governor's application and expectations of interviews with the Governor's staff.

8. REVIEW PROCESS
   The Standards and Practices Committee will review the process yearly and recommend any changes by May.

Approved: August 12, 2011
Revised: December 26, 2011
Approved: February 3, 2012

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: The Best of the Rostrum		Month: January	Year: 2015
		Item No: II. F.	
		Attachment: NO	
DESIRED OUTCOME:	Agreement to develop a publication regarding best of the Rostrum	Urgent: NO	
		Time Requested: 10 min.	
CATEGORY:	Action Item	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	
		First Reading	
STAFF REVIEW:	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: The ASCCC publishes *the Rostrum* four times per year, and therefore we currently have a huge library of articles on many topics. Those articles can largely be divided into two categories. Some are written to address immediate concerns or issues or to offer guidance on potential or certain changes that are happening at the time of the publication. Others are more philosophical and could be applied to almost any time period. A few examples of this second category are as follows:

- "So, You're Thinking about a Vote of No Confidence: 10+ Questions to Ask" (2003)
- "Faculty to Administration: The Leap of Faith" (2008)
- "Why We Resist the Business Model" (2011)
- "What is Needed to Realize the Vision of AB 1725?" (1998)
- "Beyond the Classroom: Fostering Local and Statewide Engagement in Our Faculty" (2103)
- "Budget Processes: Maintaining the 10 Plus 1 in Budget Crisis" (2008)
- "Why the Master Plan Matters" (2001)
- "Integrating Adjunct Faculty into the College Community" (2013)
- "Herding Cats: Local Senates & the Brown Act" (2009)
- "Speak, Converse, Verbalize, Articulate, Dialogue, Write, Act!" (2007)

These articles and many more with a similar broad and still-current content are available on the ASCCC website, but they are outnumbered and buried by the more immediate issue-drive type of articles. For this reason, local senate presidents are less likely to access this information that may be useful and relevant to them.

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

This proposal is to create a compendium of still-relevant *Rostrum* articles. The AAUP publishes such a document in their "Red Book," the proper title of which is *AAUP Policy Documents and Reports*, which is now entering its 11th edition. An ASCCC volume of this type could be an important ongoing resources for local senates.

The Executive Committee will consider for approval the creation of such a document. If approved, the Executive Director will bring back a recommendation for an appropriate process for creating such a document including funding for its publication.

Executive Committee Agenda Item

SUBJECT: Deprioritizing Work on the DE Paper		Month: January	Year: 2015
		Item No. II. G	
		Attachment: YES	
DESIRED OUTCOME:	The board will consider the recommendation from the Online Education Committee and DE Paper Task Force to deprioritize work on the DE paper	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	J. Freitas	Consent/Routine	
		First Reading	X
STAFF REVIEW¹.	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Prior to fall 2013, the Executive Committee determined that either a new or revised paper on distance education needed to be written. The 2013-2014 Distance Education Task Force was assigned the paper. Because the task force was assigned resolutions related to student and faculty preparation for distance education (9.03 S13 and 19.06 S13, respectively), the task force determined that the focus ought to be on the importance of preparing students and faculty for the distance education modality. The Executive Committee approved the concept at its October 2013 meeting, along with surveys to gather information from the field. At its January 2014 meeting the Executive Committee approved the paper outline. The task force collected the survey results and at its breakout session at the spring 2014 plenary session, presented these results.

The task force submitted a very rough draft to the Executive Committee for input at the May 2014 meeting. The paper was then subsequently assigned to a new DE Paper Task Force, of which three of the four members are members of the Online Education Committee. Work continued on the paper during fall 2014. The current draft of the paper is attached.

Two important issues have arisen since the task force started its work. One issue is that while work was being done on the presentation for the curriculum regional meetings, Christina Gold realized that there is a mismatch between the Title 5 definition of distance education and the most recent federal definition of distance education (and there is no Title 5 definition of correspondence education). This led to a resolution at fall session to call for changes to Title 5 to align the state and federal definitions of distance education. Probably the bigger issue is the initiation and continuing work on the Online Education Initiative (OEI). As the OEI has progressed, it is clear that the

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

development of this project will have a profound effect on how the issues of faculty readiness and student readiness for distance education will be presented to the field. The initial work of the OEI included the development of standards for assessing the quality of online course layouts (which goes to faculty readiness) and is in the process of developing and piloting in spring 2015 modules for preparing students to learn in the distance education environment. These developments go to the heart of the draft paper. Also, the paper refers to Chancellor's Office data that were published in August 2013 biennial report to the BOG on distance education and will surely be replaced by new data in the 2015 report to the BOG.

At the December 5 meeting committee chair John Freitas asked the Online Education Committee for advice on how to proceed given the developments described above. Concerns were expressed about bringing a paper to the body in spring that might be outdated by the time it is published because of the progress of the OEI, and that can't provide clarity on the definitions of distance education because of the state and federal mismatch. At the same time, the committee wanted to honor the hard work of the task force on the paper and suggested that parts of the paper could be published as three separate *Rostrum* articles. John Freitas then consulted with the DE Paper Task Force (which includes Stephanie Curry, who is not a member of the Online Education Committee). The task force agreed with the assessment of the Online Education Committee, and along with the Online Education Committee recommends the following:

Recommendation 1: That work on the distance education effective practices paper be deprioritized so that

- The progress and results of the OEI can be evaluated and the work done by the OEI on faculty and student readiness can be appropriately referenced and incorporated in the paper
- Title 5 can be revised such that its definitions of distance education and regular and effective contact are consistent with the most recent federal definitions.

Recommendation 2: That the current version of the paper be divided into three *Rostrum* articles on the following topics:

- Faculty readiness for teaching distance education
- Student readiness for learning in distance education courses
- The role of academic senates in distance education

with the articles being published in spring 2015.

FACULTY AND STUDENT PREPARATION FOR ONLINE EDUCATION

ABSTRACT

INTRODUCTION

Distance education (DE) offerings at California Community Colleges are rapidly expanding. According to the *California Community Colleges Chancellors Office Distance Education Report (August 2013)*, distance education offerings have increased from 12.48% of total headcount in 2005-2006 to 26.93% of total headcount in 2011-2012 and continues to grow. Nearly 27% of all students take at least one distance education course per term and over 12% of all courses are DE. While the number of DE courses continues to rise in California Community Colleges, there continues to be a disparity between the retention and success rates of students taking distance education courses compared with traditional face to face course. The CCCCO DE report (2013) states that; "The seven-year average 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 are 77.4 and 55.9 percent respectively.

CCCCO Retention and Success Comparisons Traditional v. Distance Education
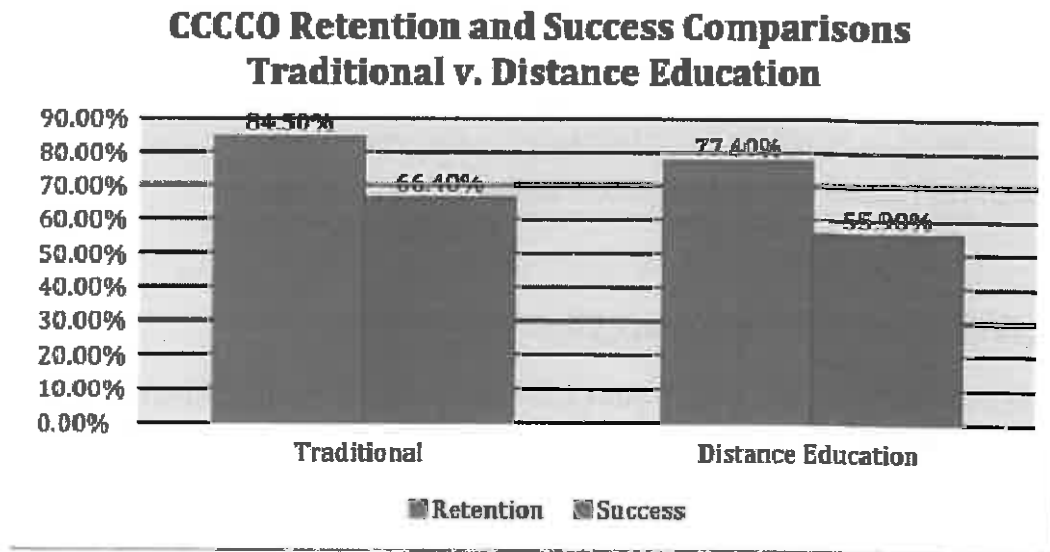
In order to assist colleges in investigating methods for increasing student success and retention in distance education, the Academic Senate for California Community Colleges (ASCCC) passed the following resolutions addressing student and faculty preparation for Distance Education:

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<u>*Resolution 9.03 S13*</u>[1]

Resolved, That the Academic Senate for California Community Colleges support allowing implementation of appropriate additional preparation in order to enhance student success in online classes or sections; and

Resolved, That the Academic Senate for California Community Colleges investigate what would be required to permit colleges to implement appropriate conditions of enrollment for distance learning courses, including changes to Title 5 if necessary, and research the efficacy of a required orientation designed for students taking an online class or section and report the results of the study to the body by the Spring 2014 Plenary Session.

<u>Resolution 19.06 S13</u>

Resolved, That the Academic Senate for California Community Colleges survey colleges to determine what local requirements exist for certification of faculty to teach in the distance education modality and communicate those results to the body by Spring 2014.

In 2012 the Academic Senate for California Community Colleges established a Distance Education Task Force to research the connection between student and faculty preparation and student success and retention. The task force was charged with reviewing the current status of distance education preparation in California Community Colleges and identifying best practices to share with the body. To this end, the task force developed two surveys, one on student preparation and one on faculty preparation, and distributed them to the field. The surveys were designed to find out the current preparation practices of California community colleges and the impact on student success. The surveys were distributed in Fall 2013 and the results of the surveys will be detailed in this paper.

Distance, Online and Correspondence Education Definitions

The federal Department of Education (DoE), the Accrediting Commission for California Junior Colleges (ACCJC), and Title 5 of the California Code of Regulations use the term "distance education" synonymously with "online education." The DoE defines distance and online education as "education that uses one or more technologies... to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or

asynchronously."[1] Distance/online education is distinct from correspondence education, which occurs through mail or electronic transmission and does not include regular and substantive contact between the instructor and student. Thus, the primary distinction between online/distance education and correspondence education is not the use of technology; it is the presence of substantive, frequent, faculty-initiated contact. Title 5 § 55204 asserts that "any portion of a course conducted through distance education includes regular effective contact between instructor and students." Senates should be careful to consider whether courses offered in alternate formats, such as Instructional Live Television (ILTV), fall under online/distance education or correspondence education because apportionment varies. Appendix A contains a list of definitions for distance education.

DISTANCE EDUCATION ACCREDITATION REQUIREMENTS

The Accrediting Commission for Community and Junior Colleges (ACCJC) has several standards that relate to faculty and student preparation for DE. Colleges should be cognizant of these standards and ensure that they are meeting and documenting work on these areas.

Instructional Standard II.A.1 (June 2014) states:

"All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs."

The ACCJC *Guide to Evaluating Distance Education and Correspondence Education* (August 2013) details the requirements for colleges regarding distance education on Standard IIA including:

- Ensuring high quality DE offerings
- Offering DE courses that are of comparable quality to face to face offerings
- How the institution chooses fields of study in which it offers DE programs
- Assessing student's educational preparation for DE/CE programs including determination of students' academic and technical skills
- Assessing currency and teaching and learning strategies for DE courses

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[1] Department of Education. Code of Federal Regulations. Title 34. Subtitle B. Chapter VI. Part 602. Subpart A. § 602.3. ACCJC. "Guide to Evaluating Distance Education and Correspondence Education." (2012), pp. 2-3.

- Researching whether students enrolled in DE/CE programs are achieving SLOs and if their achievement is comparable with students in face to face offerings

In addition to Standard IIA other standards apply to the issue of faculty and student preparation for DE and student success:

Standard IIIA.14- Standard requires evidence that the college plans and provides professional development based on evolving pedagogy, technology and learning needs.

Standard IIIC.4- Standard requires evidence that the college has assessed and provides for the technology training needs and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

THE ROLE OF LOCAL ACADEMIC SENATES

Faculty and student preparation for distance education courses are an academic and professional matter that falls under Title 5, §53200 in the following categories:

(1) Curriculum including establishing prerequisites and placing courses within disciplines

(5) Standards or policies regarding student preparation and success

(8) Policies for faculty professional development

By working together collegially, local academic senates and administrators can meet the challenge of providing quality online education during this time of expansion and comparably lower success and retention rates. This cooperation entails the successful management of technology resources, the proactive involvement of local academic senates and faculty leaders, and the full utilization of faculty expertise in curriculum, instruction, and professional development. The best faculty training, for instance, is developed and provided by the practitioners -- the faculty who do the online teaching. Similarly, the faculty needs to be involved in the creation of student orientations to the online courses they teach. To strengthen the quality of online education, local academic senates can encourage the creation of local faculty leadership roles in distance education and be fully involved in the development and implementation of distance education policies and processes, including those for student and faculty preparation.

While local academic senates ideally are involved in discussions on their campuses regarding faculty and student preparation, a 2013 ASCCC survey determined that 46% of college and district distance education policies/guidelines did not undergo collegial consultation through local academic senates and 59% of local senates were not involved in the creation of online professional development training guidelines and policies. Local academic senates should play a central role in the development of distance education policies and procedures in order to strengthen the quality of online education.

In addition to working collegially with administration, local academic senates should work closely with bargaining agents to ensure that the quality and integrity of online courses are maintained through effective faculty development that is supported by the local contract. Based on the 2013 survey only twelve and a half percent of respondents stated that their collective bargaining agreements allow for mandatory distance education faculty training. One example of a program that promotes effective online instruction with training by faculty and the support of the college's management is the Online Training Institute at American River College.[2] This is an eight-week series of workshops that covers online teaching effectiveness, regular effective contact, and accessibility. Though not a negotiated requirement to teach online classes, area deans at the college consistently assign online classes to graduates of the institute. Graduates can apply for salary advancement credit or use the time spent at the institute toward their flex obligation.

Considerations for local Senates include the following:

- What is your senate's role in assuring the quality of online education?
- Does your college have an orientation/preparation program for students enrolled in online courses? What does it cover? Is it effective and is it required or voluntary?
- Does your college encourage or require additional training for faculty who teach online courses? What type of training and how much? What kind of credit does faculty earn for training, and what are the local bargaining considerations?
- Does your college have a distance education committee?
- Does your college have a distance education handbook or a distance education and/ or technology plan? Does it address student and faculty preparation?

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[2] https://itc.arc.losrios.edu/online-teaching-institute-overvie/

STUDENT PREPARATION FOR ONLINE LEARNING[2]

~~Training students to participate in distance education is one method to enhance student retention, success, persistence, and completion of online courses and programs. Students that possess the skills necessary to effectively navigate the online course environment are naturally better-prepared to absorb the course content and achieve mastery of the subject matter. A study published in the *Journal of Online Learning and Teaching* examined the effect of an online student success course and found "a positive relationship" between enrollment in the class and success rates in other online courses at the same college. Students who had taken online classes before enrolling in the online student success class were more successful in the online classes they took after online student success. Students in the study reported that the class agreed that it helped them succeed in their other online classes, including those who dropped or did not succeed the online student success class. One student reported that the class "gave me the confidence to take future online classes."~~

Pursuant to Title 5 § 53200, academic and professional matters include standards and policies regarding student preparation and success. Thus the Academic Senate can~~should~~ play an integral role in developing policies and procedures to prepare students for online learning.

There are three different ways in which help can be provided to students enrolled in online classes:

1. How to use the college's course management system (CMS)
2. How to access student services
3. How to be a successful online student

Local senates [3]can~~should~~ determine whether their college is offering or should be offering its~~a~~ distance education students an **orientation to the college's course management system. According to the state chancellor's annual report on distance education in 2013, s**, ~~to expose students to the primarily asynchronous³ online learning environment.~~ Student orientations for distance education courses and programs at California Community Colleges have decreased by 16% since 2010, most likely due to budget cuts.[4] In addition~~However~~, college administrators rank adequate student services for distance education students as their greatest challenge.[5] Finally~~In addition~~, each

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³ ~~Asynchronous communication does not occur at the same time, such as on discussion boards and email. Synchronous communication occurs at the same time, such as on chat boards and in video conferencing.~~

[4] Chancellor's Office Distance Education Report, presented to the Board of Governors, August 2013, p. 16.

[5] Chancellor's Office Distance Education Report, presented to the Board of Governors, August 2013, p. 1.

college's academic senate ~~should~~ can recommend that the college develop and offer an online **student success course**, if one is not already available. Online student success courses assure that students possess the necessary technological skills and learning strategies to thrive in the online setting. Note that Title 5 does not permit separate prerequisites for distance education courses, nor does it permit "entrance requirements" for distance education courses.

~~Below is a discussion of what local institutions are doing to prepare students for distance education courses and programs.~~

What California Community Colleges Are Doing to Prepare Students for Online Learning

In November 2013, the Distance Education Task Force of the Academic Senate for California Community Colleges (DETF) sent the Distance Education Student Preparation for Online Learning Survey for Fall, 2013 to California Community College Distance Education Coordinators. Sixty responses were collected, with multiple responses from certain colleges. The survey asked about student preparation for distance education at each institution and is hereinafter referred to as the Distance Education Student Preparation Survey (DESPS).

~~Although preparing students for distance education courses and programs is an effective practice, m~~More than half of those colleges that responded to the DESPS (56%) do not offer formal preparation for first-time online students. The vast majority of colleges indicated that the formal student preparation is optional (75%) when provided and is either offered for credit (33%) or non-credit (20%). Of those colleges that offer formal student preparation, 50% of colleges deliver the preparation by way of an orientation workshop.

Formal Student Preparation for Online Learning

≡ Optional 75%   ■ Orientation workshop 50%   ■ For credit 33%   ■ Non-credit 20%
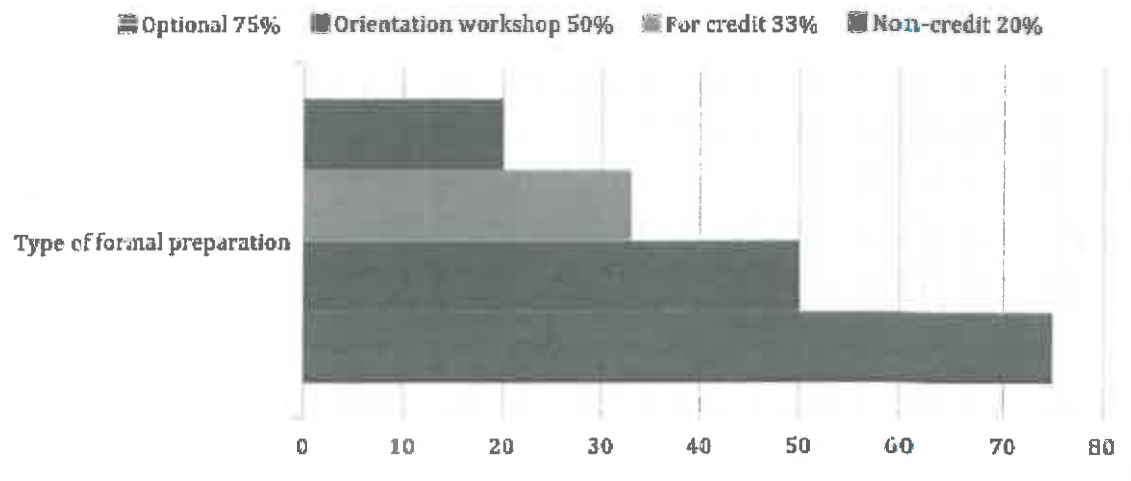
The method of providing formal student preparation for online learning varies depending on the college. Of those colleges that responded to the DESPS, 63% offer the formal student preparation in-person at the campus. In-person training has distinct advantages, as students that are not familiar with technology can be guided synchronously, face-to-face. However, students that are taking distance education courses from outside the college's service area could face challenges attending the in-person training sessions. To resolve this dilemma and make the training sessions more convenient, over half of the colleges that responded to the DESPS (54%) offer formal student training online, and 22% offer formal student training through a hybrid (mix of in person and online) course. Colleges either offer the training on a one-time basis (27%) or allow continuing access to the training (22%).

A Massive Open Online Course (MOOC)[6] is another, less common option for offering student orientations. Gavilan College offers an optional noncredit "Introduction to Online Gavilan" MOOC that most students are automatically enrolled in when they register for any fully online, hybrid, or web-enhanced course. Some instructors offer course credit for completion of the orientation, which includes CMS training, advice on computer readiness and technical skills, technical trouble-shooting, and contact information for technological or CMS issues. Gavilan's online orientation also contains information about how to find lectures, exams, and assignments for instructional courses, training on registration, student services, and the library, the academic honest policy, and the student code of conduct. Hartnell College offers an orientation for all online, hybrid, web-enhanced or face-to-face students enrolled in any Administration of Justice course. The orientation includes CMS training, general technical training, technical trouble-shooting, and a student services

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[6] A Massive Open Online Course (MOOC) is an online course that is available free of charge to a large number of people.

~~overview. Students complete an online student readiness assessment to determine their~~
~~level of preparedness for distance-education courses and programs. The orientation also~~
~~covers study skills, learning strategies, writing~~ <ins>fundamentals</ins>~~fundaments, and email and~~
~~discussion board strategies.~~

Methods of Offering Formal Student Preparation For Online Learning
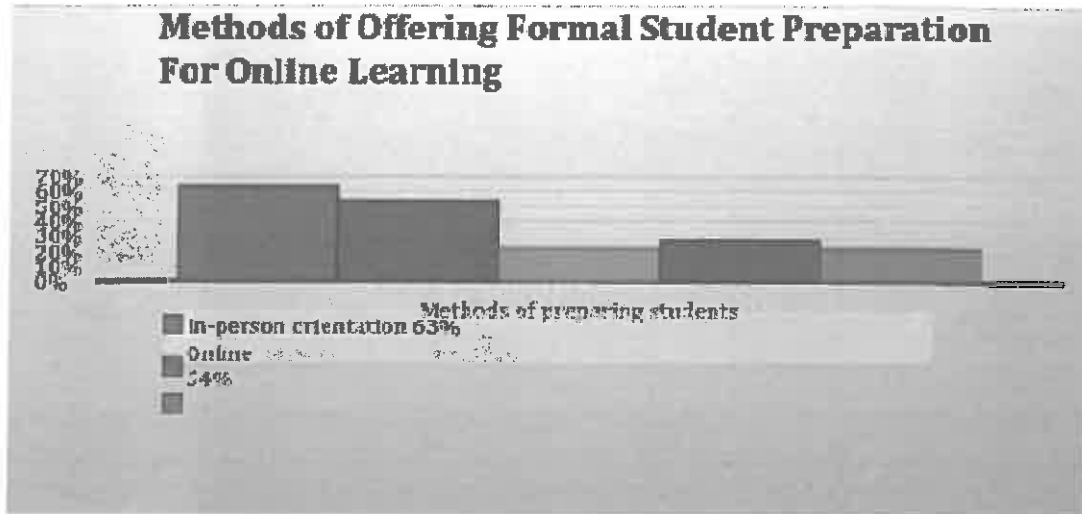
For colleges that provide a student preparation program, various types of training are offered. The table below demonstrates the most prominent areas of online student training.

Type of training	Percentage of colleges offering the training
Use and navigation of the course shell	85% of colleges responding
Training in online success skills	61% of colleges responding
Training in how to access student services	35% of colleges responding
Training in how to use student services	21% of colleges responding
Training in how to access technical support	50% of colleges responding

Of course, colleges that do not offer *formal* student training for online learning still use alternate methods to prepare students to flourish in the online environment. According to the DESPS results, 67% of those colleges that responded indicated that online faculty work

with students and post resource documents on the college website to augment student success in online classes. In addition, 54% of colleges that responded to the DESPS provide an in-course orientation on use of the college's Course Management System (CMS). To provide online students with proper support, 16% of those colleges that responded to the DESPS offer in-course training on the availability of online student services and an enrollment advisory.

How Colleges Prepare Students For Online Course Success

Informal student preparation method

- Online faculty work with students 62%
- Resource documents posted on the college website 67%
- In-course training on use of the CMS 54%
- In-course training on the availability of online student support services 16%
- Enrollment advisory 16%
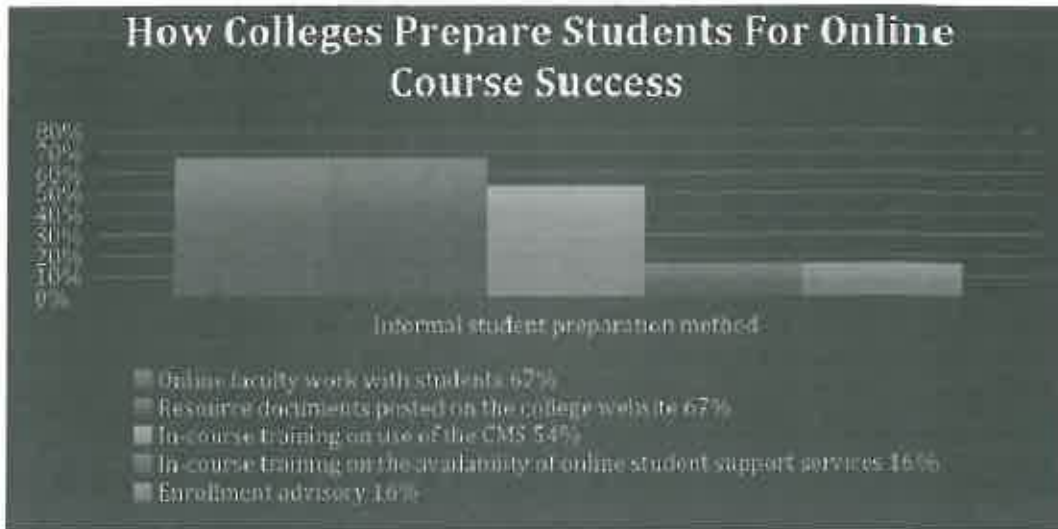
Although DESPS responses show that student preparation for online courses is not predominantly available through other student services (74%), many colleges that responded provide a student services orientation (69%) which includes an orientation to online counseling (46%), and online library services (53%).

Student Services Orientation

Student services orientation

0%   10%   20%   30%   40%   50%   60%   70%   80%

- Student services orientation includes online library resources 53%
- Student services orientation includes online counseling 46%
- Student services orientation is offered 69%
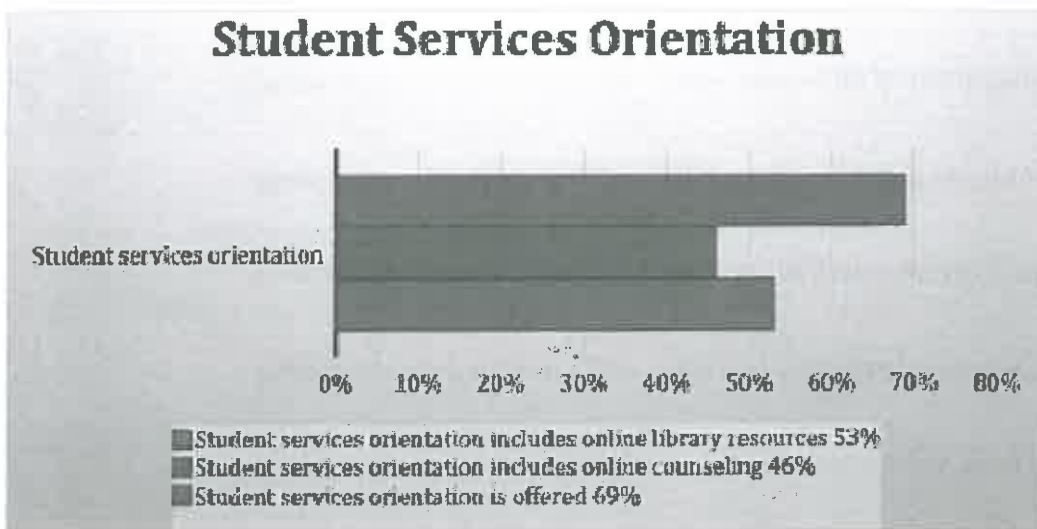
Most of the colleges responding to the DESPS offer student and learning support services online, and inform students of these services (76%). The table below illustrates the type of

online student services available, and whether or not training and ongoing user support is provided.

Student service	The student service is available online	Students are trained to use the service	Ongoing user support
Student guide[4]	88%	11%	45%
Counseling	82%	10%	39%
Assessment, placement, testing services	56%	6%	50%
Library	90%	25%	40%
Tutoring	72%	24%	56%
Financial aid	80%	15%	57%
Registration	94%	10%	40%
Health services	27%	18%	72%
DSPS	61%	19%	52%

Best Practices at California Community Colleges to Prepare Students for Online Learning

One option used by some colleges to help students prepare for online learning is through a non-credit course. These can include an orientation to the CMS, information on how to access student services, and tips on how to be a successful online student. They can be set up so that all students enrolled in fully online or hybrid courses are automatically enrolled, like Gavilan College's "Introduction to Online Gavilan." Some instructors offer course credit for completion of the orientation. A course like this can also be focused on students enrolled in a particular program, like the MOOCSICLE (Massive Open Online Course

Student Information Center for Legal Education) for students enrolled in the administration of justice program at Hartnell College.

Training students to participate in distance education is one method to enhance student retention, success, persistence, and completion of online courses and programs. Students that possess the skills necessary to effectively navigate the online course environment are naturally better-prepared to absorb the course content and achieve mastery of the subject matter. A study published in the Journal of Online Learning and Teaching examined the effect of an online student success course and found "a positive relationship" between enrollment in the class and success rates in other online courses at the same college. Students who had taken online classes before enrolling in the online student success class were more successful in the online classes they took after online student success. Students in the study reported that the class agreed that it helped them succeed in their other online classes, including those who dropped or did not succeed the online student success class. One student reported that the class "gave me the confidence to take future online classes."

FACULTY PREPARATION FOR ONLINE INSTRUCTION

Faculty development for online instruction, much like student orientation, enhances student success and retention and is encouraged and required by federal and state agencies. The U.S. Department of Education (2006) asserts that "faculty development is a critical component for ensuring quality in distance education." The Chancellor's Office (2013) has determined that "increased student retention for distance education courses relies heavily on faculty training." In addition, ACCJC accreditation standard [5]III A.14 requires that campuses provide and evaluate the effectiveness of ongoing professional development programs for distance education faculty that include online teaching and learning methodologies. ACCJC standard III C.4 expects that campuses conduct needs assessment surveys to determine the need for timely technology training. California community colleges are meeting the expectations of these governmental bodies by developing distance education faculty training programs intended to improve the quality of online instruction and to enhance student success and retention.

Effective Practices in Faculty Training for On-Line Instruction

The most effective professional development programs for distance education faculty are offered in an online or hybrid format and combine instruction in the pedagogy of on-line teaching with technical training in the development of online materials and the use a course management system (CMS). Training begins with the essential understanding that

an instructor's online course cannot simply mirror what he/she does in the classroom. The online format requires different presentations and pedagogical approaches that make effective use of technology, such as multi-media, chat rooms, discussion boards, and file sharing. While online courses have the same objectives and student learning outcomes as face-to-face courses, online instructors must be trained to use technology to teach and measure the objectives and outcomes in different ways.

Technology training for faculty new to online teaching includes instruction in using the course management system and in designing a course. Instructors who are experienced with online teaching benefit from ongoing training to stay current with technological advances in content delivery and communication tools.

Distance education training should stress that regular and effective faculty-initiated contact with students is essential in combatting the sense of student isolation in online courses and is necessary to meet Title 5 and Department of Education guidelines. Student retention and success benefit from ample student/student and instructor/student interaction that creates an online community of students and personal presence by the instructor. Faculty trainees need to be given the technological and pedagogical tools to build a strong learning community. The frequent communication between instructor and student is also used to differentiate between on-line courses and correspondence courses for apportionment purposes.

Online faculty instructors also need to be trained to meet the evolving pedagogical and technical requirements by state and federal agencies for online education. This includes ways to comply with the Americans with Disabilities Act and methods for authenticating student identity, which is required by the Higher Education Opportunity Act to avoid financial aid fraud and cheating. In addition, faculty should be encouraged to make thoughtful decisions about the extent of their use of publishers' course materials in lieu of instructor created content and assessments. The CCCCO asserts that online "course quality depends upon the full involvement of faculty in the design and application of DE courses"[7] and the ACCJC requires that campuses demonstrate that "the college's policy on academic freedom applies to DE/CE and is monitored."[8]

In "The Excellent Online Instructor: Strategies for Professional Development," Rena Palloff and Keith Pratt explain that distance education trainers needs to be cognizant of the widely varying skills and online teaching experiences of the trainees and be responsive to their needs and interests. Individualized training and faculty mentoring are excellent supplements to group training. In addition, a quality online training program for faculty mirrors an excellent online course for students by providing active learning opportunities

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[7] CCCCO. "Distance Education Guidelines." (2008), p. 6.
[8] ACCJC. "Substantive Change Manual." (2013), 3.7.3.

that support the creation of community amongst the trainees and personal presence by the trainer.

Why Faculty Training For Online Instruction Can Be Required

Distance education instructors may ask why they are being required to undergo training that is not required of face-to-face instructors. The answer to this question is varied and touches upon instructional, regulatory, and contractual issues. Most importantly, instructors participate in online training because it supports quality instruction and student success. Many instructors who are assigned to teach online have little experience with taking online courses themselves and hence have few excellent online teaching models to emulate as they do with face-to-face instruction. In addition, faculty are often compensated for online training in ways that are similar to other faculty development programs, with professional development credit, stipends, unit credit on the salary scale, and reassigned time. Finally, ACCJC accreditation standard IIIA.14 [6]requires that campuses provide professional development in online instruction.

Before developing policies that established preparation requirements for faculty teaching in the online modality, it is important that local senates consult with their union colleagues before proceeding. If the local union has negotiated for online faculty training then it may be required by the contract. If there are training requirements in the contract, it needs to be clearly understood if the requirements pertain to learning the CMS only, or if additional training for online pedagogy and course design. Local collective bargaining agreements may also specify a responsible party, such as a distance education committee, for ensuring that any mandated training and certification for faculty occur before they are assigned to teach online. Even if a collective bargaining agreement is silent on training and preparation matters, it is important that the senate and union engage in dialog in order to ensure that a high quality distance education program is provided for the students while respecting the workplace rights of online faculty.

What California Community Colleges Are Doing to Prepare Faculty for Online Instruction

In 2013, the ASCCC Distance Education Task Force conducted a survey of faculty preparation for online instruction in California community colleges. With 53 respondents, the survey results reveal that colleges are providing training in a diversity of ways and are at a variety of different stages in developing and enacting that training. Some colleges

provide extensive and careful training while others provide very little or none at all, relying on outside vendors for training of their faculty. At the time of this survey, it seems apparent that many colleges are in the process of developing their online faculty training programs.
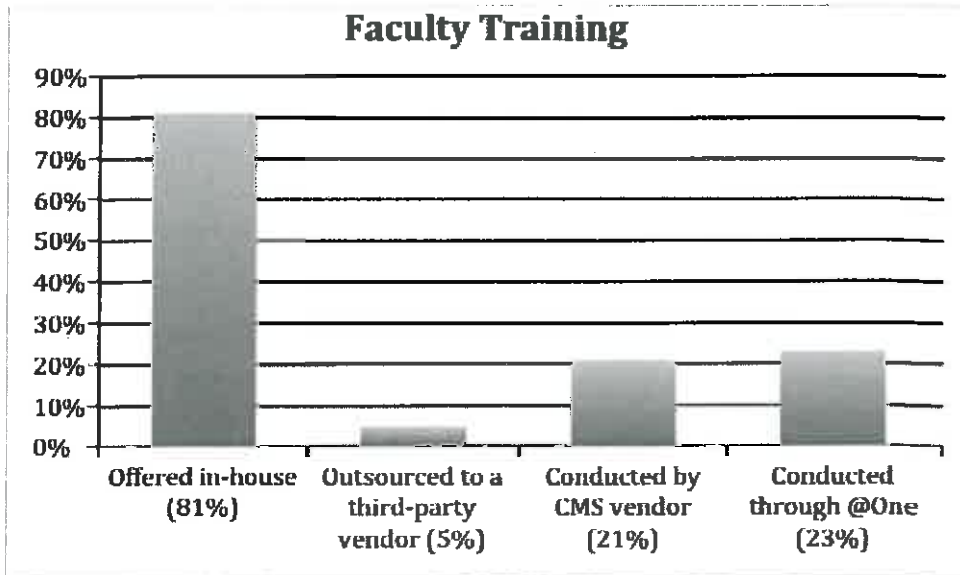
A majority of California community colleges require training, and most provide training that combines pedagogy in online teaching with technical training in a course management system (CMS). Fifty-nine percent of the colleges surveyed require faculty training in order to teach online courses and forty-one percent of colleges do not. The results of the survey suggest that many of the colleges that do not require training nevertheless make it available to faculty. Fifty-eight percent of colleges that require training combine pedagogy and technical training.
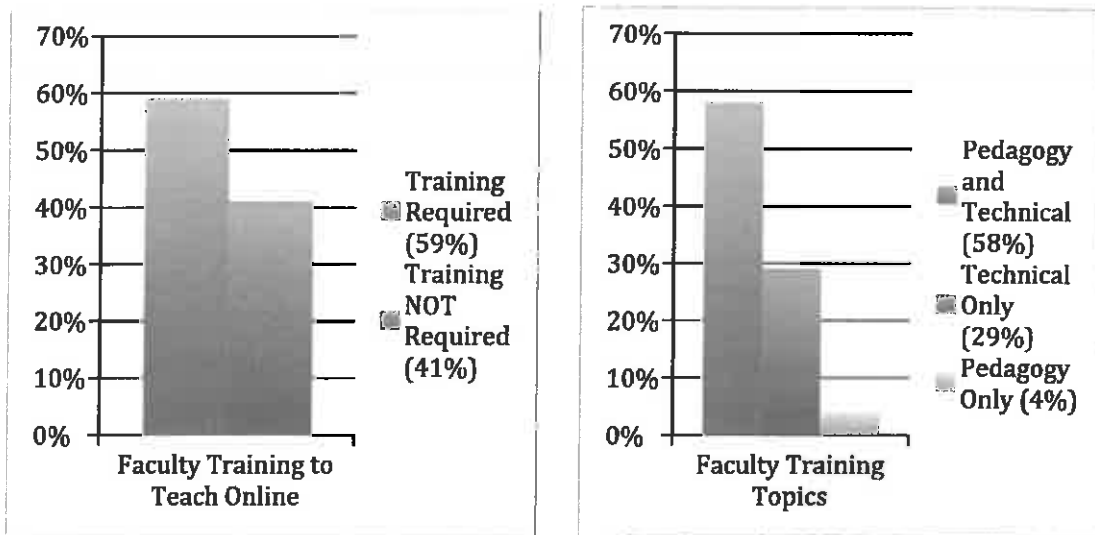
The nature of the technical training required by a college is impacted by whether or not a college has a common course management system. Sixty-one percent of the colleges surveyed require faculty to use a common course management system. Presumably faculty training is easier to provide when one CMS is in use. Twenty-three percent of the colleges surveyed allow faculty to choose their own CMS, and nineteen percent give faculty the option of linking their own CMS through the college's common CMS. [7]Of the colleges that permit instructors to select their own CMS, eighty-seven percent do not provide support for all CMSs. Therefore, technical training is more likely to be available if a campus uses a single CMS.

Training is provided primarily by the campuses on which online faculty teach. Eighty-one percent of the colleges surveyed provide "in house" online faculty training. Other forms of

training are provided by a third-party vendor, @ONE, or a CMS vendor. Some campuses offer training in a variety of formats.

Faculty Training

Bar chart showing: Offered in-house (81%), Outsourced to a third-party vendor (5%), Conducted by CMS vendor (21%), Conducted through @One (23%). Y-axis ranges from 0% to 90%.

While only fifty-nine percent of colleges require faculty training, seventy-eight percent offer professional development credit for completing training and twenty-one percent offer unit credit applied towards the salary scale. Twelve percent of colleges surveyed indicated that that they provide "other" credit, which may include monetary compensation, such as stipends or reassigned time. Twelve and a half percent of campuses responded that their faculty collective bargaining agreement allows for additional mandatory training beyond the CMS training.

In addition to the initial training to begin online instruction, sixty-four percent of campuses reported that they provide ongoing training and supplemental training materials. The most common form of supplemental materials are repositories of online sources. Only sixteen percent of colleges have mentor programs to support new online instructors and only ten and a half percent of colleges have a distance education handbook.

***Consider adding a paragraph regarding the demonstrated effectiveness of faculty training. Did we speak with any of the eleven campuses that collected success and retention data linked to faculty training and need to include the data re: assessing the effectiveness of your training? Do we need to? ***

***Add a paragraph with a sample best practice. Eileen suggested using @ONE as an example. She really liked the training and Greg has a best practice from his campus. ***

RECOMMENDATIONS[8]

1. Support the creation and provision of training that combines pedagogical and technical training.
2. Pedagogical training should emphasize frequent faculty/student content and active learning/engagement by students.
3. Local senates should provide oversight in the creation of DE faculty training policies and programs.
4. Local senates should consult with their local bargaining unit on the development of training programs and any related compensation.
5. Campuses should provide ongoing training to continually update for new technology and the new instructional methods they allow.
6. Recommendations for student prep?

SUMMARY/CONCLUSION

- Faculty training and student preparation, when done correctly, improve student success.
- Some CCC's are doing this well, but it is inconsistently done across the state.
  - What we do well
  - What we need to do more of.
  - What we need to start doing in order to enhance student success

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APPENDIX A

Definitions of Distance Education and Online Education

Dept. of Education. Code of Federal Regulations. Title 34 Subtitle B. Chapter VI. Part 602. Subpart A. § 602.3.

Correspondence education means:

> (1) 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.

> (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.

> (3) Correspondence courses are typically self-paced.

> (4) Correspondence education is not distance education.

Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include—

> (1) The internet;

> (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

> (3) Audio conferencing; or

> (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.

Accrediting Commission for California Junior Colleges. "Guide to Evaluating Distance Education and Correspondence Education." (2012), pp. 2-3.

Definition of Distance Education

Distance education is defined, for the purpose of accreditation reviews as a formal interactions which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously. Distance education often incorporates technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs, in conjunction with any of the other technologies.

Definition of Correspondence Education

Correspondence education means:

(1) 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;

(2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student;

(3) Correspondence courses are typically self-paced; and,

(4) Correspondence education is not distance education.

A correspondence course is:

(1) A course provided 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. Interaction between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced;

(2) A course which is part correspondence and part residential training, the Secretary considers the course to be a correspondence course; and,

(3) Not distance education.

The Commission recognizes and embraces distance education as a convenient, flexible, and effective means of providing quality education. Many working students with multiple demands on their time find that distance education meets their needs better than campus-based education.

Title 5.

CCR § 55200. Definition and Application.

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

CCR § 55204. Instructor Contact.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) 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, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

APPENDIX B

Student Preparation Best Practices Example

Sample syllabus for "Skills for Online Student Success": http://bit.ly/hcd320

APPENDIX C

APPENDIX D

Sample local union contract that includes online faculty development

ACCREDITATION GUIDELINES

ACCJC/WASC, "Guide to Evaluating Distance Education and Correspondence Education[9]," August 2012.

Standard II. A.1. 1.

Standard II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.
- What research is conducted to inform the college what student learning needs are, including the academic and technical skills required, and if the needs can be effectively addressed through DE/CE?
- What means does the institution use to assess students' educational preparation for DE/CE programs? How is this information incorporated into program planning?
- Is there a policy that defines "regular and substantive interactions" for DE courses? (34 C.F.R. § 602.3.)
- What kind of research is being conducted to determine if students enrolled in DE/CE programs are achieving stated student learning outcomes and if their level of achievement is comparable with students enrolled in face-to-face programs?

Standard III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

   a. The institution plans professional development activities to meet the needs of its personnel.
- What professional development programs relevant for DE/CE personnel does the institution support and/or provide?
- How does the institution determine the professional development needs of its personnel involved in DE/CE?

- What professional development programs on teaching and learning methodologies in DE/CE does the institution provide?

b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.
  - What impact do professional development activities related to DE/CE have on the improvement of teaching and learning? How does the institution evaluate that improvement?

Standard III. C. 1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

b. The institution provides quality training in the effective application of its information technology to students and personnel.
  - How does the institution assess the need for information technology training and provision of other types of information either written or provided in live electronic format for students and personnel engaged in DE/CE?
  - What technology training and information does the institution provide to students and personnel engaged in DE/CE courses and programs? Is the training different from training and information to students and personnel engaged in a traditional teaching mode? What is the rationale?
  - How does the institution ensure that the training and technical support it provides for faculty, staff and students is appropriate and effective? How effective is the training and information provided? How is it evaluated?
  - By what means does the institution provide training and information to faculty, staff, and students? How does the institution ensure that the training and information is provided in a timely manner?
  - How does the institution ensure that technology support is provided in a timely manner and how is the support organized?

TITLE 5

California Code of Regulations
  Title 5. Education
    Division 6. California Community Colleges
      Chapter 6. Curriculum and Instruction
        Subchapter 3. Alternative Instructional Methodologies
          Article 1. Distance Education

5 CCR § 55202

§ 55202. Course Quality Standards.

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.

5 CCR § 55204

§ 55204. Instructor Contact.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) 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, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

5 CCR § 55208

§ 55208. Faculty Selection and Workload.

(a) Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.

(b) The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).

(c) 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.

APPENDIX G

NATIONAL STANDARDS FOR ONLINE TEACHING

International Association for Online Teaching (iNACOL). (2011). *National Standards for Quality Online Teaching: Version 2.* (The full document contains rubrics for each standard.)

Standard A: The online teacher knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable student success.

Standard B: The online teacher understands and is able to use a range of technologies, both existing and emerging, that effectively support student learning and engagement in the online environment.

Standard C: The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment.

Standard D: The online teacher promotes student success through clear expectations, prompt responses, and regular feedback.

Standard E: The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology.

Standard F: The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online environment.

Standard G: The online teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures.

Standard H: The online teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of learning goals.

Standard I: The online teacher demonstrates competency in using data from assessments and other data sources to modify content and to guide student learning.

Standard J: The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' success.

Standard K: The online teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment.

APPENDIX H

NATIONAL STANDARDS FOR QUALITY ONLINE COURSES

International Association for K-12 Online Learning (iNACOL). (2011) *National Standards for Quality Online Courses: Version 2.* **Oct. 2011.** (The full document contains rubrics associated with each standard[10].]

Content: The course provides online learners with multiple ways of engaging with learning experiences that promote their mastery of content and are aligned with state or national content standards.

Instructional Design: The course uses learning activities that engage students in active learning; provides students with multiple learning paths to master; the content is based on student needs; and provides ample opportunities for interaction and communication – student to student, student to instructor and instructor to student.

Student Assessment: The course uses multiple strategies and activities to assess student readiness for and progress in course content and provides students with feedback on their progress.

Technology: The course takes full advantage of a variety of technology tools, has a user-friendly interface and meets accessibility standards for interoperability and access for learners with special needs.
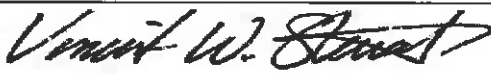
Course Evaluation and Support: The course is evaluated regularly for effectiveness, using a variety of assessment strategies, and the findings are used as a basis for improvement. The course is kept up to date, both in content and in the application of new research on course design and technologies. Online instructors and their students are prepared to teach and learn in an online environment and are provided support during the course.

The Board of Governors of the California Community Colleges

SUBJECT: 2015 State Legislative Program		Item Number: 2.2	
		Attachment: Yes	
CATEGORY:	Governmental Relations	TYPE OF BOARD CONSIDERATION:	
Recommended By:	*Vincent W. Stewart* (signature) Vincent W. Stewart, Vice Chancellor	Consent/Routine	
		First Reading	
Approved for Consideration:	*Brice W. Harris* (signature) Brice W. Harris, Chancellor	Action	X
		Information	

ISSUE: Board of Governors 2015 sponsored legislation.

BACKGROUND: The Board of Governors is requested to adopt a package of sponsored legislation for 2015 based on the recommendations of the Chancellor's Office, with input and guidance from the Consultation Council and the State Legislative Program Task Force. A total of four proposals were submitted to the Chancellor's Office for consideration as possible sponsored legislation in 2015. The State Legislative Program Task Force, which is comprised of a subset of members of the Consultation Council, reviewed the proposals on October 15, 2014 and all four proposals were presented to the Consultation Council on October 16, 2014. Both the Task Force and the Consultation Council are advisory to the Chancellor's Office for this purpose and based on the discussions with both groups, as well as further review by Chancellor's Office staff who determined that only one proposal would be brought to the Board for consideration as sponsored legislation in 2015.

The Board's State Legislative Program typically addresses statewide policy priorities, as well as technical issues that require a statutory change to address a system wide need. In accordance with the Legislative Principles, and the Board of Governors Standing Orders, proposals are evaluated (Background cont. on next page)

RECOMMENDED ACTION: It is recommended that the Board of Governors approves proposed sponsored legislation

BACKGROUND (cont.): based on the current political and economic climate and steer away from local district issues, or collective bargaining matters. The proposal recommended for Board of Governors sponsorship in 2015 is below in conceptual form. Legislative language for this proposal will be developed after it is approved by the Board of Governors. The proposal, which deals with concurrent enrollment, is similar to legislation (AB 1415, Holden) sponsored by the board in the 2013-2014 legislative session. This legislation was passed by the Assembly but not by the Senate, so it failed to reach the Governor's desk. Consequently, the proposal is being brought back to the Board for its consideration. If approved, the proposal may or may not reflect the legislative language in AB 1451; the actual legislative language would be developed and finalized in consultation with the legislative author.

Attached for your reference is a copy of the Statement of Legislative Principles and the Standing Orders of the Board of Governors.

2015 Proposal for BOG Sponsored Legislation - Concurrent Enrollment

Recent research has shown that concurrent enrollment can be an effective means of improving the educational outcomes for a broad range of students. Concurrent enrollment, also referred to as dual enrollment, has historically targeted high-achieving students. However, increasingly educators and policymakers are looking toward concurrent enrollment as a strategy to help students who struggle academically or who are at risk of dropping out. In order to provide critical support for under-achieving students, those from groups underrepresented in higher education, those who are seeking advanced studies while in high school, and those seeking a career technical education (CTE) degree or certificate, California needs to rethink the policies governing concurrent enrollment. This proposal would seek to establish a policy framework under which a school district and community college district could create a voluntary partnership to expand concurrent enrollment. Specifically, the proposal would:

- Encourage school districts and community college districts to establish formal concurrent enrollment partnership agreements for the purpose of expanding opportunities for high school students to enroll in community college courses. Partnerships would be designed to reduce time to completion for a degree, certificate, and/or transfer, and provide a seamless transition to college for students not necessarily on a college bound pathway.
- Encourage student support services (as resources permit) in the areas of student assessment, academic advising and career counseling, and academic tutorial systems to help students successfully complete their courses.
- Encourage partnerships to develop pathways of aligned, sequenced coursework that could provide dual credit and allow students to more easily and successfully transition to community college lower division for-credit coursework that leads to an associate degree, is transferrable to UC and CSU, or a college level CTE for-credit course that is part of a sequence of CTE courses leading to a credential or certificate.
- Identify and seek to remove funding penalties or barriers. Existing state policies addressing average daily attendance (ADA) and full-time-equivalent student (FTES) funding for concurrent enrollment students often discourage institutional participation.

This proposal would advance the Student Success Task Force recommendations associated with *Increasing College and Career Readiness* and *Strengthening Support for Entering Students*. The proposal would also support the System Strategic Plan goals around *College Awareness and Access*, and *Student Success and Readiness*.

Attachments:

Statement of Legislative Principles

Procedures and Standing Orders of the Board of Governors

Board of Governors of the California Community Colleges
Statement of Legislative Principles

The Statement of Legislative Principles is adopted by the Board of Governors of the California Community Colleges to provide policy guidelines for the Chancellor when addressing matters pending before the California Legislature. The following constitute the core principles of engagement guiding the development of the System Office's positions on legislation on behalf of the Board of Governors. These principles are designed to:

> 1. Strengthen the California Community Colleges' ability to accomplish their statutory mission to provide the full range of community college programs and services; and
>
> 2. Increase community college student access and success and guarantee affordable, quality education.

Because the Board of Governors supports local governance, an overall guiding principle is that the Board will remain neutral on matters affecting local collective bargaining. Also, the Board of Governors will remain neutral on matters affecting only a particular community college district, except where a policy, precedent, or resource allocations, have the potential of affecting other districts or the system and where the legislation would adversely impact the mission of the community colleges.

These legislative principles align Community College legislative priorities with the goals and priorities identified in the System Strategic Plan as follows:

A. **Promote college awareness and access**: *Increase awareness of colleges as a viable option and enhance access to higher education for growing populations in areas, such as*:

- Enhancing student financial aid to reduce the overall cost of attending college.
- Assisting students with the application process for attending a community college.

B. **Support student success and readiness**: *Promote college readiness and provide the programs and services that help all students achieve their educational and career goals in areas, such as:*

- Increasing effective delivery of English, ESL, and mathematics basic skills education.

- Strengthening the academic preparation of K-12 students and increasing success at a community college.

- Supporting efforts with four-year institutions designed to provide additional transfers to a four-year institution.

C. **Strengthen partnerships for workforce and economic development**: *Enhance the colleges' capacity to respond to current and emerging labor market needs and to prepare students to compete in a global economy in areas, such as*:

- Supporting coordinated state workforce programs and policies.

- Increasing efforts that align career technical education curriculum and program development between community colleges, K-12 and industry.

D. **Improve system effectiveness**: *Strengthen system effectiveness through communication and coordination, regulatory reform and performance measurement in areas, such as:*

- Enhancing and strengthening the bilateral governance model of the Board of Governors and local district governing boards.

    i. Maintaining local authority and control in the administration of the colleges.

    ii. Enhancing the flexibility of the Board of Governors and the chancellor regarding internal management and operation.

- Strengthening college districts' ability to use their capital outlay, infrastructure bonds, and property management funds more efficiently.

- Assuring adequate representation by the California Community Colleges on appropriate boards, commissions, task forces, study groups, and other bodies that may have an impact on the system.

- Developing positions through the Consultation Council as provided by *Board of Governors Standing Order* 317.

E. **Enhance resource development**: *Provide enhanced resources and allocation methods to ensure high-quality education for all in areas, such as*:

- Protecting the fiscal integrity of the system.

- Seeking legislative support for the principles and polices established through the system's budget process in accordance with the priorities established by the Board of Governors.

- Aligning the System Strategic Plan with legislative and fiscal priorities wherever appropriate.

- Ensuring that new reporting requirements are adequately funded and serving the interests of students, the colleges and the system.

Procedures and Standing Orders of the Board of Governors that affect the Legislative Process/Program

Procedures of the Board of Governors
January 2010 Edition

Chapter 1. Operating Procedures

Article 1. Organization

54. Statement of Legislative Principles.
The Board shall adopt and periodically review a Statement of Legislative Principles which shall provide the basic parameters guiding the Chancellor in taking positions on matters pending before the Legislature, the Governor, the Congress, and the President pursuant to section 317.

Chapter 3. Standing Orders of the Board of Governors of the California Community Colleges

Article 2. Operation of the Chancellor's Office

317. Positions on State Legislation.
The Chancellor is authorized to take positions on pending legislation on behalf of the Board of Governors as set forth in this section.
(a)   The Board's Statement of Legislative Principles shall guide the Chancellor.
(b)   Before exercising the delegated authority granted by this section, the Chancellor shall obtain the approval of the President of the Board of Governors and the Chair of the Board Committee on Legislation.
(c)   The Chancellor shall be required to seek the advice of the Consultation Council or obtain approval of the Board of Governors unless a bill (or an amendment):
(1)   Affects agency operations but is not otherwise relevant to system policy; or
(2)   Is determined by the Chancellor to be similar to a prior bill on which a position has been taken; or
(3)   Time restraints make it unfeasible; or
(4)   The bill is consistent with existing Board policies. The Chancellor shall provide the Consultation Council a statement explaining why the position is consistent and schedule the item for the next Consultation Council meeting.
(d)   For any relevant bill or amendment to a bill that does not meet the criteria described in section (c), the Chancellor shall prepare an analysis, seek the advice of the Consultation Council, and recommend to the Board a position on the bill.
(e)   The Chancellor shall promptly inform the Board of Governors and the Consultation Council of any positions taken. Any positions taken will be reported in an Agenda item at the next Board of Governors meeting.
(f)   The Chancellor shall provide for regular review and evaluation of this section. The review and evaluation shall be conducted through the Consultation process, and may be incorporated into the periodic evaluation of the Consultation process pursuant to section 342. The results and any recommendations from the evaluation shall be reported to the Board.

Executive Committee Agenda Item

SUBJECT: Fall Session Debrief and Spring Session Planning		Month: January	Year: 2015
		Item No: IV. A.	
		Attachment: YES	
DESIRED OUTCOME:	Debrief from the 2014 Fall Session and consider for approval the 2015 Spring Session theme and possible keynote presenters.	Urgent: YES	
		Time Requested: 30 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse/Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Fall Plenary Session was held on November 13 – 15, 2014, in Irvine California. Members will debrief about the Fall Plenary Session including the discussion about the program structure, breakout topics, keynote presentations, and other issues. Members will review the attached summary of the evaluation results to prepare for a discussion about the 2015 Spring Plenary Session.

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

2014 Fall Plenary Session Event Feedback
Venue: Irvine Marriott

Attendee Summary Responses:

Out of 296 attendees, 72 individuals responded (24%) to a survey to provide feedback about their experiences during the 2014 Fall Plenary Session. Of the 57 respondents, 27 (41%) have attended over 6 plenary sessions, 13 (19%) attended 3-5 sessions, 13 (19%) have attended 1-2 plenary sessions, and 15 (21%) were first time attendees. While the response rate was low, the survey does provide some feedback for the next plenary session. The following is a brief summary of the survey results.

Of the 15 first-time attendees all responded to the survey but only 4 attended the breakout "Welcome to a Brave New World! A Welcome Session for New Plenary Attendees." Those that did not attend the breakout noted that they did not attend because another breakout that interested them was being held at the same time. When asked how we could encourage new delegates to attend this breakout, one respondent suggested that we offer this breakout at a different time than other sessions. Those who did attend provided positive feedback commenting that this was an essential component for first-time attendees and was very beneficial.

The survey respondents attended Friday morning's Area Meetings as follows Area A – 13; Area B – 11; Area C –16; and Area D – 20 and found the meetings to be useful with 44 providing specific comments including that Area meetings were helpful in reviewing the resolutions, both for clarity and to hear other perspectives, as well as the benefit of networking. However, six respondents commented that the Area meetings were not useful for a variety of reasons. When asked about whether or not there was enough time to discuss important issues at the Area meetings, 25 stated that the review time of the resolutions was too short and seemed rushed. The few who did not attend their Area Meetings stated the reason was a conflict with another meeting.

When respondents were asked if there was a topic missing from the program that they wished we would cover, 50 said no and 15 provided suggestions, including:
- Leadership training
- Impact of recent changes (repeatability, transfer curriculum, 4-year degrees, etc.)
- Budget changes and implications of performances based funding
- BSI and Faculty Development as it relates to FLEX
- AB86
- Union/Senate Cooperation

In response to the question about whether or not session materials were available prior to the plenary session in a timely manner, 64 replied very satisfied or satisfied with many commenting that it was great to have the materials available ahead of time to follow along during the presentations and all seemed in order.

Respondents were asked if they accessed the ASCCC Session webpage through their Smartphone or Tablet while sitting in any presentations—28 of 66 respondents said yes. Those who did access through technology noted that they frequented the schedule, agenda, asccc.org, and plenary session materials. About five respondents commented on the lack of Wi-Fi access in the conference areas, and uploading some of the web-pages through cell data was very slow. Others noted that the paper version was adequate.

Respondents were asked if they received enough information on Thursday and Friday to debate the resolutions; informing them of the importance that the Academic Senate prepares them to represent their colleges and consider resolutions thoroughly. Fifty-two respondents answered positively and when asked what could we have done differently made a few suggestions, such as

- Too many resolutions were included and not enough time to discuss with other areas
- Have breakout sessions on the different resolutions, providing more time to discuss
- More workshops on intent of resolutions
- Provide pros and cons prior to Saturday resolution voting

Respondents were asked about whether or not the event should begin with a general session or breakout session overwhelmingly individuals commented that the plenary session should begin with a general session – 58 general session and 8 breakouts. When asked about the general session topics, the respondents provided: panel discussion on technology initiatives 35 useful, 17 did not attend, 8 somewhat useful, and 1 not useful; panel presentation on Adult Education at a Crossroads 31 useful, 16 somewhat useful, 8 did not attend, and 6 not useful; panel on student success 44 useful, 10 somewhat useful, 8 did not attend, and 1 not useful; and gender equity 36 useful, 15 somewhat useful, 5 did not attend, and 5 not useful. Although most of the respondents found the content of the panel discussions to be useful, some noted that they would have preferred to have some time to talk and socialize over lunch. There were a number of very positive comments regarding each of the panel discussions. Please review the survey results (link below) to review these comments.

As for the breakouts, about half of the participants 53 agreed that the topics presented were relevant and beneficial, and almost 48 thought there was enough time devoted to each topic. Thirty nine respondents noted their opinion of the most interesting topics. One respondent noted that it is difficult to rate "breakouts overall" because the quality and usefulness varied dramatically.

Fifty-six respondents expressed overall satisfaction with the Irvine Marriott. Since the Fall 2015 Plenary Session will be held again at the Irvine Marriott respondents were ask about areas of concern – majority responded with the need for Wi-Fi access in the meeting rooms and the vegetarian options.

Respondents noted the ASCCC staff was helpful and courteous with 69 providing positive feedback with comments ranging from "professional, friendly, supportive, and extremely helpful, to very hospitable making each interaction as easy as conversation with familiar family members and friends."

In response to a question about what types of exhibitors/vendors we should have at our events, respondents said they would like to see on exhibit in spring choices for graduate programs (14), leisure/vacation activities (5), classroom tools/resources (39), CalSTRS (33), and others. (CCC Foundation/College Buys, ASCCC resources and committees, and information about Research Experience for Undergraduate including – i.e., internships, scholarship, leadership opportunities).

Respondent were ask if they have an effective method of communicating with others at their college/district that they could share with the Academic Senate for California Community Colleges as an effective practice for disseminating the information? The majority of respondents advised that they use email. A few commented that they just send the email to their Senate or local president. Nothing extraordinary was shared.

When asked how many plan on attending the Spring 2015 Plenary Session at the Westin San Francisco Airport, 40 responded that they would attend and 18 were not sure.

Entire survey results can be found at
https://www.surveymonkey.com/results/SM-765JLMMV/

SPRING 2015 PLENARY SESSION PROGRAM – ALTERNATIVE
Thursday, April 9, 2015

7:30 a.m. to 8:15 a.m. Registration/Delegate Sign In/Continental Breakfast
Westin Ballroom Foyer

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

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

FIRST GENERAL SESSION (8:30 a.m. to 9:45 a.m.)
Welcome
Call to Order and Adoption of the Procedures *[discuss]*
Keynote Presentation

9:45 am – 10:00 am – Refreshment Break

FIRST BREAKOUT SESSION (10:00 a.m. to 11:10 a.m.)

SECOND BREAKOUT SESSION (11:20 a.m. to 12:30 p.m.)

SECOND GENERAL SESSION (12:30 p.m. to 2:30 p.m.)

12:30 p.m. – 1:15 p.m. Lunch (networking)
1:15 p.m. – 1:30 p.m. Election Nominations, *Elections Chair*
1:30 p.m. - 1:50 p.m. State of the Senate
1:50 p.m. - 2:30 p.m. – Keynote Speaker Presentation
Westin Ballroom

2:30 p.m. – 2:45 p.m. Break

THIRD BREAKOUT SESSION (2:45 p.m. to 4:15 p.m.)

4:45 p.m. to 5:45 p.m. Caucus Meeting
4:45 p.m. to 5:45 p.m.   Discipline List Hearing
4:45 p.m. to 5:45 p.m. Resolution Writing
6:00 p.m. to 6:30 p.m. Candidate Orientation
6:30 p.m. to 8:30 p.m. Reception

7:30 a.m. Registration/Delegate Sign in (*Westin Ballroom Foyer*)
8:00 a.m. to 8:30 a.m. – Breakfast (*Westin Ballroom Foyer*)

THIRD GENERAL SESSION (8:30 a.m. to 9:45 a.m.) – Election Speeches
(*Westin Ballroom*)

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

10:00 a.m. to 12:00 noon. Area Meetings
Area A, James Todd, Area A Representative
Area B, Dolores Davison, Area B Representative
Area C, John Freitas, Area C Representative
Area D, Cynthia Rico, Area D Representative

FOURTH GENERAL SESSION (12:15 p.m. to 2:15 p.m.)
12:15 p.m. to 1:00 p.m. Lunch
1:15 p.m. – 2:15 p.m. General Session:

FIFTH BREAKOUT SESSION (2:30 p.m. to 3:45 p.m.)

4:00 p.m. Resolution and Amendments Due
4:00 p.m. – 5:00 p.m. Candidate Forum
4:00 p.m. to 5:00 p.m. Caucus Meeting
6:15 p.m. to 6:45 p.m. Executive Committee Meeting (*President's Suite*)
5:15 p.m. – 6:30 p.m. Foundation Reception

Saturday, April 11, 2015

7:30 a.m. to 8:00 a.m. Final Delegate Sign In
7:30 a.m. to 8:00 a.m. – Breakfast

FIFTH GENERAL SESSION (8:30 a.m. to 11:45 a.m.)
Announcements
Elections Begin
Resolution Voting Begins

12:00 p.m. – 12:45 p.m. Lunch Buffet
Westin Ballroom

Secretary's Report
John Stanskas, Secretary

Treasurer's Report
Wheeler North, Treasurer

FIFTH GENERAL SESSION CONTINUES (1:00 p.m. to 3:30 p.m.)

January 2015

1. January Executive Committee meeting: discuss theme, general sessions, breakouts, presenters, facilitators.
2. Possible Breakout Topics due to Julie - January 21, 2015 (for February meeting).
3. Draft papers due January 21, 2015 - Send with Agenda item (for February meeting).

February 2015

1. Area meeting information due to Tonya - February 6, 2015 (for posting on website).
2. Save the date emailed - February 9, 2015.
3. Draft papers due February 18, 2015 - Send with Agenda item (for March meeting).
4. Pre-session resolutions due to Julie - February 18, 2015 (for March meeting).

March 2015

1. A/V Needs due to Tonya - March 6, 2015.
2. Presenter List due to David/Julie - March 6, 2015.
3. Room availability guarantee expires -March 8, 2015.
4. Final breakout descriptions due to Julie- March 16, 2015
5. Early Registration expires- March 23, 2015.
6. Area Meetings - March 27-28, 2015
7. Deadline for Area A and B Meeting resolutions to Julie - March 28, 2015
8. All presentations, handouts, and material due for posting to website to Tonya - March 27, 2015

April 2015

1. "Print your Boarding Pass and Breakouts" Email Out: April 3, 2015.
2. Spring Session - April 9-11, 2015 SFO Westin.

Executive Committee Agenda Item

SUBJECT: Accreditation Institute Final Program		Month: January	Year: 2015
		Item No: IV. B	
		Attachment: Yes	
DESIRED OUTCOME:	Inform the Executive Committee of the final program for the Accreditation Institute	Urgent: No	
		Time Requested: 10 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

In October and November, the Executive Committee approved the outline and draft program for the 2015 ASCCC Accreditation Institute. This item includes the complete program for final approval.

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

ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

ACCREDITATION INSTITUTE
FEBRUARY 20-21, 2015
San Mateo Marriot

Friday, February 20

9:00AM Continental Breakfast and Check-In

10:00 – 11:00 General Session 1
>   Brief Welcome

>   *Where Have We Been? Where Are We Going?* Constance Carroll

>   *The history and future of accreditation and how accreditation has shaped the California Community College system.*

11:15 – 12:15 Breakout Session 1

>   1. Accreditation 101: Accreditation and Peer Review in Higher Education
>   Randy Beach, Southwestern College
>   Phil Crawford, ASCCC North Representative
>   Rebecca Wolniewicz, Southwestern College

So this is your first accreditation institute? Learn about the accreditation process for community colleges and the federal basis for peer review across the country. If you are new to local accreditation on your campus, this is the break-out for you! We will give an overview of the four standards that work together and reflect upon the institution's competence to define and promote student success, academic quality, institutional integrity, and excellence. Beginning with the mission statement, and the degree to which student learning and support services actually help achieve the mission, this session will also review what human, physical, technology, and financial resources are required to demonstrate compliance.

>   2. Boards, Unions, and other Things You Will Get Dinged for That You Can't Do Anything About
>   Michael Heumann, Imperial Valley College
>   Michelle Grimes-Hillman, ASCCC South Representative

Sometimes a college does everything right in the development of a self-evaluation, but all of that good is undermined by factors outside the college's (and the writing team's) control: namely, unions and boards. How does a college respond when a board member proudly exclaims

ignorance of Institutional Learning Outcomes? What to do when a union refuses to support a contract change mandated by the ACCJC? Join us as we discuss these and many other questions beyond our control.

3. Student Services, Libraries and Equity in the Online Arena
   Stephanie Curry, Reedley College
   Pat James, OEI Director
   Dolores Davison, ASCCC Area B Representative

ACCJC places a great deal of focus on the evaluation of a college's distance education program, but one area that is too-often overlooked is the role played by student services. After all, DE classes are designed to be equivalent to face-to-face classes in every way, and this extends to services students rely on for success, such as assessment, counseling, financial aid, disability services, orientation, and articulation. Join us as we explore the challenges and benefits of closely integrating DE and student services in your college.

4. Preparing Your Campus for A Site Visit
   Danny Martino, Santiago Canyon College
   James Todd, ASCCC Area A Representative
   John Stanskas, ASCCC Secretary

You have spent years working on your self-evaluation report and now your visit is on the horizon. Does your campus already have accreditation fatigue? This breakout will focus on strategies to get your campus and faculty ready for the site visit.

12:30 – 2:00   General Session 2
                Welcome (ASCCC President, Foundation President)

                Institutional Effectiveness – What Can the Chancellor's Office Do for You?

                Theresa Tena, Vice Chancellor of Institutional Effectiveness
                Paul Steenhausen, Executive Director California Student Success Center
                Julie Bruno, ASCCC Vice President
                Barry Gribbons, Vice President of Institutional Development, College of the Canyons

                The Chancellor's Office has created a new division of Institutional Effectiveness to provide technical assistance to colleges in the areas of accreditation, fiscal viability, student performance and compliance with state and federal guidelines. The Foundation for California Community Colleges has also recently launched the California Student Success Center to strengthen coordinate, and amplify the student success across the state. Find out how these two new programs together can help local colleges.

                Lunch

2:15 – 3:30   Breakout Session 2

1. Distance Education: Regular Effective Contact
        Dolores Davison, ASCCC Area B Representative
        Michael Heumann, Imperial Valley College
        Pat James, OEI Director

Distance education courses are under increased scrutiny for regular, effective contact as more courses are offered online.   In addition, there are requirements for programs of study that may be offered through an online modality for a majority of the courses. How is distance education evaluated on your campus? What are the standards by which you evaluate the effectiveness of the modality? Join us for a discussion of all things D.E. in the context of accreditation.

2. Student Learning Outcomes and Continuous Quality Improvement
        Randy Beach, Southwestern College
        James Todd, ASCCC Area A Representative
        Rebecca Wolniewicz, Southwestern College

Student Learning Outcomes are expected to reach the continuous quality improvement level for current evaluation cycles. SLO Assessment results are supposed to factor into college planning and budgeting processes. Plus, the new standards expect the disaggregation of student learning outcomes assessments to be used in the context of equity and support. Join us as we discuss the current standards and how colleges can plan to meet the new standards.

3. Changing the Culture – Facilitating Campus Wide Involvement in the Self-Evaluation Process
        Danny Martino, Santiago Canyon College
        Stephanie Curry, Reedley College
        Kay Weiss, Dean of Humanities, San Bernardino Valley College
        John Stanskas, ASCCC Secretary

This is a discussion breakout for those of you trying to figure out how to disseminate all the great information you have acquired about accreditation to the rest of your campus. How do you truly involve the institution in a continuous dialog pertinent to the self-evaluation process? Bring your ideas, what has or has not worked at your campus, and join us for a discussion.

4. Silver Linings: Thriving Through Sanctions
        Susanna Gunther, Solano College
        Stan Carrizosa, President, College of the Sequoias
        Phil Crawford, ASCCC North Representative
        Julie Bruno, ASCCC Vice President

Has your school been told they are on sanctions? Do you expect that your school will be placed on sanctions soon? What does this mean? While getting through this experience is stressful and can be nerve-wracking and confusing, positive outcomes and experiences are possible. This

panel and audience will participate in a discussion regarding what can be done to maximize your school's potential for getting off sanctions, while at the same time reaping possible long-term benefits from the experience of living through sanctions.

3:45 – 5:00   Breakout Session 3

1. Institutional Set Standards
   Randy Beach, Southwestern College
   Rebecca Wolniewicz, Southwestern College
   Theresa Tena, Vice Chancellor of Institutional Effectiveness

The new standards for ACCJC reference Institutional Set Standards as benchmarks local colleges use to evaluate their effectiveness. Has your college had discussions about this? How involved are you in the identification and evaluation of these benchmarks. The Chancellor's Office has set standards adopted by the Board of Governors in the fall of 2014. How might these standards assist local colleges with a wealth of readily available data? Join us for an informative breakout about setting standards and using data.

2. Human Resources, Professional Development and Employee Evaluation
   Phil Crawford, ASCCC North Representative
   Kay Weiss, Dean of Humanities, San Bernardino Valley College
   Dolores Davison, ASCCC Area B Representative

The new standards have specific requirements for employee evaluation and SLO assessment as well as professional development standards. The ASCCC adopted a position, Fall 2014 Resolution 2.01, that defines this standard for the field. What is expected of colleges to meet the standard? How are the requirements for professional development useful to faculty and administrators working to continuously improve teaching and learning? We will review the ACCJC standards in human resources with special emphasis on staff development and peer evaluation including the appropriate incorporation of SLOs.

3. College Processes in the Context of Accreditation: An Opportunity for Equity
   Susanna Gunther, Solano College
   Stephanie Curry, Reedley College
   James Todd, ASCCC Area A Representative

Good news! All the work your college recently accomplished in building your Student Success and Support Program Plan (SSSP) will pay off, not just for students, but for your continuing accreditation process. And did you know that your Student Equity Plans are equally as important? This breakout will have two strands. First, learn about the SSSP and Student equity Plans and their requirements—find out what they are, what they do, and what data they produce. Then, learn how to meaningfully use these new plans to fulfill Accrediting Commission for Community and Junior Colleges accreditation standards on equity and equitable services.

4. Accreditation Challenges in Multi-College Districts

Danny Martino, Santiago Canyon College
Bill Scroggins, President Mt. San Antonio College
John Stanskas, ASCCC Secretary

Colleges in multi-college districts are migrating to a place where all colleges in the district are undergoing peer review accreditation in the same cycle. This can require a coordination of time, energy, and resources across a district. There may be special challenges to the coordination of standards that involve district processes as distinct from local college processes. And remember, the college is accredited not the district; thus any deficiencies in district processes will reflect in the college report. How can colleges and districts work together to best coordinate their efforts to improve systems and have successful evaluations? Join us for a lively discussion.

5:30   ASCCC Foundation hosting *Critical Conversations with Alcohol*

Saturday, February 21

8:30 – 9:45   Breakout Session 4

1. Accreditation 102: Sanctions, Two-Year Rules, Q&A time
   Susanna Gunther, Solano College
   Michelle Grimes-Hillman, ASCCC South Representative
   John Stanskas, ASCCC Secretary

So you already know the basics of accreditation. Welcome to level two! Let's talk about sanctions, two-year rules, and anything else that may be burning a hole in the back of your brain!

2. Institutional Learning Outcomes
   Randy Beach, Southwestern College
   Danny Martino, Santiago Canyon College
   Dolores Davison, ASCCC Area B Representative

Do you know what your Institutional Learning Outcomes are? How do you measure success? Do they match the new ACCJC standards? Come learn what the new standards require for Institutional/ General Education Level Learning Outcomes and strategies to meet the standards.

3. What to Do When You Know You Don't Meet the Standard
   Michael Heumann, Imperial Valley College
   James Todd, ASCCC Area A Representative

Let's face it—most of our colleges have weak spots, and often those weak spots become vividly obvious every six years during the accreditation self-evaluation. So how should your

college respond to unmet standards in your self-evaluation? How should they be addressed during the site-visit and beyond? Is it possible to turn a weakness into a strength by addressing the problem and implementing a positive solution? Come join us to explore these issues with a host of lessons learned and actions taken. P.S. Don't lie.

4. Team Training – Views from Visiting Teams
        Stephanie Curry, Reedley College
        Bill Scroggins, President, Mt. San Antonio College
        Kay Weiss, Dean of Humanities, San Bernardino Valley College
        Julie Bruno, ASCCC Vice President

What is it like to be on a visiting team? How are team members trained? How do you become a team member? Come learn from former visiting team members about their experience with training and site visits. Find out what they learned that might help your colleges through the accreditation process.

10:00 – 11:45 General Session 3

Institutional Set Standards
Matt Wetstein, Assistant Superintendent/Vice President of Instruction &
        Planning at San Joaquin Delta College and President of the Research and
        Planning Group of California Community Colleges

The new ACCJC standards include the requirement for institutions to establish "institution-set standards" (I.B.3) for student achievement, as well assess the institution's accomplishment of these standards. Also, the new accreditation prompt institutions to disaggregate learning outcome and achievement data (I.B.6) and to use that data to identify performance gaps and develop implementation strategies to mitigate them. How do these standards work together in the context of Eligibility Requirement 11 that calls for program specific standards of achievement? How can my district have meaningful dialogue on the effect of these standards on our local planning processes? We'll examine that interplay between standards and eligibility requirement and show examples of effective implementation of these standards at several college districts around the state.

Overview of New Accreditation Standards – Integrity
Randy Beach, ASCCC Accreditation Committee

The new standards have taken all the standards regarding integrity and rolled them up into one. But what does this mean for colleges? If districts are to act with "integrity" in regards to policies, actions, and communications, what exactly does that mean? What does it look like? How do we measure it? Walk through the Standard I.C with us as we offer up dos and don'ts to stay in compliance with this standard.

        Closing Remarks

Executive Committee Agenda Item

SUBJECT: Academic Academy Draft Program		Month: January	Year: 2015
		Item No: IV. C.	
		Attachment: YES	
DESIRED OUTCOME:	Approve Draft Program for Academic Academy 2015	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Action Item	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	James Todd	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Equity and Diversity Action Committee and Transfer, Articulation, and Student Services Committee have put together a draft program of the ASCCC Academic Academy for Executive Committee Review.

The 2015 Academic Academy will be focused on SSSP and Student Equity Plans, and will bring together several areas of community colleges, including Student Services, Instruction, Library, and Research.

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

Academic Academy Program 2015

Saturday, March 14, 2015

7:30-8:45 AM   **Breakfast Buffet**

9:00 – 10:15 AM   **Breakout Session Block IV**

- Opening Door to Excellence
- Equity Core Teams: Moving Equity to the Center through Community Organizing, Critical Reflection, and Dialogic Praxis
- Giving Students the EDGE and CROSSroads-Closing the Remedial Gap
- What *Is* Cultural Competency, and What Does It Mean to Plan for It?

10:30 – 11:45 AM   **Breakout Session Block V**

- Incorporating Equity into the Program Review and Institutional Planning Processes
- Implementing Effective SI: A How-to Guide for Community College Faculty & SI Leaders (need additional—Get Chaffey and SI)
- "I *Can* Afford College" and Associate Degree for Transfer Programs
- Sharing SSSP/Student Equity Plans, Session 2

12:00-1:30   **Lunch and California Community Colleges Chancellor's Office Discussion: SSSP and Equity Plans**

1:45 – 3:00 PM Breakout Session Block VI

- Career Café and Your Classroom
- Assessment and Equity
- Engaging Students in Their Education: Intervention NUDGES: Messaging Your Students to Success
- Men of Color
- GE Pathways
- Researcher Panel: Getting Data Right—Effective Methods of Equity Research

3:15-3:45 PM   **What We've Learned and Where We are Going: A Conference Wrap Up**

Academic Academy Program 2015

PROGRAM DRAFT

Friday, March 13, 2015

9:00 AM Continental Breakfast & Registration

10:00 - 10:15 AM Welcome, and Introduction to Student Success and Equity

10:15– 11:45 AM—Darla Cooper, Keynote Address: "Leading Student Success Through Equity" and Student Panel Discussion

11:50 – 1:00 PM: Lunch and State of the Senate, David Morse

1:15 – 2:30 PM Breakout Session Block I

- Basic Skills and Beyond: Expanding the First-Year Experience with Equity
- Online Education Planning Tools: Sacramento City College and Saddleback College
- Re-inventing the Conversation and Resources for Equitable Student Success
- Strategies for Student Voice in Equity Initiatives

2:45 – 4:00 PM Breakout Session Block II

- Equity-in-Action: *Implementing Equity-Minded Frameworks*
- From Multicultural Infusion to Equity Transformation
- Education Planning Initiative Update – What We've Been Doing and Where We Are Headed
- Researcher Panel: Communicating Equity Data on Campus and throughout the District

4:15 – 5:30 PM Breakout Session Block III

- First Year Experience Learning Communities: Pathways to College Readiness
- Sharing SSSP/Student Equity Plans, Session 1
- Equity's Others: Going Beyond the Student Equity Plan Template
- Utilizing the ASCCC Paper on Role of Counseling to Define the Delivery of Counseling Services

5:45– 6:45 PM No Host Reception

Executive Committee Agenda Item

SUBJECT: Proposed revisions to Title 5 regarding distance education		Month: January	Year: 2015
		Item No. IV. D.	
		Attachment: YES	
DESIRED OUTCOME:	The board will review for consideration approving the two sets of proposed revisions to Title 5 forward to consultation with the Chancellor's Office.	Urgent: YES	
		Time Requested: 25 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	J. Freitas	Consent/Routine	
		First Reading	X
STAFF REVIEW[1]	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At its October 31, 2014 meeting, the Online Education Committee recognized the need to revise the Title 5 language on distance education to reflect the actual federal regulatory language on distance education. Specifically, there is a need to revise the definition of distance education in Title 5 to align with the federal definition, and to also include a definition for correspondence education in Title 5 (currently there is no Title 5 definition for correspondence education). The resolution adopted by the body at the 2014 Fall Plenary Session on this matter is:

> **7.07 F14   *Alignment of the Title 5 Definition of Distance Education with the
> Federal Definition of Distance Education***
> *Whereas, The Code of Federal Regulations Title 34, Education §600.2 includes a definition of distance education which includes a requirement that regular and effective contact is initiated by the instructor;*
>
> *Whereas, California Code of Regulations Title 5 §55204 contains a definition of distance education which includes a requirement for "regular effective contact between instructor and students" and establishes that "Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq."; and*
>
> *Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) relies only on the federal definitions of distance education for their standards and policies, and while California community colleges may be in compliance with the Title 5 requirements, they may not be in compliance with the federal regulations and ACCJC requirements;*

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

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; and

Resolved, That the Academic Senate for California Community Colleges provide assistance to local senates and curriculum committees to ensure that colleges are in compliance with all state, accreditation, and federal distance education requirements.

The Title 5 regulation referenced in the resolution is actually §55200, not §55204. However, the committee also recognized that §55204 also needs to be revised to be consistent with the proposed revision to §55200.

The committee also considered proposed revisions to Title 5 §§58003.1 and 58009 on attendance accounting. Specifically, these proposed changes aim to remove the distinction between attendance accounting methods for distance education courses and face-to-face courses. This revision is driving by resolution 13.03 S13:

Whereas, There is significant attention to the potential for online and distance education to improve access to California community colleges from both the Governor and the Legislature;

Whereas, Title 5 §58003.1(f)(1) requires that the weekly student contact hours (WSCH) for credit distance education (DE) courses be determined by the credit units awarded for the course, not the actual student contact hours used for attendance accounting for the equivalent on-site credit courses;

Whereas, Using credit units instead of actual student contact hours for attendance accounting results in less FTES generated by DE courses offered at colleges on compressed calendars than FTES generated by their equivalent on-site courses, resulting in less apportionment received per DE course for the same cost of instruction as the equivalent on-site credit courses; and

Whereas, This resulting disparity in apportionment to colleges on compressed calendars may result in de facto financial penalties for those colleges, and discourages the offering of sections of distance education courses needed to meet the demand of the communities they serve;

Resolved, That the Academic Senate for California Community Colleges support regulatory changes that allow attendance accounting for all credit distance education courses to be based on the student contact hours stipulated in the course outline of record rather than on the credit units, in alignment with the attendance accounting methods for the equivalent onsite credit courses.

Currently, distance education courses that are offered in asynchronous mode (the vast majority) must use the independent study accounting method rather than WSCH or DSCH methods to calculate FTES. For colleges/districts on compressed calendars, this appears to result in less FTES

generated per section for a distance education course versus a face-to-face course. This provides colleges on a compressed calendar a disincentive to offer distance education courses. On a more principled level, distance education courses, regardless of mode of delivery, are supposed to have regular and effective contact between instructor and student, just as in a face-to-face course. Thus, there should be no distinction in attendance accounting for distance education because the requirement for regular and effective contact assures that there is no difference in quality between face-to-face instruction and online instruction.

At its December 5 meeting, the Online Education Committee reviewed proposed revisions to §§55200 and 55204 (see attached), and to §§58003.1 and 58009, and recommended bring forward those revisions to the Executive Committee for consideration to move forward to consultation with the Chancellor's Office for further action by the Chancellor's Office as a proposal to the Board of Governors to make the proposed changes to Title 5.

Proposed Revisions to Title 5 Sections 55200 and 55204

Below are draft revisions to Title 5 Sections 55200 and 55204. Resolution 7.07 F14 called for revising Title 5 in order to align the definitions of Title 5 with the Federal definitions of distance education and correspondence education, definitions which are used by accreditors:

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; and

Resolved, That the Academic Senate for California Community Colleges provide assistance to local senates and curriculum committees to ensure that colleges are in compliance with all state, accreditation, and federal distance education requirements.

There was an oversight in the resolution. Section 55204 refers to instructor contact. It is in section 55200 where the definition of distance education resides. Also, currently there is no state definition for correspondence education, yet the U.S. Department of Education (USDE) regulation 34 CFR Section 600.2 adopted in 2010 includes distinct definitions for distance and correspondence education, definitions which are used by accreditors. The Online Education Committee proposes revising Title 5 Section 55200 such that it includes the identical definitions of distance education and correspondence education adopted by the USDE. The committee also proposes revising Title 5 Section 55204 to explicitly state instructor-<u>initiated</u> regular and effective contact (USDE refers to this as regular and substantive interactions between students and instructor). Accreditors are looking carefully at whether or not colleges with distance education programs are ensuring that there is instructor-initiated regular and effective contact in distance education courses in order to demonstrate the federal requirement for regular and substantive interaction.

§ 55200. Definition and Application.

~~Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.~~ (a) <u>Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the instructor and to support instructor-initiated regular and effective contact between the students and the instructor, either synchronously or asynchronously. The technologies may include—</u>
     <u>(1) The internet;</u>
     <u>(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;</u>
     <u>(3) Audio conferencing; or</u>
     <u>(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1)</u>

through (3) of this definition.

All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

(b) Correspondence course:
    (1) A course provided 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. Interaction between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced.
    (2) If a course is part correspondence and part residential training, the Chancellor considers the course to be a correspondence course.
    (3) A correspondence course is not distance education.

Note: Authority cited: Section 66700 and 70901, Education Code: References: Sections 70901 and 70902, Education Code; title 29 United States Code section 794d, and title 42 United States Code section 12100 et seq.

§ 55204. Instructor-Initiated Regular and Effective Contact.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes instructor-initiated regular and 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, voice mail, e-mail, or other activities.~~ the use of technology consistent with § 55200. Regular and effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

Title 34: Education
PART 600—INSTITUTIONAL ELIGIBILITY UNDER THE HIGHER EDUCATION
ACT OF 1965, AS AMENDED
Subpart A—General

§600.2 Definitions.

Link to an amendment published at 79 FR 65006, October 31, 2014.

The following definitions apply to terms used in this part:

Accredited: The status of public recognition that a nationally recognized accrediting agency grants to an institution or educational program that meets the agency's established requirements.

Award year: The period of time from July 1 of one year through June 30 of the following year.

Branch Campus: A location of an institution that is geographically apart and independent of the main campus of the institution. The Secretary considers a location of an institution to be independent of the main campus if the location—

(1) Is permanent in nature;

(2) Offers courses in educational programs leading to a degree, certificate, or other recognized educational credential;

(3) Has its own faculty and administrative or supervisory organization; and

(4) Has its own budgetary and hiring authority.

Clock hour: A period of time consisting of—

(1) A 50- to 60-minute class, lecture, or recitation in a 60-minute period;

(2) A 50- to 60-minute faculty-supervised laboratory, shop training, or internship in a 60-minute period; or

(3) Sixty minutes of preparation in a correspondence course.

Correspondence course: (1) A course provided 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. Interaction between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced.

(2) If a course is part correspondence and part residential training, the Secretary considers the course to be a correspondence course.

(3) A correspondence course is not distance education.

Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Direct assessment program: A program as described in 34 CFR 668.10.

Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include—

(1) The internet;

(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

(3) Audio conferencing; or

(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.

Educational program: (1) A legally authorized postsecondary program of organized instruction or study that:

(i) Leads to an academic, professional, or vocational degree, or certificate, or other recognized educational credential, or is a comprehensive transition and postsecondary program, as described in 34 CFR part 668, subpart O; and

(ii) May, in lieu of credit hours or clock hours as a measure of student learning, utilize direct assessment of student learning, or recognize the direct assessment of student learning by others, if such assessment is consistent with the accreditation of the institution or program utilizing the results of the assessment and with the provisions of §668.10.

(2) The Secretary does not consider that an institution provides an educational program if the institution does not provide instruction itself (including a course of independent study) but merely gives credit for one or more of the following: Instruction provided by other institutions or schools; examinations or direct assessments provided by agencies or organizations; or other accomplishments such as "life experience."

Eligible institution: An institution that—

(1) Qualifies as—

(i) An institution of higher education, as defined in §600.4;

(ii) A proprietary institution of higher education, as defined in §600.5; or

(iii) A postsecondary vocational institution, as defined in §600.6; and

(2) Meets all the other applicable provisions of this part.

Federal Family Education Loan (FFEL) Programs: The loan programs (formerly called the Guaranteed Student Loan (GSL) programs) authorized by title IV-B of the HEA, including the Federal Stafford Loan, Federal PLUS, Federal Supplemental Loans for Students (Federal SLS), and Federal Consolidation Loan programs, in which lenders use their own funds to make loans to enable students or their parents to pay the costs of the students' attendance at eligible institutions. The Federal Stafford Loan, Federal PLUS, Federal SLS, and Federal Consolidation Loan programs are defined in 34 CFR part 668.

Incarcerated student: A student who is serving a criminal sentence in a Federal, State, or local penitentiary, prison, jail, reformatory, work farm, or other similar correctional institution. A student is not considered incarcerated if that student is in a half-way house or home detention or is sentenced to serve only weekends.

Legally authorized: The legal status granted to an institution through a charter, license, or other written document issued by the appropriate agency or official of the State in which the institution is physically located.

Nationally recognized accrediting agency: An agency or association that the Secretary recognizes as a reliable authority to determine the quality of education or training offered by an institution or a program offered by an institution. The Secretary recognizes these agencies and associations under the provisions of 34 CFR part 602 and publishes a list of the recognized agencies in the Federal Register.

Nonprofit institution: An institution that—

(1)(i) Is owned and operated by one or more nonprofit corporations or associations, no part of the net earnings of which benefits any private shareholder or individual;

(ii) Is legally authorized to operate as a nonprofit organization by each State in which it is physically located; and

(iii) Is determined by the U.S. Internal Revenue Service to be an organization to which contributions are tax-deductible in accordance with section 501(c)(3) of the Internal Revenue Code (26 U.S.C. 501(c)(3)); or

(2) For a foreign institution—

(i) An institution that is owned and operated only by one or more nonprofit corporations or associations; and

(ii)(A) If a recognized tax authority of the institution's home country is recognized by the Secretary for purposes of making determinations of an institution's nonprofit status for title IV purposes, is determined by that tax authority to be a nonprofit educational institution; or

(B) If no recognized tax authority of the institution's home country is recognized by the Secretary for purposes of making determinations of an institution's nonprofit status for title IV purposes, the foreign institution demonstrates to the satisfaction of the Secretary that it is a nonprofit educational institution.

(3) Is determined by the U.S. Internal Revenue Service to be an organization to which contributions are tax-deductible in accordance with section 501(c)(3) of the Internal Revenue Code (26 U.S.C. 501(c)(3)).

One-academic-year training program: An educational program that is at least one academic year as defined under 34 CFR 668.2.

Preaccredited: A status that a nationally recognized accrediting agency, recognized by the Secretary to grant that status, has accorded an unaccredited public or private nonprofit institution that is progressing toward accreditation within a reasonable period of time.

Recognized equivalent of a high school diploma: The following are the equivalent of a high school diploma—

(1) A General Education Development Certificate (GED);

(2) A State certificate received by a student after the student has passed a State-authorized examination that the State recognizes as the equivalent of a high school diploma;

(3) An academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree; or

(4) For a person who is seeking enrollment in an educational program that leads to at least an associate **degree** or its equivalent and who has not completed high school but

who excelled academically in high school, documentation that the student excelled academically in high school and has met the formalized, written policies of the institution for admitting such students.

Recognized occupation: An occupation that is—

(1) Identified by a Standard Occupational Classification (SOC) code established by the Office of Management and Budget or an Occupational Information Network O*NET-SOC code established by the Department of Labor and available at *http://online.onetcenter.org* or its successor site; or

(2) Determined by the Secretary in consultation with the Secretary of Labor to be a recognized occupation.

Regular student: A person who is enrolled or accepted for enrollment at an institution for the purpose of obtaining a degree, certificate, or other recognized educational credential offered by that institution.

Secretary: The Secretary of the Department of Education or an official or employee of the Department of Education acting for the Secretary under a delegation of authority.

State: A State of the Union, American Samoa, the Commonwealth of Puerto Rico, the District of Columbia, Guam, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau. The latter three are also known as the Freely Associated States.

Teach-out plan: A written plan developed by an institution that provides for the equitable treatment of students if an institution, or an institutional location that provides 100 percent of at least one program, ceases to operate before all students have completed their program of study, and may include, if required by the institution's accrediting agency, a teach-out agreement between institutions.

Title IV, HEA program: Any of the student financial assistance programs listed in 34 CFR 668.1(c).

(Authority: 20 U.S.C. 1071, *et seq.,* 1078-2, 1088, 1091, 1094, 1099b, 1099c, 1141; 26 U.S.C. 501(c))

[59 FR 22336, Apr. 29, 1994, as amended at 63 FR 40622, July 29, 1998; 64 FR 58615, Oct. 29, 1999; 71 FR 45692, Aug. 9, 2006; 74 FR 55425, Oct. 27, 2009; 74 FR 55932, Oct. 29, 2009; 75 FR 66946, Oct. 29, 2010, 75 FR 67192, Nov. 1, 2010]

Draft Revisions to Title 5 Sections 58003.1 and 58009

Below are draft revisions to Title 5 Sections 58003.1 and 58009 recommended by the Online Education Committee to eliminate the difference in attendance accounting between DE and face to face courses.

Currently, only DE courses taught synchronously can use the WSCH or DSCH attendance accounting methods, while asynchronous DE courses are treated the same as independent study and cooperative work experience courses for the purposes of attendance accounting. While the differences in accounting methods don't affect colleges on standard calendars, colleges and districts on compressed calendars generate less FTES for DE courses taught asynchronously. This provides a financial disincentive for compressed calendar colleges and districts to expand DE offerings at a time when there is a push to expand DE access in California. Furthermore, the current regulations that equate DE to independent study and work experience courses is disrespectful to distance education faculty. The proposed revisions to Title 5 will allow districts to use WSCH and DSCH attendance accounting for all DE courses, synchronous and asynchronous, eliminate the financial disincentive for districts and colleges on compressed calendars to expand DE offerings, and not treat asynchronous DE courses the same as independent study or cooperative work experience courses. The requirement for regular and effective contact assures that the quality of instruction for online courses is equivalent to that for face-to-face courses. Therefore, DE and face-to-face courses should be treated the same. This is supported by resolution 13.03 S13:

Resolved, That the Academic Senate for California Community Colleges support regulatory changes that allow attendance accounting for all credit distance education courses to be based on the student contact hours stipulated in the course outline of record rather than on the credit units, in alignment with the attendance accounting methods for the equivalent onsite credit courses.

The changes are in <u>underline</u> and strikethrough format and are highlighted in yellow. The specific sections affected are: 58003.1(f); 58009 title, (a).

§ 58003.1. Full-time Equivalent Student; Computation.

(a) Pursuant to the provisions of section 58051, the units of full-time equivalent student for apportionment purposes shall be computed for courses, including those delivered by distance education under article 1 (commencing with section 55200) of subchapter 3 of chapter 6, based on the type of course, the way the course is scheduled, and the length of the course.

(b) The governing board of each community college district shall, for each of its colleges or its district, select and establish a single primary term length for credit courses that are scheduled regularly with respect to the number of days of the week and the number of hours the course meets each week, inclusive of holidays. The units of full-time equivalent student of credit courses scheduled coterminously with the term, exclusive of independent study and cooperative work-experience education courses, shall be

computed by multiplying the student contact hours of active enrollment as of Monday of the weeks nearest to one-fifth of the length of the term, unless other weeks are specified by the Chancellor to incorporate past practice, by the term length multiplier, and divided by 525. The term length multiplier for attendance accounting purposes shall be determined in accordance with this chapter, provided that the maximum multiplier for semester length terms shall be 17.5 and the maximum multiplier for quarter length terms shall be 11.67.

(c) For credit courses scheduled to meet for five or more days and scheduled regularly with respect to the number of hours during each scheduled day, but not scheduled coterminously with the college's primary term established pursuant to subdivision (b), or scheduled during the summer or other intersession, the units of full-time equivalent student, exclusive of independent study and cooperative work-experience education courses, shall be computed by multiplying the daily student contact hours of active enrollment as of the census days nearest to one fifth of the length of the course by the number of days the course is scheduled to meet, and dividing by 525.

(d) For credit courses scheduled to meet for fewer than five days, and all credit courses scheduled irregularly with respect to the number of days of the week and the number of hours the course meets on the scheduled days, the units of full-time equivalent student, exclusive of independent study and cooperative work-experience education courses, shall be computed by dividing actual student contact hours of attendance by 525.

(e) For all open entry-open exit credit courses and for all noncredit courses otherwise eligible for state aid, except those described in subdivision (f), the units of full-time equivalent student shall be computed by dividing actual student contact hours of attendance by 525.

(f) For ~~courses not computed using other attendance accounting procedures described in this section and for~~ independent study and cooperative work-experience education courses, the following alternative attendance accounting procedure shall be used:

    (1) For credit courses, for purposes of computing full-time equivalent student only, one weekly student contact hour shall be counted for each unit of credit for which a student is enrolled in one of those courses. The full-time equivalent student of those courses shall be computed by multiplying the units of credit for which students are enrolled as of the census day prescribed in subdivision (b) or (c), as appropriate, for the primary term or intersession and duration for which the course is scheduled, by the term length multiplier as provided for in subdivision (b), and dividing by 525.

    (2) For noncredit course sections covered by this subdivision, for purposes of computing full-time equivalent student only, weekly student contact hours shall be derived by counting the total hours of instruction or programming received by the students, plus instructor contact as defined in sections 55204 or 55234, plus outside-of-class work expected as noted in the course outline of record and approved by the curriculum committee, and dividing the total number of hours for the course thus derived by 54. Hours of instruction or programming received shall

be independently verified by the instructor using a method or procedure approved by the district according to policies adopted by the local governing board as required by section 58030. Full-time equivalent student for such noncredit course sections shall be computed by:

> (A) multiplying the average of the number of students actively enrolled in the section as of each census date (those dates nearest to one-fifth and three-fifths of the length of the course section) by,
>
> (B) the weekly student contact hours as derived above in this section, by
>
> (C) the primary term length multiplier of 17.5, and
>
> (D) dividing by 525.

(g) Notwithstanding subdivisions (b) and (c) of this section, the units of full-time equivalent student for any credit course other than independent study and cooperative work-experience education courses may, at the option of the district, be computed by dividing the actual student contact hours of attendance by 525. When a district chooses to exercise the option of computing attendance for any course section by the actual student contact hours method, such method must be used consistently for all attendance accounting for that section.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

§ 58009. Application of Alternate Attendance Procedure for Independent Study *and* Work-Experience ~~and Certain Distance Education~~ Courses.

(a) For independent study *and* cooperative work-experience ~~and distance education~~ courses using the attendance accounting procedure specified in subdivision (f) of section 58003.1, one weekly student contact hour shall be counted for each unit of credit for which the student is enrolled as of the census day prescribed in section 58003.1(b) or (c), except for independent study ~~or distance education~~ laboratory courses. For independent study ~~or distance education~~ laboratory courses, weekly student contact hours shall be equivalent to those which would be generated for the same student effort in a laboratory course computed pursuant to subdivisions (b) or (c) of section 58003.1. ~~For purposes of this section only, a "distance education laboratory course" means a distance education course which consists partly or exclusively of laboratory work.~~

(b) For credit courses, full-time equivalent student in courses described in subdivision (a) offered during primary terms is computed by multiplying the weekly student contact hours authorized pursuant to subdivision (a), generated as of the census date prescribed in section 58003.1(b) by the term length multiplier as provided for in section 58003.1, and dividing by 525.

(c) For noncredit courses described in subdivision (a), full-time equivalent student is computed on a census basis as prescribed in section 58003.1(f)(2).

(d) Full-time equivalent student in credit courses described in subdivision (a) which are

conducted during a summer or other intersession is computed by multiplying the weekly student contact hours, authorized pursuant to subdivision (a) of this section, generated in each course, by a course length multiplier that produces the same total weekly student contact hours for the same student effort as would be generated in such courses conducted in the primary terms, and dividing by 525.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

Executive Committee Agenda Item

SUBJECT: Part Time Paper		Month: January	2015
		Item No: IV E.	
		Attachment: **YES**	
DESIRED OUTCOME:	The Executive Committee will review the first draft of the update to the part time paper	Urgent: YES	
		Time Requested: 30 minutes	
CATEGORY:	Action Item	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	X
STAFF REVIEW[1]	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

This first draft of the update to the part time paper is being brought to Exec for review.

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

Update to "Part-Time Faculty: A Principled Perspective"

Part Time Paper Task Force:

David Morse, Executive Committee (chair, 2013-14)

Dolores Davison, Executive Committee (chair, 2014-15)

Valerie Chau, Palomar College

Phil Crawford, San Jose City College

Richard Hansen, De Anza College

Berta Harris, San Diego City College

Louise Lodato, West Valley College

Richard Mahon, Riverside City College

Introduction

This paper is the result of Academic Senate for California Community Colleges' (ASCCC) resolution 19.07 (S13), which stated:

> "Resolved, that the Academic Senate for California Community Colleges create a task force consisting of both full and part-time faculty charged with updating the 2002 paper "Part-Time Faculty: A Principled Perspective" to reflect progress achieved and challenges remaining to the original paper's policy level recommendations and best practice suggestions for local senates, and to make further recommendations related to the status of part-time faculty as needed by the Spring 2014 Plenary Session."

Clearly, there have been significant changes in the more than twelve years since the paper was originally written. The recommendations from the original paper were that the ASCCC work towards the following:

1. Increase the number of full-time faculty;
2. Increase efforts to integrate part-time faculty at the local and state level;

3. Reaffirm the guidelines in the ASCCC 1989 paper "Part-Time Hiring Procedures: A Model Based on AB 1725";

4. Undertake a comprehensive review of part-time hiring and evaluation processes, procedures, and their implementation;

5. Develop mentoring models for part-time faculty;

6. Work with the Consultation Council and the Board of Governors to develop mechanisms that ensure equitable opportunities for effective contact outside the classroom;

7. Reaffirm that part-time hiring be done for academic and programmatic needs, not financial ones;

8. Enhance professionalism and advise the Board of Governors regarding policies for employment security and due process for part-time faculty;

9. Consider a tenure-like process for part-time faculty who have been regularly rehired and have gone through rigorous evaluation.

Locally, the paper recommended that senates work with the boards, collective bargaining units, administrators, and others to:

1. Establish principled definitions and policies regarding part-time pay equity;

2. Establish paid office hour support;

3. Work to create office hour alternatives as appropriate.

In Fall 2013, a task force consisting of part-time and full-time faculty was created by the ASCCC, and its members began to look at the recommendations in the previous paper as well as the work that had been by the ASCCC since the original paper was approved by the body in 2002. This update to the 2002 paper includes not only the work that has been done by the ASCCC in the time since the last paper, but also reflections on the areas of academic and professional matters in which part-time faculty should be involved, both at the state and local levels. While it is clear that work has been done by the ASCCC and local senates, it is also clear that there are areas where efforts are needed to ensure that part-time faculty are integrated into campus structures to ensure that they are able to serve our students as well as possible.

The 2002 Paper: History and Change

Approved in Spring 2002, *Part-Time Faculty, A Principled Approach* reflected the results of nearly a decade of reform aimed at improving the lot of part-time faculty in the California Community Colleges (CCCs). The paper is comprehensive, touching upon almost every aspect of the professional life of part-time faculty. At the time, hopes were high that the three big issues recognized in the state budget (office hours, benefits, and compensation equity), would successfully address many of the part-time faculty's concerns, and most important, this would improve promote increased student success.

It was in 2002-03, however, that an economic downturn brought community colleges their first ever mid-year budget cuts, and among the items targeted were the part-time line items: office hours, benefits, and compensation equity, each cut by about 11 percent with more cuts to come in future years. For the next six years, budgetary uncertainty left part-time reform languishing, and after the economic crash of 2007, the state (and the community colleges along with it) went into survival mode. However, now that the state economy is emerging from the recession, and community college budgets are improving, there is an opportunity to get back on track toward the kind of part-time faculty professionalization that the 2002 paper envisioned. Indeed, the paper could provide the conceptual framework, "A Principled Approach," upon which the Academic Senate might work together with the collective bargaining agents to make some real progress towards the goal of improving part-time involvement in academic and professional matters. In order to do this, faculty must admit that there are competing interests among the ranks. Just as political leaders proclaimed a "new normal" as a result of the severe recession, faculty must now find a way to craft a "new normal" with the help of the funding provided by the reviving economy. This new normal can be focused on the quality of the academic and professional matters of both full- and part-time faculty.

This is not new territory for the Academic Senate for California Community Colleges. As early as the mid-1970s, the Senate adopted positions on due process rights and equitable remuneration for part-time faculty. In 1992, the Academic Senate adopted a major paper, *Part-Time Faculty in the California Community Colleges*, which included recommendations for office hours, participation in department/college activities, access to professional development funds, mentoring, evaluations consistent with those for full-time faculty, and employment stability for part-time faculty along with support for the 75/25 target for full-time instruction set by AB 1725 in 1988.

That paper was superseded by the one adopted in 2002 that is being updated here, *Part-Time Faculty, A Principled Approach*. It expanded upon the points raised in the 1992 paper and very thoroughly

detailed activities over the intervening decade of both the Academic Senate and the faculty collective bargaining agents, often pointing out the need for collaboration. Another major contribution came in 2013 with the publication of *Sound Principles for Faculty Evaluations*, an updating of a 1990 paper, *Guidelines for Developing a Faculty Evaluation Process*. With regard to part-time faculty professional equity, this paper states, "Although the details and structure of evaluation processes for tenured, tenure-track, and part-time faculty may vary within an institution, the principles and practices discussed in this paper will typically apply equally to all of these faculty groups." (*Sound Principles for Faculty Evaluations*, page 2). It goes on to cite the 1996 Council of Faculty Organizations (COFO) *Faculty Equity Statement*, "Full- and part-time faculty are required to meet the same minimum qualifications for employment and should be hired and evaluated using comparable processes." (*Sound Principles for Faculty Evaluations*, page 4).

Together, these papers provide a solid foundation on which to build a new normal for full- and part-time academic and professional matters. In the 2002 paper, *Part-Time Faculty, A Principled Approach*, the authors wrote, "Sadly, [the 1992] paper has stood the test of time. Change a few dates and numbers, and it could be used to describe the situation of part-time faculty today." (*Part-Time Faculty, A Principled Approach*, page 9) Even more sadly, the same can be said today about the 2002 paper. Both papers set high standards for the positions of part-time faculty that have been achieved by very few local districts. No district has met all of the standards.

Achievement of some of these goals rests firmly on the shoulders of local academic senates. Others fall to the collective bargaining agents at the negotiations table. Many are ultimately determined by the availability of funding. All, however, are achievable only if the local senate works closely with the bargaining unit to win local district administrative support for a high quality, fully professional part-time faculty.

As a whole, the 2002 paper provides a sound basis on which to move ahead on the improvement of the academic and professional matters of part-time faculty in the California community colleges. A common thread running through the Academic Senate's approach over so many years to the full-time, part-time faculty divide provides a good a starting point: the choice between offering a part-time faculty position over a full-time position should not be based primarily on financial considerations.. Since the 75 percent goal for full-time instruction was codified in AB 1725, no progress has been made toward achieving it precisely because, other than the first two years following the bill's passage in 1988, there has

not been any funding in support of additional full-time hiring; in fact, the percentage of instruction provided by full-time faculty has slowly declined.

Now that funding is improving, there is an opportunity for the Academic Senate and the faculty collective bargaining agents to collaborate on a 75 percent goal "equalization" campaign. If the student success initiative is to be successful, part-time faculty must be included in the project. This means more office hours, more involvement in department and college activities, better professional development, and greater integration into the community as a whole. In this effort, the Academic Senate can emphasize the need for a fully professional part-time instructional component while the collective bargaining agents take working condition improvements to the local district negotiations table. Suggestions to this end, as well as issues involving accreditation, professional development, and other academic and professional matters are discussed in the pages that follow.

Local Senate and Governance

There are a myriad of issues and responsibilities facing local academic senates. Successful handling of these responsibilities relies on dynamic discussion and widespread faculty involvement. Creating a forum for discussion and decision-making is most effective when each faculty member maintains a connection to this governance body and when the governance body itself is made up of representatives from every department and includes part-time faculty as voting members. Senators build a sense of community when they find ways to consult with all members of their departments and return with their input on matters for discussion. When the extra effort is made to include departmental part-time faculty in the communication loop all faculty can be made aware of senate resolutions, new policies and processes, opportunities for professional development, student policies and services, and statewide issues and initiatives. The entire campus community benefits with inclusive involvement.

The importance of including part-time faculty in the senate and departmental discussions and decision-making cannot be overestimated. The experiences that part-time faculty have with their students are integral to capturing the widest views of student experience and institutional needs toward meeting the needs of students and the staff and faculty serving them. All members of the campus community need to know what is happening in classrooms, library, counseling, career and transfer centers, tutoring centers, special populations programs, and faculty offices to get the full picture of student and faculty struggles and strengths.

Appointing only full-time faculty to shared governance bodies and committees also may stretch the reduced numbers of full-time faculty so thin that effectiveness is restricted. This reduces their time for creativity and energy to work with curriculum review and development, campus involvement, student group support, meaningful student learning outcomes work, and involvement in state-wide service and advocacy.

When decision-making bodies are constructed in this manner they sacrifice knowledge that may contribute to ensuring equal academic quality for students taking courses from full or part-time faculty. When part-timers are excluded from decision-making in the area of curriculum their expertise and insights are not contributed this area of the institution. (Council for Higher Education Accreditation, 2013. By providing so much of the direct instruction they have insights about the changes that may be needed to ensure high quality programs that are responsive to student needs. The involvement of part-time faculty is clearly necessary to meet the mission of community colleges.

Even when part-time faculty are permitted to participate in governing bodies, many have token status. They either are not voting members or have limited voting rights. This involvement may also not be proportional to full-time faculty involvement. Two examples of this are given in one study. The first is an Academic Senate with 90 members including just two PT members and the second is a committee of 20 where PT faculty have one seat even though in both of the cases they carry a majority of the teaching load at the institutions (Kezar & Sam 2010). This limited or restricted involvement impacts the institutions by excluding a majority of faculty members when it comes to bringing advisement on best practices and policies related to teaching and learning (CHEA, 2013).

When we look at the patterns of committee and academic senate representation, appointments are generally made to assure representation for each department or discipline and are elected or appointed from the ranks of full-time faculty. Full-time faculty are clearly seen as the most effective representatives for their discipline with the ability to represent everyone in other disciplines or departments. There doesn't seem to be a recognition that part-time faculty have their own unique experiences in the classroom, with students and on the campus, just as individual full-time faculty have. Part-timers may be excluded because they are seen as a homogenous group. When this is the case, token representation seems adequate. Studies show that part-timers actually make up a diverse population, not just by discipline. In their 1993 work, Goppa & Leslie provide a typography for identifying part-timers: career enders; specialists, experts and professionals; aspiring academics, and freelancers, demonstrating the wide variation in types of part-time faculty across campuses.

Additionally, when part-time faculty aren't involved in academic senate and campus committees they may not find out about professional development opportunities, which are beneficial to student success. Those in part-time may positions use fewer teaching practices that are associated with better student academic outcomes. These include active collaborative activities, problem based learning, student- centered multicultural approaches, and service learning. Without being part of the campus community and professional development discussions and programs, part-time faculty may not have the confidence to risk trying something new. The fear of being negatively evaluated when student evaluations are the primary means by which they are assessed may inhibit the part-time faculty member's willingness to negatively evaluate a student or respond to cases of suspected cheating (Baldwin & Wawrzynski, 2011, Hudd et al., 2009), leading to other areas of inequality in the student's academic experience. It is the role of the faculty member to educate the students on standards for academic integrity.

This raises the question of the involvement of part-time faculty in institutional governance. This is the area in which part-time faculty are less likely to be motivated to be involved, since unlike their fulltime colleagues, they are typically provided no compensation for time devoted to service outside their primary assignment. While individual circumstances will vary dramatically as regards the ability to participate in the life of the college, it is clearly in the interest of colleges and part-time faculty alike for this involvement to take place, at the level of the department or division, on college wide committees, and on the academic senate itself

Once part-time faculty are meaningfully embraced in the life of the college, they are in a better position to benefit from and contribute to the committee governance life of the college. Once again, a few examples will illustrate the point It is not unusual for part-time faculty to serve at multiple colleges. As such, as regards almost any aspect of policy or procedure, these faculty are likely to have a wider sense of how a given goal might be approached. Even where part-time faculty teach in multiple colleges in the same district, they are likely to be aware of different approaches to the task of documenting student learning: one college uses eLumen effectively, another uses TrakDat, and just as well, but *differently*; one colleges uses flex days to focus on student learning, another uses it to focus on student equity issues; one college encourages the expansion of distance education while another discourages it. The point is not that one college is right and another wrong, but that part-time faculty are potentially aware of a wider range of approaches to current challenges in California community colleges than are their single-college full-time peers. The sharing of that wider experience can only help colleges to set priorities and develop

policies and procedures in the most informed fashion. Such a part-time faculty member would be an enormous asset to a college's assessment committee because of his ability to share practices at other colleges for review and potential adoption.

Most obviously, all colleges should have a committee focused on part-time faculty issues. Given the dynamic nature of California community colleges, the regularity of change, and the likelihood that full-time administrators, faculty, and staff won't realize how a change will affect a very large percentage of the faculty makes the need for a part-time faculty committee a no-brainer. As always, the ultimate beneficiaries of such a committee are students who continue to be served by librarians, teachers, and counselors who are up to date with regard to the changing college environment.

Department/Divisional Participation of Part-time Faculty

Why should part-time faculty be involved in their departments or divisions? While some aspects of department or division discussion will be outside of the area of part-time faculty expertise, one would hope that among the matters discussed regularly at the department level are (1) curriculum development and revision, (2) student learning outcome assessment, and (3) program review and planning. Not surprisingly, each of these areas is recognized as an academic and professional matter, and as fellow professionals, part-time faculty should be recognized for their education and expertise.

With regard to curriculum, while faculty are judged competent in an entire discipline—whether English or nursing—in practice the increasingly specialized landscape of higher education means that all faculty have greater expertise in some areas of their discipline than in others. For example, some English faculty have great facility in teaching low level basic skills students, while others will require less review before teaching a Shakespeare class. It should not need argument to say that the introduction and revision of curriculum should involve those faculty with the greatest expertise in the subject matter, and that will often be part-time faculty. As a broad generalization, it seems safe to guess that part-time faculty are often closer to their graduate school experiences and may actually have a better idea of the state of the curriculum in transfer institutions than some of their more senior fulltime colleagues. In rapidly changing fields, perhaps most commonly in STEM and many CTE fields, part-time faculty may be the *best* equipped to revise course outlines in a fashion that anticipates the preparation students will need to be successful after transfer.

All faculty are involved in assessing what students have learned and what skills and knowledge students are having difficulty acquiring. Conversations on this fundamental aspect of community college

teaching needs to involve *all faculty*, not just those in coveted full-time positions. Whether it's discussions about how to revise essay or project assignments or how best to counsel students regarding the changing landscape of transfer requirements, students deserve to have faculty who are part of ongoing institutional dialog about how best to meet student needs, and this requires that part-time faculty be involved in the life of the department to the fullest extent possible.

A third area where part-time faculty should be involved in department business is the broad area of program review and long term planning. In fact, department dialog about student learning outcome assessment should lead directly to issues addressed in program review. Discussion in department X about student learning may lead the faculty to conclude that students need greater access to tutorial support or the campus math lab and propose changes in program review to secure the resources necessary to make that student access a reality. Only by being part of these discussions would part-time faculty understand the analysis of student deficiencies that lead to program review proposals, and be ready to make students aware of new resources and to revise assignments so that students can take advantage of newly available materials in improving their education. Each of these varieties of involvement will make part-time faculty a more integral part of the life of the college, and meaningful participation will help part-time faculty to be even more effective teachers, counselors, and librarians.

Studies show part-time faculty are rarely included in departmental meetings due to scheduling difficulties or lack of interest or commitment by departmental chairs to include them (Marsh, 2010; Clark et al., 2011) though another showed 75% of part-time faculty being allowed to participate in department meetings and decision making, with the note that on some campuses part-time faculty are asked for input in more informal settings (Kezar et al.). This lack of formal recognition that the institutions value the opinions and experiences of part-time faculty through full inclusion on committee membership has a negative impact on student success

The department head's role in assimilating part-time faculty member effectively in the department has been noted (Hugh et al., 2011). Department leaders are crucial to providing recognition of the adjunct faculty members, ensuring orientation, sharing governance issues, including them in symbolic activities, and providing evaluation feedback and professional development. Without the involvement of part-time faculty in the department, academic standards and accountability are compromised. Part-time faculty that lack an understanding of how their courses fit into the overall curriculum, policies and procedures of the institution, understanding of syllabus preparation, grading,

evaluating examinations, and managing difficult students can lead to unevenness in the curriculum, grade inflation and dissent by students (Kezar et al.).

With the significant inequities between campus involvement, support, and professional development resources for PT and full-time faculty, it is difficult to ensure equal academic standards and accountability in the work performed by full and PT faculty. Studies find that there is a lack of consistent quality for "sessional" (part-time) faculty in terms of recruitment, orientation and induction, professional development, attrition rates, a sense of belonging, and payment (Harvey, 2013). In a review of undergraduate social work programs, even while reporting the positive attributes part-time faculty bring to the department such as being able to offer new electives, bringing newness and excitement to the classroom, bringing real world experience, different perspectives, and the opportunity to provide diversity of age, gender, and ethnicity, it was acknowledged that there existed a lack of on-going support, inclusion in department life, and equivalent recruitment criteria for hiring adjunct that would ensure campus wide academic standards and accountability (Clark et al., 2013).

Researchers studying institutional practices with regard to part-time faculty describe a lack of connectivity across curriculum (Marsh, 2010) and, "community disconnect" (Meixner et al, 2010). Eagan and Jaeger (2009) reported that many part-time community college faculty feel a "significant sense of detachment from their affiliate institution" (pg.171). Feeling a connection to and invested in the college where part-timers teach comes about when the institution demonstrates that it is invested in the part-time faculty members. There are positive effects for students who take classes with faculty members with this sense of connection to the institution. An example of this is demonstrated in a study where students identified as having developed social capital based on out of class interactions with faculty demonstrated an increased ability to understand the benefits of transfer (Eagan and Jaeger 2009) based on informal interactions by invested faculty members after class.

Research shows that there is currently limited involvement by part-time faculty in curriculum design, in addition to limited student interaction outside of the classroom and limited access to instructional resources, support staff and professional development (Eagan & Joeger, 2008; Harrington & Schibik, 2001; Jacoby, 2006). This compromises academic standards. It impacts the ability of part-timers to stay current in their discipline, and to be apprised of emerging strategies and innovative pedagogies. What this means is that standards and expectations are not the same for all faculty. There are models of systematic practices that commit to best hiring practices and address on-going professional development needs (Harvey, 2013; Maldonado, 2008-2009) but the use of these are not widespread among part-time faculty.

It is not faculty status that determines whether there are equal expectations for standards of instruction and course quality. Quality and student success are more reliant on whether processes are in place for part-time faculty support. This would include adequate preparation time and evaluation processes. In one study 20% of higher education institutions did not require scheduled part-time faculty evaluations and 7% didn't require any. While classroom observations were acknowledged as being the most accurate source of gathering information for assessing part-time effectiveness, administrators showed that they relied more on student evaluation tools. When administrators rely mainly on student evaluations part-time faculty may be less likely to give low grades or critical feedback out of fear of negative evaluations.   It is impossible to ensure academic standards when part-time assignments are made only days before a class starts (CHEA Occasional paper) and when there are ineffective evaluation processes (Langen 2011).

Another area of concern is in regards to traditionally underrepresented students. These students are more likely to be enrolled in introductory and remedial courses. If these courses are overwhelmingly staffed by part-time faculty who have less access to support, innovative practices, and resources, these students could be prevented from accessing the same quality education as other students. One study showed that when introductory course are large and part-time faculty teach them there is less persistence and interaction. Another study showed that there was little support for part-time faculty that costs money for anything other than preparing and delivering basic course materials (Bradley, 2014). With a lack of support for part-time faculty to be well prepared we are not providing equal access to quality education for all students (Eagan, M. K., & Jaeger, A. J. 2008).

In the case of differing approaches to distance education, again the part-time faculty member teaching online at multiple colleges is likely to have a broader sense of the challenges of online teaching than a single college fulltime colleague. Faculty teaching at a single college probably use a single course management system, while it is not difficult to imagine part-time faculty who have become fluent in the use of multiple CMSs . To have the experience of such a faculty member on a college's distance education committee would provide tremendous value to the committee.

When we provide equal access to support and show a commitment to part-time faculty, departments, students, and institutions benefit. When part-timers are seen as an integral part of the instructional staff who must be engaged in the life of the institution, we can expect the same quality of instruction as we have for full-time faculty (CAW Report).

The research is clear: when the perception of part-time faculty is that they are capable and have valuable insights into teaching and learning that will benefit the department and the institution, they are able to fulfill this image. When the governance bodies and departments embrace this concept and ensures that part-time faculty receive the support that full-time faculty receive, including effective professional development and a voice in academic and professional matters, students benefit, which in turn benefits the institution with higher success and transfer rates. The quality of part-time faculty instruction and high quality instruction for our students rests with the academic senate's conception of our part-time colleagues. Our institutional contexts either embrace them as the capable faculty that they are, or isolate them and prevent them from accessing the information they need to excel.

No issue should be more important to full-time faculty than working to ensure that part-time faculty are treated as fellow professionals. To the extent that full-time faculty allow part-time faculty to be treated as piece-workers and academic migrants, they diminish respect for their own profession and lay the foundation for their own marginalization.

Accreditation and Part-time Faculty

That part-time faculty need to be explicitly involved in the life of the college is increasingly recognized in accreditation standards. Standard II.A.1.c in the 2002 ACCJC Standards reads, "Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes." That standard is not explicit about the question whether "faculty" means *all* faculty or merely full-time faculty. The 2014 revision to the ACCJC standards, however, is more clear about expectations regarding part-time faculty, reading "Faculty, *including* full-time, *part-time, and adjunct faculty*, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success" (II.A.2, emphasis added) and "An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for *integration of part-time and adjunct faculty* into the life of the institution" (III.A.8, emphasis added). The issue of part-time faculty involvement in the life of the college became the subject of an occasional paper by the Council of Higher Education Accreditation (CHEA) in January 2014, with the publication of *An Examination of the Changing Faculty: Ensuring Institutional Quality and Achieving*

Desired Student Learning Outcomes. The paper discusses in some detail evidence of the deleterious impact on students when overreliance of part-time faculty who are *not* connected to the life of the college becomes the norm. Similarly, the guidelines in the *2013 Handbook of Accreditation* for WASC Senior College and University Commission (WSCUC) indicates, "The institution engages full-time, non-tenure-track, adjunct, and part-time faculty members in such processes as assessment, program review, and faculty development" (page 18). Thus it seems clear that the accreditation community is deeply concerned about the use of part-time faculty in the classroom without simultaneously connecting these members of the profession to the life of the colleges where they serve students. Administrators fail to realize that the extensive use of part-time faculty without adequate support could be costly, putting the college's accreditation at risk,

For all of the reasons described above, a college that meaningfully involves part-time faculty at the department and college committee level will be fortunate to have part-time faculty on its senate. While other senators are likely to represent a department or division, the local senate might be creative and define positions for part-time senators that would build on these potential strengths, reserving a seat for a part-time senator who has recently completed a graduate degree, or a seat for a part-time senator who teaches at neighboring colleges or who has experience teaching online through multiple software platforms: all of these varieties of experience will bring perspectives to the local senate that will enhance its oversight of academic and professional matters.

Working Conditions and the Impact on Academic and Professional Matters

When one walks the halls of a local community college, one can often spot part-time instructors dragging rolling suitcases and file boxes strapped to carts. Those carts and suitcase are their offices. They contain their textbooks, laptops, rosters, student reports, tests, and other assorted items they will need when they enter the classroom to teach their class.

At first glance the lack of an office and the ability to hold office hours might appear to be a matter for unions to take up under working conditions, but when we look at how this affects student learning, student retention, and student success it becomes clear that this is also an issue for the academic senate.

The Bureau of State Audits' analysis of what constitutes normal professional expectations for teaching activities is predicated on the following model:

- A full-time teaching load is generally accepted to be 15 credit hours of instruction per week.

- For each hour of instruction, it is assumed a faculty member would spend 1 additional hour for preparation, grading, and evaluation related activities.
- For each class taught it is assumed that a faculty member would spend on average 1 hour per week in office hours. Assuming that a standard is 3 (semester) credit hours, a teaching load of 15 credit hours translates to 5 office hours per week.
- 5 weekly hours for professional or institutional activities brings the total work week for a full-time instructor to 40 hours.

Translated into percentages, these numbers show that about 88% of a full-time faculty member's work hours are spent on teaching related activities.

This formula (15+15+ 5+5), with some variations, has become standard around the state for determining the work of full-time community college faculty, and shows how important holding office hours is to the learning process of all students. The Bureau of State Audits classified office hours as an essential teaching activity (Bureau of State Audits, June 2000).

This formula cannot be said, however, to represent the work of part-time instructors. Many of the recent studies seem to agree that the institutional or professional activities of the full-time instructor are outside of the responsibilities of the part-time instructor and therefore part-timers are not compensated when they participate in these activities. Despite this lack of compensation, many part-time instructors meet with and interact with their students outside of the classroom on a regular basis.

In the mid-1990s, an office hours fund was established to help districts off-set the cost of paying part-timers for performing office hours. It was hoped that pay for office hours would become the standard and the state would continue to provide enough funds to support office hours and recognize that performing that activity was an essential tool for all instructors and for student success. However, the funding for those office hours has not been consistent. In the 2008-09 school year budget the State funded the office hours program at $7.172 million; in every year since the program has only received $3.514 million. With only 36 districts receiving this funding at its peak, it can be assumed that half the districts in the state do not consider office hours an important priority or, an "essential learning activity". (Data analysis by FACe).

Office hours were defined as a "teaching related activities" in the 2001 CPEC report, and that would seem to indicate that they were an essential part of the learning process. It becomes clear that if an essential part of the learning process is removed, the success rate for students will diminish. Ehrenberg and Zhang (2004) and Jaeger and Egan (2009) found that graduation rates declined as the proportion of non-tenure track faculty increases. Jacoby (2006) found that the increased use of part-

timers impacted graduation rates as well as retention rates. Gross and Goldhaber (2009) found that student transfer rates from two-year colleges to four year colleges were also negatively impacted by the increased use of part-time faculty. In a study of college freshmen, Harrington and Schibik (2001) found that increased exposure to part-time faculty was significantly associated with lower second-semester retention rates, lower GPAs, and fewer attempted credit hours. Jaeger &Egan (2010) found similar effects on retention when part-time faculty are not adequately supported.

Districts have done even worse when it comes to providing office space for part-time instructors to work and meet with students. Even at districts that have been participating in the state office hour program, and recognize the importance of this activity, office space is woefully inadequate. Part- time faculty that are provided with space are often forced to use open rooms where an instructor not could meet a student who had a problem and wanted to speak in private. At other colleges, part-time offices or centers are carved out of spaces that were previously being used as storage. Part-time faculty are also not always given the means by which to access the space, and in some cases are met with hostility by divisions that had to give up these spaces.

The cumulative impact of these conditions impedes the instructors from interacting with students and applying their many talents, creativity, varied knowledge and real world experiences that could have great affect at encouraging and stimulating students. Many of our part-time faculty contribute their own time and resources far beyond contractual requirements or compensation out of a sense of professionalism and commitment. Part-time faculty write letters of recommendation for students, counsel students in career paths, mentor new instructors, attend conferences, and serve on hiring and other committees, all without compensation.

Providing adequate support however, can contribute to and advance efforts to improve student learning outcomes. In a recent study by Figlio, Schapiro, and Soter (2013), it was shown that non-tenure track faculty can foster the same and even sometimes better learning outcomes for students as tenured faculty.

While most fulltime faculty have been told there is office space set aside for the part-time faculty, many have not tried to use it themselves and therefore do not realize how inadequate it is, how outdated the computers are, or how few office supplies are provided. In the end many part-time instructors must use their own equipment, computers, and supplies just to function. When community colleges in the state claim to provide these things for their part-time faculty, it should be asked: Do the number of part-time faculty who work for a district equate to the facilities provided for them?

The importance of office hours and private office space in the learning process and success,

graduation, and transfer rates of students cannot be denied. Studies have shown that given the administrative support and facilities, part-time instructors have equal or even greater success rates with their students. Part-time faculty can be a great asset if support and resources are provided. Their real world experiences, varied teaching experiences, and use of many different materials and teaching techniques gained at other jobs and schools can be valuable resources for their departments and provide the spark a student needs to start down the path to success.

Professional Development

Professional development is required in many professions and can refer to many types of experiences, all designed to increase the value of the professional in his or her work and career, including serving customers or clients. In addition, many professionals choose to exceed basic requirements for professional development in their fields in order to excel at their professions or to continue their goals of life- long learning. Thus, for community colleges, providing professional development can both benefit their faculty and their colleges' service to their students. In the forward to "Why Professional Development Matters," Hayes Mizell, speaking about the K-12 educational system states that: "Professional development is the strategy that schools and school districts use to ensure that educators continue to strengthen their practice throughout their career. The most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve together in order to ensure all students achieve success." (Mizell, 2010). California Education Code's categories for Professional Development include the following:

The Ed Code authorizes 9 categories:
- •1. Improvement of teaching
- •2. Maintenance of current academic and technical knowledge and skills
- •3. In-service training for vocational education and employment preparation programs
- •4. Retraining to meet changing institutional needs
- •5. Intersegmental exchange programs
- •6. Development of innovations in instructional and administrative techniques and program effectiveness
- •7. Computer and technological proficiency programs
- •8. Courses and training implementing affirmative action and upward mobility programs
- •9. Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem

Professional development for teachers at all levels of the educational system can benefit both the institution itself and the persons who make up its community. Students benefit directly from professional development of all faculty through being presented with new ways to learn and new technology to use in

mastering content and skills for meeting current labor force requirements. Again, from "Why Professional Development Matters": "In education, research has shown that teaching quality and school leadership are the most important factors in raising student achievement. For teachers and school and district leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices." (Mizell, 2010). In a study prepared for the U.S. Department of Education's Institute of Education Sciences, Yoon, et al. found that "teachers who receive substantial professional development...can boost their students' achievement by about 21 percentile points." (2007).

Furthermore, according to the Center for Community College Student Engagement, "...part-time faculty teach approximately 58% of U.S. community college classes and thus manage learning experiences for more than half (53%) of students enrolled in community colleges (JBL Associates, 2008)." And from James Monk, writing in Academe: "The use of contingent faculty in higher education in the United States has grown tremendously over the past three decades. In 1975, only 30.2 percent of faculty were employed part-time; by 2005, according to data compiled by the AAUP from the Integrated Postsecondary Education Data System (IPEDS), part-time faculty represented approximately 48 percent of all faculty members in the United States." (Monk, 2009). Therefore, it is critical to ensure that all community college educators continue to strengthen their practice throughout their careers, since this is the best way a community college can ensure that its students receive the best education.

It has also been shown that part-time faculty have greater job satisfaction if they receive professional development training throughout their career. Bosley's 2004 doctoral thesis explored the relationship between professional development and job satisfaction among adjunct community college faculty. Bosley found that "The adjunct faculty who participated (190) did indicate at a high rate (79%) that they attended for personal or professional growth." (Bosley, 2004). Although part-time faculty differ from the full-time faculty in other ways, part-time faculty are, first and foremost, educators. Many part-time responded to Bosley's survey in ways that would benefit not only themselves but also their community and their students. Thus, not encouraging and promoting the professional development of the part-time faculty weakens the college as a whole; in doing so, the college fails to fulfill its obligation to ensure that all of its clients/students are well educated.

As noted earlier, part-time community college contingent faculty are not homogenous in nature; some are retired or working full-time in another job, while other part-time faculty wish to make community college teaching their career and are looking forward to being brought into a college full-

time. A 2012 publication by the Coalition on the Academic Workforce, found that "part-time teaching is not necessarily temporary employment, and those teaching part-time do not necessarily prefer a part-time to a full-time position...over three-quarters of respondents said they have sought, are now seeking, or will be seeking a full-time tenure-track position at the institution at which they were currently teaching..." (CAW paper)

It is likely, however, that all who teach part-time are teaching in order to give back to their community, to share their real world experiences and expertise, and even to learn new things from the students they teach. Thus, part-time faculty may be interested in a very diverse array of professional development activities. Some activities might be technology related: either basic skills training or more advanced continuing education in technology. Other activities might be related to learning new teaching techniques, remaining current in one's discipline or even participating in research projects related to one's teaching or subject matter expertise. Still other professional development activities that might interest part-time faculty relate to encouraging their participation in institutional governance activities such as committee work, the academic senate, and departmental and curriculum work.

One way that the full-time faculty can also benefit from the professional development of part-time colleagues in addition to the old adage that 'many hands make light work,' is in the area of mentoring. The full-time faculty have a great deal of expertise and experience to offer their part-time colleagues, and often mentoring others can give great satisfaction to full-time faculty and staff who are mid-career or later in their careers. Just as older adults have a lot to offer any community, the full-time faculty have a lot to offer their less experienced part-time colleagues. Mentoring of part-time faculty by full-time faculty for activities not directly related to classroom activities benefits the institution by 'growing' the part-timers to become better colleagues and even advocates for the entire faculty. Part-timers who are encouraged and invited to not only attend but to fully participate in department meetings, curriculum changes, program realignment, student learning outcomes, and departmental outreach events can take some of the burden of non-classroom tasks from over-burdened full-time faculty. They may even provide the college or the department with new ways of doing things that give the college community a leap ahead in attracting new students. Consider how part-time faculty with real world experience in a field can bring new ideas to an academic department. And trained, supportive part-time faculty can be groomed to become future full-time faculty in their departments, and allies of their full-time colleagues. A part-time faculty member whose input and work product has been encouraged and accepted by

his/her full-time colleagues is the best future that a department can have. When full-timers groom their future colleagues, everyone wins.

Other non-classroom related mentoring for less experienced part-time faculty could include training on the necessary technologies such as Microsoft Office, course management systems, newer online social media tools, or software used to support teaching, so that students benefit from the part-timer's added expertise and the part-timer's enthusiasm for the department and his/her teaching opportunities. In addition, newer part-time faculty usually benefit from professional development activities that introduce them to the campus governance structure, such as invitations to serve on committees or assist with campus wide special events. After the first few years of their careers, mentoring needs of part-time faculty change from needing basic training toward wanting developmental roles to share their expertise with colleagues. Those part-time faculty who are teaching part-time by choice often prefer professional development activities that encompass social events, however, part-time faculty who want a full-time career as a community college professor are likely to be invested in seeking in the type of mentoring offered to full-time faculty as they develop their careers.

For classroom related activities, at many colleges, new full-time faculty hires are assigned a mentor who is a senior faculty member in their department. A welcome letter introduces the new mentee to his/her mentor and provides a checklist for both of them to understand the requirements of this new relationship. If more community colleges were to provide something like this to new part-time faculty who desire a full-time position at the college, the part-timer would be given a good start on developing into a future colleague. When a more experienced faculty member ensures that the new faculty member is ready for class by doing things such as reviewing the new part-time faculty member's course site, syllabus, and pacing of the class, the part-time faculty member is more likely to be successful in providing students with the best education. The mentor, mentee and college all benefit when a mentor rapidly ensures that their mentee is familiar with campus policies, procedures and resources because the mentee is then able to rapidly respond in a manner that is consistent with college policy and is fully able to take advantage of college resources, benefiting the students.

Mentors can also introduce the part-time colleague to others who can mentor him/her in committee work. Many part-timers voluntarily participate in committee work and other institutional governance activities; however, there are fewer and fewer full-time faculty to fill all of these roles. If full-time faculty were to personally invite part-timers in their departments to join them in this work, it would

benefit all of the faculty and the institution itself.   Additionally, if a part-time faculty member expresses interest in teaching other classes or classes requiring education or expertise that the part-timer does not yet possess, his/her mentor could suggest what additional training or experience is needed so that that the part-timer is encouraged to grow himself or herself into the desired future full-time opportunities.

A final note on providing professional development to part-time faculty involves other ways full-time faculty could help those part-time faculty who wish to become full-time at the institution where they currently teach. This topic has not effectively addressed by either the unions or the California legislature, probably because the part-time faculty thus far have not been able to speak loudly with one voice. Issues in this area include how part-time faculty can move from a part-time to a full-time tenure-track position, how many part-time faculty desire to do this, what a reasonable path for such a transition would be, and how a change from part-time to full-time could take into account the part-time faculty member's years of service to the district. In their book <u>Moving a Mountain: Transforming the Role of Contingent Faculty</u>, Schell & Stock explain the problems related to a continuing reliance on part-time faculty, stating that such reliance will destroy the entire faculty presence in higher education, transforming our system of higher education into one that sacrifices quality for short term economic gain (Schell & Stock, 2001). The absence of full-time faculty to govern institutions' curriculum and participate in institutional governance structures means that the administration could take over and increasingly control the colleges or districts. Therefore, it is in the full-time tenured faculty's interest to mentor and encourage their able part-time colleagues to make a career at their district. Ultimately, part-time faculty today are hired, fired, and treated very differently throughout their careers based on which department and which college they work for. A set of standards would benefit the entire community college system.

Social justice is another strong reason to develop standards for career paths for part-time community college faculty. Many academics today state that tenure is necessary for full-time faculty, in order to protect their right to free speech. Part of free speech is diversity; not only ethnic and gender diversity, which faculty have long supported, but also diversity of income, age and culture. In diversity, many part-timers are similar to the students that community colleges serve. At most colleges, the variety of part-time faculty more closely mirrors the diversity of our students than the full-time faculty, all the more reason to draw from their ranks when it is time to hire a new full-time faculty member.

Professional development activities that meet the needs of this diverse group of faculty can benefit the entire college community by continuing to grow the technical, pedagogical and even academic

skills of these part-time faculty to provide assistance to the overworked full-time faculty and to provide improved experiences to the students. In addition, the part-time trend in higher education mirrors employment trends in other fields, where stable full-time careers are being replaced by part-time 'jobs'. The statewide Student Support and Services Program's connection to institutional funding and student success indicators may be the key to convincing community colleges to embrace what research tells us are the most effective ways to employ and support part-time faculty. Research reflects little change in the haphazard practices that exist in hiring part-time faculty (Jacobs, 1998, Harvey, 2013). As indicated in their January 2014 publication, The Just-in-time-Professor, by the House Committee on Education and the Workforce stated:

> "The contingent faculty trend appears to mirror trends in the general labor market toward a flexible, "just-in-time" workforce, with lower compensation and unpredictable schedules for what were once considered middle-class jobs. The trend should be of concern to policymakers both because of what it means for the living standards and work lives of those individuals we expect to educate the next generation of scientists, entrepreneurs, and other highly skilled workers, and what it may mean for the quality of higher education itself. "

Clearly, in order to meet academic standards, part-time faculty need more support for professional development. They need clear standards for evaluation that involve more than student evaluations. These can be an important part of ensuring part-time faculty are willing to take risks associated with innovative practices. Engaging in professional development and having the security to know innovative practices are valued can support academic standards. While evaluation tools are a responsibility of the collective bargaining units at colleges, the academic senate should have input into these tools in terms of pedagogy and other academic and professional matters.

Conclusion

Many of the recommendations from the 2002 paper have been advocated for and worked on by the Academic Senate for California Community Colleges. The Academic Senate has been clear in its advocacy for the need to increase the number of full-time faculty, including resolutions, Rostrum articles, and advocacy at all levels by Executive Committee members and others. The Senate has also worked to increase part-time participation at both the state and the local level, and part-time faculty members have been appointed to numerous statewide committees, including the recent (2014) technology initiatives. The Senate also has recognized and supported the work of the ASCCC Part-Time Caucus, and has

provided for a permanent liaison from the part-time faculty to the Executive Committee. Other efforts by the ASCCC include:

1. A change in the Hayward Award structure to ensure that part-time faculty are recognized every year for excellence in teaching and leadership, including recognition of said faculty at the March Board of Governors meeting;

2. Scholarship opportunities to all institutes and plenary sessions for part-time faculty;

3. *Rostrum* articles on the importance of part-time faculty, including the inclusion of part-time faculty in campus-wide activities, shared governance, and professional development;

4. Plenary breakouts on part-time faculty and their contributions, as well as ways to integrate part-time faculty into the campus community;

5. Continued recruitment of part-time faculty for ASCCC committees and task forces;

6. The recent creation of an ASCCC listserv for part-time faculty.

The ASCCC, however, cannot be the only organization to support the academic and professional roles of part-time faculty. This paper makes clear that departments, college committees, and local senates have much to gain from the participation of part-time faculty, and as such one must ask the question, 'What's in it for the part-timer'? At many colleges, perhaps most, no compensation is provided to the part-timer faculty member who shares her or his experience and expertise to better the college. Clearly this should not be the case, and collective bargaining units around the state are aware of this. Absent compensation, why would part-time faculty be motivated to engage at their colleges? The most common rationale for part-time faculty involvement is that it will enhance their chances of securing a fulltime position; other things being equal, one would hope that a hiring committee will prefer to hire a faculty member with a proven record of institutional service and knowledge of how community colleges function. Thus, even when equitable compensation is provided, faculty leaders should work to ensure that individual part-time faculty are not exploited. For those part-time faculty who do serve, department, committee, and senate leaders ought to make explicit their willingness to write letters of recommendation or to serve as a reference when and if part-time faculty apply for or become finalists for fulltime positions.

Together, the Academic Senate and the bargaining agents must take the issues facing part-time faculty to Sacramento. There has already been progress on this front, and real progress can be made toward the ideal embodied in the CoFO Statement, and the Academic Senate's interest in eliminating

financial considerations as the primary motivation of choosing between a part-time and a full-time instructor, with the ultimate beneficiaries being the students in the California community college system.

ADDENDUM

Ed. Code sections 87880-87885, 87881, 878823, 87883, 87884, 87885

87880. The legislature finds and declares that community college part-time faculty are required to fulfill the same teaching responsibilities as full-time faculty although students have little or no access to part-time faculty members outside of the classroom. It is the intent of the Legislature that students have the same opportunity for academic assistance and guidance without regard to whether a course at a community college is taught by a full-time or a part-time faculty member. It is the further intent of the Legislature that community college part-time faculty teaching a minimum number of courses be compensated for providing academic counseling and assistance to students outside of the classroom.

87881. There is hereby established the Community College Part-Time Faculty Office Hours Program for the purpose of providing community college students equal access to academic advice and assistance and to encourage community college districts to provide opportunities by compensating part-time faculty who hold office hours related to their teaching loads.

87882. For the purpose of this article, "part-time faculty" means any person who is employed to teach for not more than the hours per week described in Section 87482.5.

87883. (a) The governing board of a community college district may provide compensation for office hours to part-time faculty.

(b) The compensation paid to part-time faculty under this article shall equal at least one paid office hour for every two classes or more taught each week or 40 percent of a full-time load **as** defined by the community college district.

(c) Nothing in this section precludes compensation under this program for paid office time for each 20 percent of a full-time load or fraction thereof, as defined by the community college district. (d) The change made to subdivision (c) during the 1999 portion of the 1999- 2000 Regular Session of the Legislature shall be operative in any fiscal year ~ if funds are appropriated for purposes of that change in the annual Budget Act or in another measure for purposes of this section is insufficient to fully fund that change for the fiscal year, the chancellor shall prorate the funds among the community college districts affected by this section.

81884. (a) The governing board of each community college district that establishes a program pursuant to this article shall negotiate with the exclusive bargaining representative, or in instances where there is no bargaining unit shall meet and confer with the faculty, to establish a program to provide part-time faculty office hours.

(b) Any hours negotiated under this program shall not be applied toward the maximum percentage-of-hours limitation for part-time faculty as specified in section 87882. These hours are to be counted toward the hours per week of teaching adult or community college classes for purposes of acquiring eligibility for tenure or for purposes of fulfilling any probationary hour requirements.

(c) On or before June 1 of each year each community college district participating in the program shall send a verification to the Chancellor of the California Community Colleges specifying the total costs of the compensation paid for office hours of par-time faculty participating in the program.

(d) Any change made by this section to the Community College Part-Time Faculty Office Hours Program shall not affect any part-time faculty office hours program in effect on January 1,2000.

81885. (a) The Part-Time Faculty Office Hours Program Fund is hereby established in the State Treasury.

(b) On or before June 15 of each year, the Chancellor of the California Community Colleges shall apportion to each community college district that establishes a program pursuant to this article an amount of up to 50 percent of the total costs of compensation paid for office hours of part-time faculty, as defined in Section 81882. The chancellor shall distribute funds that are appropriated in the annual Budget Act specifically for this purpose proportionally based on each district's total costs for office hours of part-

time faculty pursuant to the verification submitted by the community college district in accordance with subdivision (c)of Section 87884 for that fiscal year. In no event, however, shall the allocation to any district exceed SO percent of the total costs of the compensation paid for office hours of part-time faculty pursuant to this article.

(c) It is the intent of this legislature that funding for the purposes of this article be in the annual Budget Act.

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Academic Senate
for California Community Colleges

Executive Committee Agenda Item

SUBJECT: Survey on College Grants Processes		Month: January	Year: 2015
		Item No: IV. F.	
		Attachment: YES	
DESIRED OUTCOME:	The board will provide guidance and input on the content and design of the survey	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Action Item	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Freitas	Consent/Routine	
		First Reading	X
STAFF REVIEW[1]	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Educational Policies Committee was assigned resolution 17.01 F12

Whereas, Unprecedented budget challenges are prompting California community colleges to seek alternative funding sources such as grants with increasing urgency;

Whereas, Grants often include provisions for the creation and implementation of new educational programs and curricula that do not require the students to earn college credit;

Whereas, Local senates and curriculum committees have developed curriculum approval processes to ensure their colleges' offerings are of the highest quality for students, but grant-inspired curriculum not involving credit may not be required to go through these pathways of curriculum development and approval; and

Whereas, Circumvention of these processes may have unintended negative consequences on curricular quality and subsequently on students' preparedness for success in their lives and careers;

Resolved, That the Academic Senate for California Community Colleges urge local senates and curriculum committees to collaborate with administrators to develop formal policies and procedures for the development and approval of mission-driven funded programs and curricula.

In order to address this resolution, the Educational Policies Committee decided to develop a draft survey, which will also help address resolution 17.03 F12, which is currently assigned to the President:

Whereas, Unprecedented budget challenges are prompting California community colleges to

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

seek alternative funding sources, such as grants, with increasing urgency;
Whereas, Grants are increasingly a de facto part of college planning and budget processes and
are used to maintain and/or expand new and existing programs; and

Whereas, Failure to integrate grants development into college planning and budget
development processes circumvents, and thus disrupts, those college processes;

Resolved, That the Academic Senate for California Community Colleges affirm that grant
development processes are processes for institutional planning and thus fall under the purview
of academic senates in accordance with Title 5 §53200; and

Resolved, That the Academic Senate for California Community Colleges research and report on
existing policies and procedures for the development of grant-driven programs at California
community colleges and identify which of those policies and procedures are integrated into
college institutional planning processes.

The draft survey is attached. The Educational Policies Committee requests that the Executive
Committee review the draft survey and provide input and guidance. The Educational Policies
Committee will then integrate the Executive Committee input into the survey and finalize the
draft at its January 13 meeting. It will then be brought to the Executive Committee for approval
at the February meeting.

Grants Process Survey (Draft 12/20/14)

1) Is there a grants development policy at your institution? Yes or No
2) If you answered no, are there plans to establish a grants development policy? Yes or No
(If you answered "No" to (1), you are finished with the survey. Thank you!)

3) If you answered yes to (1), how was the policy developed and established?
- Through collegial consultation with your academic senate
- Through your college governance committee (not senate)
- Developed and implemented by the administration without consultation
4) Does your policy require approval to pursue grants? Yes or No
5) If you answered yes to (4), what type of approval is required? (Check all that apply)
- Committee approval (grants committee, approval through planning process, etc.)
- Senate president review
- Curriculum chair review
- College President's approval
- Vice President's approval
- Dean approval only
- No approval needed to pursue a grant
- Other (explain)
6) Are grant initiators required to demonstrate need through your college's integrated planning process? Yes or No (If yes, explain)
7) When grants are awarded, is there campus wide communication about the award and how the monies will be spent?
8) Is information about grant awards used to inform the college budget allocation process?
9) Are there are any instances at your college where a grant that was awarded did not align with your college strategic plan? What happened in that situation?
10) Are there any instances at your college where grants were awarded that established new programs by circumventing your normal program approval processes? Yes or No (If yes, explain)

Executive Committee Agenda Item

SUBJECT: Legislative and Advocacy Committee Survey on Legislative Liaison Position		Month: January	Year: 2015
		Item No. IV. G	
		Attachment: NO	
DESIRED OUTCOME:	Approve the survey for distribution.	Urgent: YES	
		Time Requested: 10 mins.,	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: The Legislative and Advocacy Committee developed a survey to gather information and determine local senates' interest in creating legislative liaison position. A few local senates currently have this position in place but many more do not. The Legislative and Advocacy Committee believes that establishing such positions will provide another avenue to disseminate legislative information to local senates as well as solicit feedback, concerns, and interests from local senates on legislative issues to inform the work of ASCCC. This brief survey provides the necessary information for the LA committee to move forward in its work.

<div align="center">Legislative Liaison Survey</div>

Recognizing the need for local senates to remain engaged and active in policy issues and legislative activities affecting our system, the ASCCC has suggested in Rostrum articles and plenary breakouts that local senates create a legislative liaison position[2]. Generally, the individual filling the legislative liaison position is specifically responsible for tracking legislation and reporting to the local senate. The Legislative and Advocacy Committee is investigating utilizing such positions as a conduit to the ASCCC for not only disseminating information but also soliciting concerns, issues and questions from local senates that will inform the work of the ASCCC in statewide policy discussions and action. This short survey is designed to gather information on the structure and responsibilities of existing local senate legislative liaison positions as well as determine interest in establishing such positions. We would very much appreciate a few minutes of your time in completing the survey. Thank you.

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.
[2] Morse, David, Wheeler North, and Dan Crump. "Advocacy at the Local Level: What your Senate Can Do to Stay Informed and Active." Rostrum, November 2013. Web. 20 December 2014.
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Survey Questions

1. Does your local senate have a "legislative liaison" position? If not, go to question 6.
2. What was the process for creating the position (i.e. Constitutional revision/by-law revision, resolution, etc.)?
3. How is the individual who fills the position chosen (elected at large, elected by the senate body, appointed by senate, appointed by senate president, etc.)?
4. What are the powers, duties, and responsibilities associated with the position?
5. How long has your senate had the position?
6. If your local senate does not have such a position, would you be interested in creating one?

![Academic Senate for California Community Colleges logo]
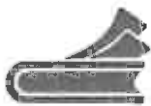
Executive Committee Agenda Item

SUBJECT: EDAC Cultural Competency Survey		Month: January	Year: 2015
		Item No: IV. H	
		Attachment: YES	
DESIRED OUTCOME:	Utilize survey for local senates and CC faculty	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	James Todd	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Equity and Diversity Action Committee is currently working on a Cultural Competency Plan for the ASCCC in response to two resolutions: "Plan to Infuse Cultural Competence" (SP2010, 1.02), and "Infusing Cultural Competence" (SP2014, 3.01).

EDAC would like to survey faculty regarding cultural competency, as well as diversity practices and policies, on local campuses and at the ASCCC. The proposed survey was modeled after a UCOP "self assessment tool from 2006, available at http://www.ucop.edu/academic-personnel-programs/_files/faculty-diversity-task-force/self-assessment-tool.pdf, and permission was obtained to modify and use for ASCCC purposes.

The results of this survey will be used for further breakouts on cultural competency at the Academic Academy and the building of the ASCCC Cultural Competency Plan.

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

ASCCC Survey: Building a Cultural Competency Plan

Survey Purpose

The Academic Senate of the California Community Colleges has appointed the Equity and Diversity Action Committee (EDAC) to write a cultural competency plan, which will encourage further action toward the realization of the established inclusivity statement below. To this end, we are asking for two things from local senates:

- a self-evaluation, and,
- an evaluation of the ASCCC and its appointed committees

The purpose of these evaluations is to assess the current state of diversity and inclusion efforts among California Community College faculty leaders and to identify strategies used on various campuses that could be shared with other campuses

Survey Goal

The goal of the cultural competency plan is to establish a roadmap toward greater diversity for the state academic senate that will serve as a model that local senates can emulate. Part of this means critically reflecting on local and state practices and policies that may or may not meet the spirit of our ASCCC inclusivity statement.

ASCCC inclusivity statement

"The Academic Senate for California Community Colleges recognizes the benefits to students, faculty, and the community college system gained from the variety of personal experiences, values, and views of a diverse group of individuals with different backgrounds. This diversity include, but is not limited to race, ethnicity, gender identity, sexual orientation, disability status, age, cultural background, veteran status, discipline or field, and experience. We also understand that the California Community College System itself is diverse in terms of the size, location, and student population of its colleges and districts, and we seek participation from faculty across the system. The Academic Senate respects and is committed to promoting equal opportunity and inclusion of diverse voices and opinions. We endeavor to have a diversity of talented faculty participate in Academic Senate activities and support local senates in recruiting and encouraging faculty with different backgrounds to serve on Academic Senate standing committees and task forces. In particular, the Academic Senate acknowledges the need to remove barriers to the recruitment and participation of talented faculty from historically excluded populations in society."

Self-Assessment Tool – Achieving a Culture of Inclusion

Your participation in this survey is very much appreciated—and crucial to our success.

EDAC has chosen the following survey tool, which is an adaptation of a model developed by Susan Drange Lee, Director of Faculty Diversity at UCLA. EDAC has modified the tool to reflect our CCC context.

You'll be asked to provide your thoughts about your local campus—and then about the ASCCC.

The results of the survey will be anonymous, but we will ask you to provide your name for further communication if you'd like to do so

Your Local Academic Senate: Surveying Your Culture of Inclusion

Choose the best description of your local academic senate out of the categories/answers below.

1) How does your senate leadership view the issue of diversity in terms of faculty serving on the senate and senate committees?

- Mainly silent on the issue
- Occasional statements supporting the importance of diversity
- Diversity issues are important and regularly communicated and practiced
- Diversity is a major consideration in faculty appointments and recruiting

Your Local Academic Senate: Surveying Your Culture of Inclusion

Choose the best description of your local academic senate out of the categories/answers below

2) How do your senate's academic and professional planning efforts reflect diversity elements?

- Diversity is not included in planning as either a value or a practice
- Diversity is an afterthought, an addition to planning
- Diversity is a commonly held value and is actively pursued
- Diversity is so ingrained in the planning and culture that it no longer needs separate attention

Your Local Academic Senate:
Surveying Your Culture of Inclusion

Choose the best description of your local academic senate out of the categories/answers below

3) Are resources (time, money, professional development) allocated to support senate diversity efforts?

- Resources are not earmarked for diversity efforts
- Some resource allocation is earmarked for diversity efforts
- Developing diversity in senate leadership is a priority when extra resources are available
- The senate regularly earmarks resources to increase cultural diversity and inclusion

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Your Local Academic Senate:
Surveying Your Culture of Inclusion

Choose the best description of your local academic senate out of the categories/answers below

4) How does the senate recruit diverse faculty into the senate and how does it involve diverse faculty in succession planning?

- There are no formal or informal attempts to recruit or retain diverse faculty on the senate and committees
- There are informal efforts to recruit diverse faculty to serve on the senate and committees and there are opportunities for leadership
- There are established procedures to recruit diverse faculty to serve on the senate and committees and there are clear pathways toward leadership
- There is a robust effort to recruit diverse faculty to serve on the senate and committees, and succession planning incorporates the value of diversity

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Your Local Academic Senate:
Surveying Your Culture of Inclusion

Choose the best description of your local academic senate out of the categories/answers below

5) In terms of diversity, what kinds of "common conversations" take place in your senate meetings or gatherings?

- "Diversity" and "excellence" are seen as conflicting values
- Diversity is mainly discussed by people who are considered diverse
- People struggle with how to be inclusive and value differences, the conversations are tentative but well intentioned
- Diversity is an essential and valued part of most discussions about policy and programs

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Your Local Academic Senate:
Surveying Your Culture of Inclusion

Choose the best description of your local academic senate out of the categories/answers below

6) How would you characterize your faculty recruitment and retention in terms of diversity?

- Senate compliance with mandated (EEO) policies is achieved, however buy-in to the value of faculty diversity is not present. Most diverse faculty reside in a small number of departments
- Special educational programs are occasionally used to boost diversity and lots of "how-to" training is needed (how to recruit and retain a diverse faculty, how to work in a diverse environment, how to overcome bias, etc.)
- Special programs exist to help recruit, mentor and advance underrepresented groups and women
- Programs exist to ensure diversity is a prominent and engrained component of senate leadership succession planning

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Your Local Academic Senate:
Surveying Your Culture of Inclusion

Choose the best description of your local academic senate out of the categories/answers below

7) In terms of accountability, how would you characterize the ways in which diversity is prioritized and accounted for in your senate?

- Diversity in senate leadership is not evaluated or discussed
- Diversity is included as a metric in the academic senate program review (or form of evaluation)
- Diversity is evaluated and an action plan implemented by the local Senate
- Diversity is an ongoing initiative and accounted for in your local Senate

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Your Local Academic Senate:
Surveying Your Culture of Inclusion

Choose the best description of your local academic senate out of the categories/answers below

8) How would you characterize typical behaviors and beliefs around issues of diversity in your senate programs and activities?

- Senate conversations about academic and professional matters tend to separate "diversity" as a separate and distinct element
- Diversity issues and diversity-related services are delegated to under-represented minorities and women as "their" task
- Faculty struggle with how to be inclusive and value differences
- Senate discussions consciously include how diverse faculty, students and staff may be affected by any decision, program or policy being considered
- Inclusiveness and diversity are assumed to be part of the way the senate operates

Your Local Academic Senate:
Surveying Your Culture of Inclusion

Consider the context of your local academic senate and provide an answer to the question/prompt below.

9) Consider this quote from the Inclusivity Statement of the ASCCC: *"(D)iversity includes but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural background, veteran status, discipline or field, and experience."*

* Please comment on your senate's success in creating a culture of inclusion encompassing these (or other) diversity categories

* [text box]

Your Local Academic Senate:
Surveying Your Culture of Inclusion

Consider the context of your local academic senate and provide an answer to the question/prompt below.

10) What programs, innovations, or policies have you implemented that have furthered diverse participation in your senate and committees?

* [text box]

The ASCCC:
Surveying Our Culture of Inclusion

Choose the appropriate description of the ASCCC out of the categories/answers below.

11) How does ASCCC engage the issue of having diverse faculty serve on the ASCCC and ASCCC committees?

* Mainly silent on the issue

* Occasional statements supporting the importance of diversity

* Diversity issues are important and regularly communicated and practiced

* Diversity is a major consideration in faculty appointments and recruiting

The ASCCC:
Surveying Our Culture of Inclusion

Choose the appropriate description of the ASCCC out of the categories/answers below.

12) How do ASCCC planning efforts reflect diversity elements?

* Diversity is not included in planning as either a value or a practice

* Diversity is an afterthought, an addition to planning

* Diversity is a commonly held value and is actively pursued

* Diversity is so ingrained in the planning and culture that it no longer needs separate attention

The ASCCC:
Surveying Our Culture of Inclusion

Choose the appropriate description of the ASCCC out of the categories/answers below.

13) Are ASCCC resources (time, money, professional development) allocated to support diversity efforts?

* Resources are not earmarked for diversity efforts

* Some resource allocation is earmarked for diversity efforts

* Developing diversity in ASCCC leadership is a priority when extra resources are available

* The ASCCC regularly makes it a priority to increase cultural diversity and inclusion

The ASCCC:
Surveying Our Culture of Inclusion

Choose the appropriate description of the ASCCC out of the categories/answers below.

14) Does the ASCCC recruit diverse faculty and involve diverse faculty in succession planning?

* There are no formal or informal attempts to recruit or retain diverse faculty on the senate and committees

* There are informal efforts to recruit diverse faculty to serve on committees and there are opportunities for leadership

* There are established procedures to recruit diverse faculty to serve on committees and there are clear pathways toward ASCCC leadership

* There is a robust effort to recruit diverse faculty to serve on the executive and committees, and succession planning incorporates the value of diversity

The ASCCC:
Surveying Our Culture of Inclusion

Choose the appropriate description of the ASCCC out of the categories/answers below

15) In terms of diversity, what kinds of "common conversations" take place in ASCCC meetings or gatherings?

- "Diversity" and "excellence" are seen as conflicting values
- Diversity is mainly discussed by people who are considered diverse
- People struggle with how to be inclusive and value differences; the conversations are tentative but well intentioned
- Diversity is an essential and valued part of most discussions about policy and programs

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The ASCCC:
Surveying Our Culture of Inclusion

Choose the appropriate description of the ASCCC out of the categories/answers below

16) Is the ASCCC committed to diversity in terms of ongoing initiatives and programs?

- The value of faculty diversity is not present, and most diverse faculty reside in a small number of areas or committees
- Special educational sessions or events are used to boost diversity, and lots of "how-to" training is needed (how to recruit and retain a diverse faculty, how to work in a diverse environment, how to overcome bias, etc.)
- Special programs to help recruit, mentor and advance underrepresented groups and women exist
- Programs exist to ensure diversity is a prominent, engrained component of ASCCC leadership succession planning

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The ASCCC:
Surveying Our Culture of Inclusion

Choose the appropriate description of the ASCCC out of the categories/answers below

17) In terms of accountability, how would you characterize the ways in which diversity is prioritized and accounted for in the ASCCC?

- Diversity in ASCCC leadership is not evaluated or discussed
- Diversity is included as a metric in the ASCCC evaluative processes
- Diversity is evaluated and an action plan implemented by the ASCCC
- Diversity is an ongoing initiative and accounted for in the ASCCC

The ASCCC:
Surveying Our Culture of Inclusion

Choose the appropriate description of the ASCCC out of the categories/answers below

18) How would you characterize typical behaviors and beliefs around issues of diversity in ASCCC programs and activities?

- ASCCC conversations about academic and professional matters tend to separate "diversity" as a separate and distinct element
- Diversity issues and diversity-related services are delegated to under-represented minorities and women as "their" task
- Faculty struggle with how to be inclusive and value differences
- ASCCC discussions consciously include how diverse faculty, students and staff may be affected by any decision, program or policy being considered
- Inclusiveness and diversity are assumed to be part of the way the ASCCC operates

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The ASCCC:
Surveying Our Culture of Inclusion

Consider the context of the ASCCC and provide an answer to the question/prompt below

19) Consider this quote from the Inclusivity Statement of the ASCCC: "(D)iversity includes but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural background, veteran status, discipline or field, and experience."

- Please comment on the ASCCC's success in creating a culture of inclusion encompassing these (or other) diversity categories

- [text box]

The ASCCC:
Surveying Our Culture of Inclusion

Consider the context of the ASCCC and provide an answer to the question/prompt below

20) What programs, innovations, or policies do you feel have furthered diverse participation the ASCCC Executive and/or ASCCC committees?

- [text box]

Surveying Our Cultures of Inclusion

Is there anything you wished this survey had asked? Are there any other comments regarding diversity and your local senate or the ASCCC that you would like to add?

- [text box]

THANK YOU

Thank you for being part of this survey. While the survey is designed to be anonymous up to this point, EDAC is seeking further input from participants in this survey. If you wouldn't mind sharing your contact information, an EDAC committee member may be in touch to discuss your answers and further questions about the ASCCC and your campus diversity efforts

- Name [text box]

- College [text box]

- Position [text box]

- Email [text box]

Executive Committee Agenda Item

SUBJECT: Curriculum Committee Survey to Collect Data on Regional Coordination of Course Offerings		Month: January	Year: 2015
		Item No: IV. I.	
		Attachment: YES	
DESIRED OUTCOME:	Approve survey for distribution to Curriculum Chairs, Senate Presidents and CIOs	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	James Todd	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

In response to Resolution S13 9.01, "Investigate Regional Coordination of Course Offerings," the Curriculum Committee has put together a survey to gather information on regional course coordination. The proposed survey would be pushed to Curriculum Chairs, Senate Presidents and CIOs for response.

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

Curriculum Committee
Proposed Survey to Collect Data on Regional Coordination of Course Offerings

S13 9.01 "Investigate Regional Coordination of Course Offerings" states:

> Whereas, Faculty develop curriculum designed to best serve the educational needs of students and fully intend to offer the courses necessary for students to expeditiously meet their educational goals;

> Whereas, Community colleges strive to develop class schedules that allow students to complete basic skills classes, obtain degrees and certificates, and transfer to four-year universities, all within a timely manner;

> Whereas, Despite their best intentions, it is often difficult for colleges to offer necessary courses within the timeframe needed for students to complete their educational goals due to minimum class enrollment policies or the high cost of the course; and

> Whereas, Colleges are constantly striving to better meet the needs of students and coordination among colleges on course scheduling may ensure that courses that are not frequently scheduled at one college due to historical low enrollments or high costs, may be offered at one or more neighboring colleges thus providing students with additional opportunities to complete their educational goals;

> Resolved, That the Academic Senate for California Community Colleges research the feasibility of and suggest possible strategies and effective practices for regional coordination of course offerings among colleges to improve course availability for students and report the findings at the Fall 2014 Plenary Session.

The Curriculum Committee would like to survey Curriculum Chairs, Senate Presidents and CIOs to gather information on regional course coordination.

Survey Questions for CIOs, Senate Presidents, Curriculum Chairs:

1) Does your college coordinate with colleges <u>inside</u> of your district to ensure offerings of high-cost or low-demand courses are available to students for timely award completion? If so, how? Can you give an example of a course and a process?

2) Does your college coordinate with neighboring colleges <u>outside</u> of your district to ensure offerings of high-cost or low-demand courses are available to students for timely award completion? If so, how? Can you give an example of a course and a process?

3) Does your college have any policies or barriers that might make the process of regional coordination of courses difficult?

4) If you haven't considered a process of regional coordination of course offerings and the idea interests you, what concerns or questions might you have about designing a regional plan?