



EXECUTIVE COMMITTEE MEETING

Residence Inn Sacramento Downtown at Capitol Park
1121 15th Street, Sacramento, CA 95814
(916) 267-6806

Friday, January 31, 2014 meeting

10:00 a.m. to 12:00 noon

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

12:30 p.m. to 1:00 pm. meeting continued

1:00 pm to 4:00 pm Closed Session to interview Board of Governors Faculty Nominations

4:00 pm to 5:00 pm meeting continued

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

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

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

I. ORDER OF BUSINESS

A. Roll Call

B. Public Comment

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

C. Calendar

D. Action Tracking List

E. Dinner Arrangements

II. CONSENT CALENDAR

A. Spring Curriculum Regional Meetings – 20 mins., Stanskas

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

B. Leadership Pilot Module – 20 mins., Grimes-Hillman

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

C. Area Representative Handbook – 10 mins., Grimes-Hillman

The Executive Committee will approve the revised draft of the Area Representative Handbook.

III. OLD BUSINESS (Possible Action)

A. Executive Committee Meeting Minutes – 20 mins., Bruno

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

B. Spring Session Planning – 45 mins., B. Smith

The Executive Committee will consider for approval the Spring Plenary Session preliminary program.

C. IPC Recommendations – 20 mins., Bruno

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

D. Expense Reimbursement Policy – 30 mins., Stankas

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

E. Resolution Assignments – 20 mins., Freitas

The Executive Committee will consider for approval the dispositions of the referred resolutions from the 2013 Spring Plenary Session.

F. Distance Education Paper Prompts and Outline Review – 20 mins., Freitas

The Executive Committee will consider for approval the Distance Education paper prompts and outline review.

G. Vocational Education Professional Development – 20 mins., North

The Executive Committee will consider for approval the dates and locations of the CTE Regional meetings and the proposed agenda.

H. Board of Governors Faculty Nomination Interviews [*Time certain 1:00 pm – 4:00 pm*]

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

IV. NEW BUSINESS (Possible Action)

A. Faculty Development Paper Revision – 20 mins., Morse

The Executive Committee will consider for approval the proposal and outline for the revision of the faculty development paper.

B. Consistent Messaging – 20 mins., B. Smith

The Executive Committee will consider adopting consistent messaging for the ASCCC.

V. INFORMATION AND REPORTS [*Time certain: 4:00 pm – 5:00 pm*]

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

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

B. Liaison Oral Reports [*please keep report to 5 mins., each*]

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

RECESS

Saturday, February 1, 2014

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

VI. FIRST READING (No Action)

A. Credit by Exam Paper – 30 mins., L. Kawaguchi

The Executive Committee will consider for approval the draft credit by exam paper.

B. Spring Plenary Session Resolutions – 30 mins., Freitas

The Executive Committee will discuss the need for new resolutions to forward to the Area Meetings for discussion, as well as review deadline for Executive Committee resolutions and resolution writing guidelines.

C. Quality Agenda – 30 mins., B. Smith

The Executive Committee will discuss shaping a quality agenda for the spring, for use in legislation, at Consultation Council, and for plenary session.

VII. INFORMATION AND REPORTS (No Action)

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

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

B. Governor's Budget Proposal – 20 mins., B. Smith

The Executive Committee will discuss elements of the proposed budget to shape a response and subsequent changes in the next months.

C. Financial Report – 20 min., North

The Executive Committee will receive a report on the Senate's finances.

D. Senate Grants – 15 mins., B. Smith

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

E. Academic Academy- 15mins., Stanskas

The Executive Committee will be updated about the Academic Academy.

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

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

G. Written Reports – B. Smith

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

H. Approved Minutes - Bruno

The November 6, 2013 approved minutes are presented.

Public Comment

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

New Business (No action/Next Agenda)

Adjournment

February 2014

Executive Committee Calendar

Calendar grid header with days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Feb 2014

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Mar 2014

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1
Executive Committee Meeting
Sacramento

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| | | | | | Accreditation Institute (La Jolla) | |

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| | Diversity Award due in Senate office | | Executive Committee Agenda Deadline FL: 1st reading E: Lincoln's Birthday | | | |

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| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| | President's Day - Office Closed | Diversity Award sent to readers | | Consultation Council Meeting | Academic Academy (Napa) | |

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| | | | | | Executive Committee Meeting Sacramento | |

March 2014

Executive Committee Calendar

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Feb 2014

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Apr 2014

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1
Executive Committee Meeting Sacramento

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| 2 | 3 Howard Award Presentation ASGC Meeting | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 Dorothy Award selection due in ASGC office | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 Consultation Council Meeting | 21 | 22 |
| | | | | | Area Meetings | |
| 23 | 24 | 25 | 26 Ct. 1st Reading Executive Committee Agenda Deadline | 27 | 28 | 29 |
| 30 | 31 Cesar Chavez Day (Office Closed) | | | | | |

April 2014

Executive Committee Calendar

| Calendar | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 6 | 7 | 8 | 9 Executive Committee Meeting SFO Westin | 10 | 11 Diversity Award presentation | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring Session SFO Westin | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 20 | 21 CI: Prelim Presenters List Due | 22 | 23 | 24 | 25 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27 | 28 FL: Final Program due to Julie FL: Presenter Travel and AV Requests Due | 29 | 30 | <table border="1" style="display: inline-table; margin-right: 20px;"> <caption>Mar 2014</caption> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <table border="1" style="display: inline-table;"> <caption>May 2014</caption> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td></td><td></td><td></td><td></td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table> | | | S | M | T | W | T | F | S | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | S | M | T | W | T | F | S | | | | | | | 1 | | | | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | |
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May 2014

Executive Committee Calendar

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Apr 2014</p> <table border="1" style="font-size: 8px;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td></td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </table> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Jun 2014</p> <table border="1" style="font-size: 8px;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </table> </div> </div> | | | | S | M | T | W | T | F | S | | 1 | 2 | 3 | 4 | 5 | | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | S | M | T | W | T | F | S | | 1 | 2 | 3 | 4 | 5 | 6 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | 1 | 2 | 3 |
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| 11 | 12 <div style="border: 1px solid black; padding: 2px; font-size: 8px;">FL: Program to Print</div> | 13 | 14 <div style="border: 1px solid black; padding: 2px; font-size: 8px;">CI: 2nd Reading Executive Committee Agenda Deadline</div> | 15 <div style="border: 1px solid black; padding: 2px; font-size: 8px;">Consultation Council Meeting</div> | 16 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 25 | 26 <div style="border: 1px solid black; padding: 5px; text-align: center;">  MEMORIAL DAY Office Closed </div> | 27 <div style="border: 1px solid black; padding: 2px; font-size: 8px;">CI: Presenter Travel and AV Requests Due</div> <div style="border: 1px solid black; padding: 2px; font-size: 8px;">FL: Digital Materials due</div> <div style="border: 1px solid black; padding: 2px; font-size: 8px;">FL: Early Registration Ends</div> | 28 | 29 | 30 <div style="border: 1px solid black; padding: 2px; font-size: 8px;">Executive Committee Meeting / Orientation</div> | 31 <div style="border: 1px solid black; padding: 2px; font-size: 8px;">Executive Committee Meeting / Orientation</div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

June 2014

Executive Committee Calendar

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1 Executive Committee Meeting / Orientation | 2 CI: Final Program Due to Julie | 3 | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 9 CI: Final Program to Printer FL: Shipping Deadline | 10 | 11 | 12 | 13 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Faculty Leadership Institute (San Diego) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | 16 | 17 | 18 | 19 Consultation Council Meeting | 20 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | 23 CI: Digital Materials Due | 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 | 30 CI: Early Registration ends | <div style="display: flex; justify-content: space-around;"> <table border="1" style="font-size: small;"> <caption>May 2014</caption> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table> <table border="1" style="font-size: small;"> <caption>Jul 2014</caption> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table> </div> | | | | | S | M | T | W | T | F | S | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | S | M | T | W | T | F | S | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
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July 2014

Executive Committee Calendar

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <table border="1"> <caption>Jun 2014</caption> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> | S | M | T | W | T | F | S | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | 1 | 2 | 3 CI: Final confirmation email out. | 4  4th of July - Office Closed | 5 | | | | | | | |
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| 6 | 7 CI: Shipping deadline | 8 | 9 | 10 | 11 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Curriculum Institute (TBD) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | 14 | 15 | 16 | 17 Consultation Council Meeting | 18 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 27 | 28 | 29 | 30 | 31 | <table border="1"> <caption>Aug 2014</caption> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td></td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> | S | M | T | W | T | F | S | | | | | 1 | 2 | | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | |
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**Executive Committee
Record of agenda items -- 2013 - 2014**

| date of meeting | agenda item | responsibility | due | completed | agenda item | source | minute reference | further action/status |
|-----------------|--|----------------|-----------------------|-----------|-------------|-------------------|------------------|--|
| 1-Jun-12 | ASCCC Vendor Policy | Adams | | | IV. G. | Turnaround survey | page 5 | Assigned to IPC - August 2013. Draft Vendor Policy brought to the Executive Committee in January. JB |
| Sept-12 | Area Representative Roles and Responsibility | Grimes-Hilman | | | V. A. | Exec Discussion | page 7 | 1st draft submitted - January 2014 Exec meeting |
| 17-Apr-13 | FACCC Partnership on events | Adams | | | V. H. | | page 4 | |
| Aug-13 | Revised Budget | Adams | | | | | IV. A. | Adams will bring back a revised budget once the SB70 budget and work plan are finalized |
| Aug-13 | Budget and Expenditure Quarterly Update | Adams | Ongoing | | | | IV. A. | Adams will report the budget and expenditure information quarterly and include the dashboard and income statement |
| Aug-13 | Developing a minimum reserve | Officers | | | | | IV. A. | Officers will discuss developing a minimum reserve amount for Senate budgeting purposes |
| Aug-13 | CFO's informational presentation to Exec on Budget | Adams | Exec. Orientation | | | | IV. A. | CFO to make informational presentation to the Executive Committee on the budget and financial processes each year preferably at the Orientation meeting |
| Aug-13 | Social Media Policy and Presence | IPC | | | | | IV. B. | IPC will bring a draft policy to address this issue at the January/February or February/March Exec meeting |
| Aug-13 | Paper Development Process | IPC | | | | | IV. C. | On January 3 - 4, 2014 agenda. Pushed to the Jan/Feb Meeting. |
| Aug-13 | Vendors/Sponsors | Adams | | | | | IV. D. | On January 3 - 4, 2014 agenda. Pushed to the Jan/Feb Meeting. |
| Aug-13 | Local Senates Survey | Adams | | | | | IV. I. | • Survey sent to local Senates this fall • The Executive Committee will consider using the information gathered from this survey in its strategic planning process. |
| Oct-13 | Legislative Activities | Bruno | | | | | III. A. | IPC will explore developing a document addressing good practice for Senate involvement in lobbying and advocacy. On IPC January agenda for discussion. JB |
| Oct-13 | Legislative Activities | Freitas | | | | | III. A. | Resolutions Chair will review the Resolutions policies and procedures for updates needed regarding what legislative actions the Senate can or cannot take |
| Oct-13 | Legislative Activities | Morse | | | | | III. A. | Hold a future breakfasts addressing local senate and Senate lobby/advocacy topics |
| Oct-13 | Legislative Activities | Crump | | | | | III. A. | Crump will research the Chancellor's Office legal opinions to see if there is any information available about lobbying and advocacy |
| Oct-13 | Legislative Activities | Morse | | | | | III. A. | Members will consider the Senate's legislative activities when discussing strategic planning |
| Oct-13 | Budget Committee Membership Composition | B. Smith | Jan 2014 Exec Meeting | | | | IV. B. | The officers to discuss the implications of the proposal and make a recommendation to the Executive Committee by January 2014 |
| Oct-13 | Multiple Measures Paper | Grimes-Hilman | | | | | IV. C. | 1st draft submitted - January 2014 Exec meeting |
| Oct-13 | Distance Education Paper | Freitas | | | | | IV. E. | Executive committee approved the concept of a paper focused on faculty and student preparation for DE courses. Surveys are to be sent out to the field with responses due by 11/24. The surveys will close on 12/13. A literature search is being conducted for research on faculty and student prep for DE. The DE Task Force will meet 1/24 to analyze the surveys, review the literature and build a more detailed paper outline. |

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| Oct-13 | Survey Regarding Preparation for Teaching/Taking Online Classes | Frielias | | | | | | | IV.G. | <ul style="list-style-type: none"> Surveys were sent to the field on 11/12, and the deadline was extended to 12/13. The DE task force will start reviewing the results ahead of their 1/24 meeting. |
| Oct-13 | Area Representative Handbook | Gimes-Hillman | | | | | | | IV.H. | <ul style="list-style-type: none"> 1st draft submitted - January 2014 Exec meeting |
| Oct-13 | Discipline List Handbook | Gimes-Hillman | | | | | | | IV.I. | <ul style="list-style-type: none"> 1st draft submitted - January 2014 Exec meeting |
| Oct-13 | Fall Regional Curriculum Meetings | Slanskas | | | | | | | IV.J. | <ul style="list-style-type: none"> Slanskas will provide Adams with information for advertising these events and posting on the website |
| Oct-13 | Accreditation Institute | P.Smith | | | Final version due Jan 2014 Exec Meeting | | | | IV.K. | <ul style="list-style-type: none"> P. Smith will provide Adams with an outline of the program for communicating with the field and posting on the website. P. Smith will bring a final program to the next Executive Committee for approval |
| Nov-13 | Legislation | Morse | | | Jan 2014 Exec Meeting | | | | III.A. | <ul style="list-style-type: none"> Morse will send the list of agreed and not agreed upon legislation to the board A Rostrum article will be written by a board member for the next issue |
| Nov-13 | Academic Academy | Harnell | | | Final version due Jan 2014 Exec Meeting | | | | IV.B. | <ul style="list-style-type: none"> Harnell will update the program to include any suggestions or changes from the board The program will include the panel discussion at the end for CSU/UC and this will be reflected on the program. |
| Nov-13 | Joint Advocacy Communication | Morse | | | Jan 2014 Exec Meeting | | | | IV.C. | <ul style="list-style-type: none"> Revisit the MOU between ASCCC and FACCC and bring this to the next board meeting Morse will continue to have conversations with Lightman on the joint communication with FACCC and ASCCC |
| Nov-13 | Reinstatement of Local Senate Visits | Morse | | | | | | | IV.D. | <ul style="list-style-type: none"> Kawaguchi will send out the general practices document to the board B. Smith will look at strategic plan for reinstatement of local senate visits A master document will be considered and possibly developed for local senate visits |
| Nov-13 | C-ID/TMC Update | Bruno | | | Jan 2014 Exec Meeting | | | | V.I.C. | <ul style="list-style-type: none"> Agendize for March meeting C-ID and relationship with Senate |
| Nov-13 | 2013 Institute for Equity, Effectiveness, and Excellence at Hispanic Serving Institutions | Chubotti | | | | | | | VI.E. | <ul style="list-style-type: none"> Chubotti will forward quotes from Baca to B. Smith |
| Jan-14 | Calendar | Adams | | | Feb Exec meeting | | | | IC | <ul style="list-style-type: none"> Adams will bring back an item to the February meeting to discuss next year's Executive Committee meetings locations and travel. Adams will include in this item the amount of cost savings holding meetings in Sacramento. |
| Jan-14 | Accreditation Institute | P.Smith | | | | | | | II.A. | <ul style="list-style-type: none"> P. Smith will send Adams the draft program by January 6, including information about missing presenters. Final presenters will be sent to Adams by January 10. Adams will follow up with CCLC regarding whether the program needs to identify which breakout are targeted toward trustees. Staff will send a list of current registered attendees to Rico to use in identifying a counselor who is already attending the event to participate in a breakout. |

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|--------|---|----------------|--|--|--|-------|--|
| Jan-14 | Academic Academy | Staniskas | | | | II.B | <ul style="list-style-type: none"> B. Smith and Morse will finalize the institute program and send to Adams by January 15 Adams will send to the Executive Committee a list of UC/C/SU faculty members who have registered for the Institute. Staniskas will develop a blurb as soon as possible to send out to the Institute to encourage more registration. Staff will send the message developed by Staniskas to the listservs for the senate president, curriculum chairs, and disciplines included in the C-ID System |
| Jan-14 | Area Representative Handbook | Grimes-Hillman | | | | II.C | <ul style="list-style-type: none"> The Standards and Practices Committee will consider the concerns raised during this discussion and address as appropriate. Grimes-Hillman will bring back another revision of the Area Representative Handbook to the January/February meeting for review and possible approval |
| Jan-14 | Bagley Keene Act | Bruno | | | | III.A | <ul style="list-style-type: none"> IPC will draft a statement about the Executive Committee's philosophy on open meetings, transparency, and accountability and an outline for how to handle certain processes. Executive Committee members will send ideas to Bruno |
| Jan-14 | Executive Committee Meeting Minutes | B.Smith/Bruno | | | | III.B | <ul style="list-style-type: none"> B. Smith will follow up with the attorney about the closed session minutes, particularly if they can be shared with other Executive Committee members for review and approval. IPC will bring back a recommendation to the next meeting about how best to format the minutes, particularly those that include public testimonies |
| Jan-14 | Resolutions Committee Operational Recommendations | Fretas | | | | III.D | <ul style="list-style-type: none"> B. Smith will make appointments from each of the Areas to the Resolution Committee Fretas will implement recommendations 2 and 4. Fretas will ensure that he and other Resolution Committee members are not assigned a breakout during the final breakout session. This recommendation will also be recorded to inform future Resolution Chairs. Adams will follow up with the Senate Parliamentarian David Mezzera regarding clarifications to the president's script as noted above. |
| Jan-14 | Resolution Assignments | Fretas | | | | III.E | <ul style="list-style-type: none"> Staff will post the resolution assignment to on the website under the appropriate resolutions. B. Smith will include the perfected 2.11 resolution in the President's Update and in correspondence to the ACCJC. Staff will post the 2.11 resolution on the Senate website in the resolution database Fretas will work with the authors on Resolutions 9.03 and 12.03 F13 to perfect the resolution and bring back to the Executive Committee with the other Executive Committee resolutions. Adams will follow up with the Senate's Parliamentarian regarding the referred resolution motion possibly containing two motions. If he agrees, she will ask him how to prevent this type of mistake in the future. |

| | | | | | | | | |
|--|----------------|--|--|--|--|--|-------|--|
| Jan-14 Spring Session | B. Smith | | | | | | III.F | <ul style="list-style-type: none"> • Adams will work with the Creative Director to design the theme. • Members will send contact information for keynote presenters to B. Smith. • Each member will send Adams two breakout topics by January 15, 2014. • Members will send Adams ideas for information to include in the program. • Area representatives will send Holly the Area Meeting information by January 15, 2014. |
| Jan-14 Survey on automatic awarding of degrees | Morse | | | | | | III.G | <ul style="list-style-type: none"> • Morse will send Adams the final survey. • Staff will format the survey using Survey Monkey and send to Morse for review and approval. • Morse will provide staff with a transmittal note to include with the survey. • Staff will email out the final survey to the senate president and curriculum chair listservs. |
| Jan-14 Spring Curriculum Regional Meetings | Stanskas | | | | | | III.I | <ul style="list-style-type: none"> • Members will send Stanskas suggestions about possible Northern California locations. • Stanskas will bring back the agenda and topics for the regional meetings to the January/February meeting for approval. |
| Jan-14 J. Vocational Leadership Professional Development | North | | | | | | III.J | <ul style="list-style-type: none"> • Adams and North will write a Rostrum article informing the body about activities related to CTE professional development. • Adams and North will work with those appointed to workgroup to plan regional meetings. • Stanskas will work with the Curriculum Committee to develop a strand dedicated to CTE faculty and issues. • Adams will work on the budget for the CTE work taking into consideration the priority of a CTE track at the Curriculum Institute. • Staff will solicit CTE faculty to attend the Academic Academy, Spring Session, Faculty Leadership, and Curriculum Institute. • Freitas will bring back a perfected resolution to address issues raised in referenced resolution 12.03 F13. |
| Jan-14 Posting Research on ASCCC Website | Crump | | | | | | III.M | <ul style="list-style-type: none"> • Crump will bring back a proposal including possible structure, timeline, responsibilities, workload, and other information relevant to creating and maintaining such a page. |
| Jan-14 Board of Governors Faculty Nomination | B. Smith/Adams | | | | | | III.P | <ul style="list-style-type: none"> • Adams will remove the nomination packets from the website. • Staff will schedule interviews for Braden, Brown, Gerhold, and Terry. • B. Smith will develop the interview questions. |
| Jan-14 Part-time Paper Revision | Morse | | | | | | V.A | <ul style="list-style-type: none"> • Morse will share with the Part-time Task Force the concerns raised by the Executive Committee and advise them that the submitted outline, while useful to outside entities (e.g., unions, professional organizations) would not be an outline that could be supported by the ASCCC for reasons shared during this discussion. • Morse will seek feedback from the Part-time Caucus during their meeting at the 2014 Spring Plenary Session. • Morse will bring back another outline to a future meeting. |

| | | | | | | | | | |
|--------------------------------------|---------------------------------------|-----------------------|-------------|----------------|-----------------|--|-------------------------|------------------------------|--|
| Jan-14 | Multiple Measures Paper | Grimes-Hillman | | | | | | V.B | Grimes-Hillman will bring back a revised paper to a future meeting for discussion and possible adoption. |
| Jan-14 | Discipline List Handbook | Grimes-Hillman | | | | | | V.C | Grimes-Hillman will bring back a revised handbook to a future meeting for discussion and possible adoption. |
| Jan-14 | Credit by Exam Paper | Kawaguchi | | | | | | V.F | Kawaguchi will bring back a revised draft document for first reading at the January/February Executive Committee meeting. |
| Assigned Tasks -- 2013 - 2014 | | | | | | | | | |
| | Assignment | responsibility | due | status | complete | source | minute reference | further action/status | |
| Jun-13 | Accreditation Effective Practices | P. Smith | Spring 2014 | | | | | | |
| Jun-13 | CBE 2nd Paper | Kawaguchi | Spring 2014 | | | | | | |
| Jun-13 | DE Paper | Freitas | Spring 2014 | Outline 8/2013 | | | | | First draft on January agenda |
| Jun-13 | Multiple Measures Paper | Grimes-Hillman | Spring 2014 | Outline 8/2013 | | | | | DE Taskforce to collect survey data and research scholarly research on the subjects of student and faculty prep for DE and the effects on retention and success. Paper to focus on faculty and students prep for DE. The surveys will close on 12/13. A literature search is being conducted for research on faculty and student prep for DE. The DE Task Force will meet 1/24 to analyze the surveys, review the literature and build a more detailed paper outline. |
| Jun-13 | Part-time Paper | Morse | | | | 19.07 S13 | | | 1st draft - January meeting |
| Jun-13 | Professional Development Paper | Morse | | | | 19.01, F12; 19.02 F12 | | | Outlines on January 2014 Exec agenda |
| Task Forces | Assignment | responsibility | due | status | complete | source | minute reference | further action/status | |
| Jun-13 | Conjoint Programs/Regional Scheduling | Freitas | | | | | | | |
| Jun-13 | Distance Education | Freitas | | | | 9.01 S13; 9.02 S13; 13.04 F11 | | | On hold |
| | | | | | | 9.06 S98; 9.03 S13; 9.04 S13; 13.03 S13; 19.06 S13 | | | 9.03 and 19.03 being addressed by surveys on student preparation and faculty preparation finalized and subsequent paper. 9.04 being partially addressed by MOOC breakout at fall 2013 session. B. Smith and J. Freitas to contact CIOs group about data for 13.03. DE Task Force members plan to submit Rostrum articles on their MOOC experiences as students and teachers in those environments. Other Rostrum articles are planned, including one reporting the results of the surveys. |
| Jun-13 | GE Task Force | Harnell | | | | | | | |
| Jun-13 | Grants and Local Budgets | P. Smith | | | | 17.03 F12 | | | |
| Jun-13 | Hiring and Evaluation | Chubbott | | | | 19.06 F11; 1.07 S10; 19.03 S13 | | | |
| Jun-13 | Internal Process | Bruno | | | | Resolutions | | | IPC is revising the following policies: Publication Guidelines, Elections Process, Internal and External Communication (incl. social media and email) and Listserv policy. IPC is creating a philosophy statement on openness, transparency and accountability and new policies for meeting process and procedures, and Vendors at Senate events. JB |
| Jun-13 | Low Certificates | Rico | | | | | | | |
| Jun-13 | Noncredit/Adult Education | Harnell | | | | 21.01 F12 S12; 14.01 and 19.01 | | | |
| Jun-13 | Operational Oversight | Bruno | | | | 1.02 S13; 1.04 S13 | | | DOC presented their progress on an evaluation process during the fall plenary session and received substantial feedback. DOC is reinvigorating the process at our Jan meeting. JB |

| | | | | | | | |
|--------|----------------------------------|--------------------------|--|-------------------------------|------------------------------------|--|---|
| Jun-13 | Professional Development College | James-Hillman Davison | | Breakout Completed FS13 | 19.01 F12 13.05 S13 | | proposal for pilot going to Exec in January 14 Committee will wait appointment of new CCCCCO legal counsel for political new interpretation of Ralph Black's original opinion on student cheating. |
| Jun-13 | Student Equity | Chisaboti | | | 13.05 S11; 13.06 S12; 13.07 S10 | | |



Executive Committee Agenda Item

| | | | |
|--------------------------------------|------------------|------------------------------|---|
| SUBJECT: Spring Curriculum Regionals | | Month: January/February 2014 | |
| | | Item No: II.A | |
| | | Attachment: YES / NO | |
| CATEGORY: | Consent Calendar | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | John Stanski | Consent/Routine | |
| | | First Reading | |
| STAFF REVIEW ¹ : | Julie Adams | Action | X |
| | | Information | |

Please note: Staff will complete the grey areas.

DESIRED OUTCOME:

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

BACKGROUND:

The locations and dates have been confirmed for:

Friday, March 14, San Diego Continuing Education Center

Saturday, March 15, Diablo Valley College

The Agenda: Curriculum Creeping on the Down Low

- A. Welcome
- B. IGETC for STEM and The Creeping Unit
- C. Types of Course Offering
- D. Lunch
- E. NonCredit Update
 - 1. Progress Indicators
 - 2. NonCredit/Credit Courses
 - 3. AB86 Adult Ed. Primer
- F. Athletics Unit Hour Tracking
- G. Question and Answer

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



Executive Committee Agenda Item

| | | | |
|----------------------------------|-------------------------|------------------------------|---|
| SUBJECT: Leadership Pilot Module | | Month: January/February 2014 | |
| | | Item No: II.B | |
| | | Attachment: Yes | |
| CATEGORY: | Consent Calendar | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | Michelle Grimes-Hillman | Consent/Routine | |
| | | First Reading | |
| STAFF REVIEW ¹ : | Julie Adams | Action | X |
| | | Information | |

Please note: Staff will complete the grey areas.

DESIRED OUTCOME:

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

BACKGROUND:

In Fall 2012, resolution 19.01 F12 directed the Academic Senate to design a professional development college program. The resolved noted,

Resolved, That the Academic Senate for California Community Colleges design and implement a faculty Professional Development College Program that provides continuing education units for training related to the legislated purview of faculty in California community colleges to supplement local professional development offerings, including but not limited to training in research-based principles of effective instruction, and that supports the Student Success Task Force professional development recommendations and the work of the Chancellor's Office Professional Development Committee, and promotes participatory governance in our colleges.

This year, the Executive Committee formed the Professional Development College Ad Hoc Task Force with this task. PDC has had several conversations about designing and implementing the Professional Development College program including holding a breakout at the 2013 Fall Plenary session. The Executive Committee will discuss a proposal to pilot a yearlong professional development training including possible structure and topics.

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

Leadership Professional Development Module

The Leadership Professional Development pilot module would begin in June with about five faculty members who will be senate president within one-year (vice president elect, president elect, etc.). These individuals will be required to commit to one full year of activities and to report out via breakout session and/or *Rostrum* article about their experience with the pilot.

In coordination with the Executive Committee, PDC will prepare a special program and materials for the pilot attendees. These materials will be provide at the Leadership training and include such documents as Senate publications (adopted papers, *Rostrum* articles, regulations and code, and other relevant documents) along with learning outcomes, homework, and goals.

Pilot attendees will attend both fall and spring plenary sessions and regional meetings as scheduled. PDC, working with the Executive Committee, will prepare a special program for pilot attendees. This program will identify specific breakouts for them to attend – many of them our regular breakout sessions such as Nuts and Bolts, Minimum Qualifications, Delegate orientation, resolution voting, etc. The pilot attendees will receive the program as soon as the program is approved by the Executive Committee and available via the Senate website. The purpose of selecting specific breakout sessions is to ensure that the attendees receive the basic information for leadership preparation. PDC will also consider augmenting the training with additional sessions or resources by webinar, committee meetings, or regional training.

The pilot will conclude with a graduation ceremony at the June Leadership Institute. A forum will be provided for participants to share their experience, provide advice on improving the pilot, and any other feedback.

Using just the registration amounts of all the events combined, the registration costs of the pilot would be \$2,300, which is the full cost of attending each event. In an effort to make this appealing, the rate could be reduced for the pilot in an effort to gauge the true costs of such a program. The executive director suggests we charge \$1,995 as a bargain rate for anyone who is attending all the events.

Summary

Target Audience

- Potential senate leaders (vice presidents or other officers)

Timeline

- Begin in June the day before the Leadership Institute – mandatory orientation and training
- Fall plenary session
- Accreditation Institute
- Spring Plenary
- Ends in June at the Leadership Institute

Modality

- Webinar
- Events – in person and taped
- Committee attendance – based on interest

Materials

- Senate publications
- Title 5 selected sections and Education Code
- Other related materials

Funding

- One fee to cover registration and other costs
- Potential grant dollars to cover technology and reassigned time/stipends for faculty

Other

- Attendees to receive a certificate or CEUs from an accredited university

Possible Topics

- Logistics and Legality (agenda/running meetings)
 - How to lead a meeting
 - How to talk to the animals higher and lower on the food chain
 - Knowledge of: Brown Act, Title 5,
 - Agenda building (prioritizing, amount of attention/time, appropriate items)
 - Running effective meetings techniques
 - Nuts and Bolts (Senate, Union)
 - How Admin procedures, Title 5 and Ed Code, etc. work together
 - Jargon and Acronyms 101
 - Parliamentary Procedure 101
 - Robert's Rules of Order / Meeting Skills / Building Vision
- Governance
 - Budget (Read, Understand, Influence)
 - Understanding budgets
 - Coalition building
 - 10+1, Shared (Participatory) -- Governance (AB1725)
 - Resources module ("How to find it – How to use it") appropriate to leadership role
 - Technology related training
 - Technology must be A+
 - Chasing the Technology Train
- Communication
 - Community consensus building
 - Building Relationships (Admin/Senate-Union/Students) - Building Consensus
 - Public Speaking techniques
 - Relationship building

- Team-building
- Communication styles and skills
- Communication Management (Emails, Newsletters, Phone calls)
- Web page development
- Organizational communication skills (running meeting, basic public speaking)
- Conflict resolution
- Interpersonal and team dynamics (Industrial Psychology)

- Keeping Sane
 - Managing Fear and Anxiety
 - Professionalism
 - Time management
 - How to say "NO" and mean it
 - Succession planning
 - Ethics
 - Handling failure – epic failure as honest case study

- Serving and Growing Your Faculty
 - Understanding campus cultures
 - Faculty training for committees
 - Getting more out of the evaluation process
 - Diversity training (Aspects and Issues)
 - Show Diversity of Approaches
 - Faculty Academy (How to, Developing)
 - Recruiting new faculty (Involvement at any level)
 - How your college / district works
 - Effective mentoring / identifying future leaders
 - Leadership development +incentives
 - Getting constituents together (Faculty advisors / counselors roles)
 - Implementing change– Being a Change Agent
 - Engage faculty – "Lean In"
 - Faculty Engagement
 - Partnerships
 - Faculty – Admin Module – CIO 411/ RP – Leading /Middle – Appreciating Organizational Culture
 - Preparation for Tenure and Hiring Committee Service



Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

DESIRED OUTCOME:

The Executive Committee will approve the Area Representative Handbook.

BACKGROUND:

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

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

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

DRAFT
Area Representative Handbook
November 17, 2013/January 14, 2014

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

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

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

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

1. Provide communication about Senate activities and resources:

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

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

Each Area also has a webpage. General information is posted on this page including Area meeting agendas, notes, and other important materials. Area ~~representative~~ Representatives are responsible for updating this page. ~~[Note: As of August 2013, staff will update the webpage with information provided by Area representatives. It is anticipated that by January~~

2014, Area representative Representatives will have the ability to update their webpage directly. ~~When that capability is added, instructions will be inserted into this handbook.~~ Please contact staff to learn how to update your Area page.

2. Plan and facilitate the pre-session area meetings

The Area representative Representative will carry out the following tasks:

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

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

The Area Representatives should also ask the host college to invite their vice president of instruction and/or the college president. At most colleges, these individuals are honored to be asked and make an appearance.

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

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

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

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

Elections require special consideration and attention by the Area representative Representative.

Resolutions

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

- be fully versed in the resolution process (review the Senates Resolution process and adopted procedures before each Area meeting);
 - facilitate the discussion—remember the purpose of discussion is not to debate, take a position, or vote but to inform;
 - discourage rewriting or editing the resolutions because of stylistic concerns versus clarifying the content and action; and
 - bring forward changes to the content of a resolution in the form of an amendment with a listed contact person. Content changes would be a change that is not a typo but changes the intent of the resolution. The contact person is the one who is willing to be contacted by members of the field and should have general knowledge about the content of the resolution.

Each Area has its own style to consider when moving Area resolutions forward. As a new Area Representative is elected, he or she should check with the previous Area Representative to learn about the culture and norms of the Area. Since many of the Area attendees might also be new, Area Representatives should begin each meeting discussing the culture and norms to seek feedback about continuing or improving how Area meetings are conducted. One method is to discuss all of the resolutions and only attempt to reach consensus if there is a resolution coming from the individual area. Some Area Representatives attempt to gain a consensus from their group. Rarely is a formal vote taken during an area meeting.

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

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

After the Area meeting, the Area representative Representative is responsible for sending the resolutions to the Executive Director/Resolution Committee Chair. Each new resolution and amendment should have an associated contact person. This ensures that

there is no confusion about who to contact if there is a need for clarity. Any amendments should have the original resolution with underlines and/or strikeouts and should not include any other formatting. The changes should be inserted into one Word file and sent to the Executive Director-Resolutions Committee Chair within 24 hours of the meeting.

Disciplines List Revisions

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

Elections

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

Follow-up

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

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

3. Facilitate Plenary Session Area Meetings

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

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

During the Area meeting at session, it is recommended that Area R~~representatives~~ do not read all the resolutions over again. Instead, review the new amendments and resolutions

as noted in the resolution packet and clarify any questions raised. Similar to the pre-session area meetings, Area Representatives should discourage rewriting or editing for style. It is helpful to delegate an Area member (ideally a member of the Executive Committee) to keep track of typographical errors or other issues found in the resolutions packet, which should then be given to the Resolutions Committee chair or Executive Director.

4. Recruit Hayward Award readers from their area

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

5. Visit local senates within the Area

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

6. Communicate to the President about local senate issues within their Area

Area Representatives often receive inquiries from the field about various senate issues. Before responding, it is best practice to check with the President and Executive Director first. Many requests may seem innocent and easy to respond to, but sometimes there are underlying issues that may not be apparent in the original communication or which Area Representatives may not be aware. To be safe, all inquiries (innocent to innocuous) should be shared with the President and copied to the Executive Director.

7. Engage and encourage faculty participation within the Area.

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

8. Communicate Positions of the Academic Senate

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

9. Use Appropriate email, listserv, and meeting etiquette

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

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

10. Carry out other duties as assigned by the President

HOW TO USE THE SENATE LISTSERV

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

Procedure for using the Area Representative Listserv

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

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

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

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

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

[Note: Sometimes the listserv is slow to provide a confirmation email.-]

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

Sample email to senate president confirming Area Meeting hosting

Dear Senate President,

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

We are also pleased that As the host of the meeting, your college has agreed to provide a continental breakfast and lunch. We ask colleges to will provide a continental breakfast and lunch for approximately 25-30 people including consideration of dietary restrictions such as vegetarian, gluten free, and vegan. I will provide an actual count, as we get closer to the date. I highly encourage you to approach your college president to cover the costs of hosting the meeting, as it is an honor to have other faculty leaders on your campus as well as the Senate leadership. In preparation for the meeting, please provide me with the information below a month prior to the meeting if possible. I have also listed below the room setup. If possible, please secure a larger room.

Information needed:

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

Set up:

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

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

Sincerely,

Area Meeting Notification and Sample RSVP

Dear Colleagues of Area X,

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

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

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

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

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

I look forward to seeing you all very soon.

Take good care,

Sample RSVP

Hello,

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

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

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

Thank you!

APPENDIX D

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

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

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

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

VII. Call for attendees to complete an application to serve form (found on our website)

~~VII-VIII.~~ Report on important issues from colleges

~~VIII-IX.~~ Adjournment

Hayward Award Readers

Dear Colleagues,

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

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

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

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

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

Thank you,

Area Representative Check List

AUGUST

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

SEPTEMBER

Send out a reminder to Area listserv

OCTOBER

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

Hold Area Meeting

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

NOVEMBER

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

DECEMBER

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

LATE JANUARY/EARLY FEBRUARY

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

LATE FEBRUARY/EARLY MARCH

Send out a reminder to Area listserv

MARCH

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

Hold Area Meeting

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

APRIL

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



Executive Committee Agenda Item

| | | | |
|--|--------------|------------------------------|---|
| SUBJECT: Executive Committee Meeting Minutes | | Month: January/February 2014 | |
| | | Item No: III. A. | |
| | | Attachment: YES / NO | |
| CATEGORY: | Old Business | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | Julie Bruna | 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 consider for approval the minutes from the December and January Executive Committee meetings.

BACKGROUND:

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

At its meeting January 3 – 4, 2014, members discussed the minutes from the December 2013 special Executive Committee meeting and asked for clarification regarding when the attorney declared that the Executive Committee could go into closed session, as well as questioned the proper format for minutes. Pending clarification the Executive Committee tabled the minutes until the January/February meeting for consideration.

The Executive Committee held a meeting on January 3 – 4, 2014 in Sacramento, California. The Executive Committee will discuss and consider for approval the minutes from this meeting.

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

Draft Minutes
EXECUTIVE COMMITTEE MEETING
The Westin Sacramento
4800 Riverside Blvd, Sacramento, CA 95822
Tower Room
December 13, 2013

I. ORDER OF BUSINESS

A. Roll Call and Welcome Guests

President B. Smith called the meeting to order at 1:00 p.m. and welcomed members and guests.

Members present: Julie Bruno, Dianna Chiabotti, Dan Crump, Dolores Davison, John Freitas, Michelle Grimes-Hillman, Lesley Kawaguchi, David Morse, Wheeler North, Cynthia Rico, Phil Smith and John Stanskas (by telephone).

Guests present: Karen Diepenbrock (Diepenbrock Law Firm); David Diepenbrock (Diepenbrock Law Firm); Jane Patton, ASCCC Past President (2009-2011); Michelle Pilati, ASCCC Past President (2011-2013); Shaaron Vogel, past ASCCC Executive Committee member; and Ian Walton, ASCCC Past President (2005-2007)

B. Approval of the Agenda:

Members requested clarification on the purpose of the closed session. B. Smith remarked that the purpose of the session was to seek advice from the attorney on pending litigation as well as to review the communication survey results completed by the Executive Committee at the November 6, 2013 meeting. B. Smith stated that no action would be taken during closed session.

Members questioned the role of the attorneys. It was clarified that the attorneys represent the organization. A question was posed as to the possibility of members' comments in closed session being used in litigation. K. Diepenbrock stated that under the Bagley Keene Act, boards are provided the opportunity to go into closed session to discuss personnel issues.

Members questioned the requirements necessary for a committee to go into closed session under the Bagley Keene Act. K. Diepenbrock stated that the Bagley Keene Act is a complicated piece of legislation. Court cases have interpreted Brown Act and Bagley Keene to allow committees to discuss certain issues in closed session including personnel matters. This provides the opportunity for committee members to make comments when needed on sensitive matters. Members requested that the attorneys introduced themselves and provided background on their firm.

North questioned the legality of going into closed session. Members discussed the purpose of closed session. B. Smith stated that the Executive Committee purpose of closed session is to seek guidance and that no action would be taken. It was noted that if information is shared that could lead to an evaluation of the executive director, the employee has the right to request an open meeting. K. Diepenbrock noted that the committee could make a motion to go into closed session to discuss whether the committee should hold a closed session. It was also noted that if the committee approve the agenda as written, the committee would be going into closed session.

Action:

MSC (North) Motion to go into closed session to discuss reasons for closed session.

Second: Kawaguchi

Ayes: 11 Nays: 1

The Executive Committee convened in closed session to discuss moving into closed session.

C. Open Session:

President B. Smith reconvened open session and reported out of closed session that the Executive Committee did not take any action.

Action:

MSC (Chiabotti) Motion to adopt the agenda

Second: P. Smith

Roll Call Vote:

Julie Bruno, - no

Dianna Chiabotti - yes

Dan Crump - no

Dolores Davison - yes

John Freitas - yes

Michelle Grimes-Hillman - no

Lesley Kawaguchi - no

David Morse - no

Wheeler North - no

Cynthia Rico - yes

Phil Smith - yes

John Stankas - yes

Beth Smith - yes

Point of Order: I. Walton (Past ASCCC president) questioned whether a member's vote could count when the member is not present. North requested clarification on a member's participation in a meeting by telephone, including a vote on a motion, without proper notification to the

public. K. Diepenbrock stated that she believed it was allowable as long as a roll call vote occurred but she would need to research the issue. B. Smith stated that the Executive Committee has engaged in the practice during prior meetings.

D. Public Comments:

B. Smith recognized the guests present for public comments. Bruno informed the members that she had received six letters to be read into public comments. B. Smith stated that the letters would not be read but instead would be submitted as part of the official minutes. Bruno distributed the letters to the Executive Committee and individuals present. The following letters were submitted: Kate Clark, past ASCCC President (2003-2005); Greg Gilbert, past Executive Committee member; Mark Wade Lieu, past ASCCC president (2007-2009); Richard Mahon, past ASCCC Executive Committee member, Hoke Simpson, past ASCCC president (2001-2003); and Mark Snowwhite, past ASCCC Secretary.

B. Smith stated that public comments would be limited to 3 minutes.

Point of Order: I. Walton challenged this pronouncement by stating that the Executive Committee has no policy on the restriction of public comments and that this restriction was not noticed to the public on the agenda. B. Smith stated that the Executive Committee does not have a policy but that she contacted the Chancellor's Office for guidance and was told that the Board of Governors limits public comments to 3 minutes. B. Smith stated that the Executive Committee would follow the same restriction.

Shaaron Vogel: I am Shaaron Vogel and I am here today as a member of the community college faculty and a member of the body. I am also a current member of my local senate.

When I first came on the ASCCC executive board there was great division and strife. Members would yell, burst into tears, and walk out of meetings. The board struggled to keep focus and get critical work done. The body was very aware of this and used their votes to change the voices at the table. The last 8 Presidents worked very hard to earn the ASCCC respect statewide and now the ASCCC voice is valued and respected. You are jeopardizing this hard work. Do not destroy what has been built,

Julie was there through it all and has worked under at least 9 presidents who had very few issues with her performance. She earned her BS, masters and now working on her PhD. She has brought to the ASCCC her expertise, special certifications and many grants. Now within less than two months the current President has issues with Julie's performance. Today you are requested to do a closed session. This is denying the public and the body access to the discussion that is to take place.

Procedures are not being followed and items are not being brought to the full exec and full board. It has been stressed that the ASCCC values transparency and accountability yet I am not seeing that. The lawyer opened with how she values collegiality, respect and fairness yet this is not happening at this time on this board. A few members of this board have attempted a mini coup and sadly my own past local President got pulled into this division. We need unity and focus to keep and build on what the ASCCC has--- do not destroy all the hard work with division. The word of this division and lack of focus is already known to some around the state so do not give them a reason to pull back from valuing our voice and knowledge.

Stop fighting and focus on the greater good. The body will be watching.

Do not destroy what many have worked so hard for. Stop this division and focus on the work to be done.

Jane Patton: When I got on Exec, the committee was in very bad shape--- after several years of contentious fighting and divisiveness. Members were in one camp or another, and what suffered besides the individuals' stress level was the quality of work and the reputation of the ASCCC. In-fighting means time was spent on things *other* than the state business.

Fortunately with a change of leadership and membership, Exec got back to being a collegial team---one that I was happy to serve on for 10 years. In addition, the ASCCC's reputation and stature grew to the highest level ever. Over the years, anytime I encouraged local faculty to run for Exec, I assured them that the state senate was very different from many local senates: instead of personality conflicts and the local petty stresses, the ASCCC focused on the work.

While I believe I was well prepared to be president, I was nonetheless astonished by the workload and responsibility. We were struggling with issues of statewide significance--- prerequisites, SB 1440, and Student Success Task Force---in addition to the myriad regular ASCCC activities. Managing these huge tasks required a collaborative team of officers, Exec members, executive director, staff and local faculty appointees.

It would have been impossible to accomplish what we got done without the full time support of the executive director and office staff. The marginalizing of the executive director this year is frightening to me ---for many reasons, but mostly because no one can be president---and do the necessary work--- without the executive director's institutional memory, multi-tasking skills, and daily attention to a vast array of details. For anyone attempting to do this work alone I would ask what critical business on behalf of the state's faculty is being ignored? Yes, I can find things to criticize about the ED (and I

have)---but I could find things to criticize about each member of Exec—including myself. But we had to work together, and together a great deal was accomplished. I truly fear the climate now could lead to the demise of the ASCCC---and people like Bob Shireman are looking for opportunities to weaken if not destroy the local as well as state senates.

It is the responsibility of the each Exec member to insist that 1) ASCCC is functioning at its highest level which means focusing on the academic business for the state's faculty and students, and 2) collegiality is the daily guidepost, which likely means immediate mediation is necessary. Please do not settle for any less.

Ian Walton: I'm Ian Walton; I am one of a long line of past presidents of this fine organization. Many of us have helped over the years to balance the perspectives of President, Executive Director, Executive Committee and the body, for the ultimate good of the faculty. Today, several of us are increasingly concerned that the Senate is experiencing a severe dysfunction that is negatively affecting both its operations and its statewide reputation.

While the dysfunction seems to center on the working relationship between the Executive Director and the President, it is actually impeding the ability of each Executive Committee member to do the job you were elected to do - to be fully informed and to participate in all decisions, as you serve our faculty colleagues throughout the state. While it is not your fault, it is now clearly your responsibility to determine all the facts and to implement a solution.

By way of background, you will all have heard that the transition to a new president always involves changes in work and communication styles on the part of both individuals. Some past presidents have described how it was initially difficult - for example, a long established role of the Executive Director is to raise concerns in areas where new Presidents may not fully understand the statewide ramifications of actions that would be acceptable at a local level. But much more importantly, every one of those past presidents successfully collaborated as a professional with the Executive Director who is a fellow professional, and quickly developed an excellent working relationship.

For the first time in nine presidents this process has failed. It seems astoundingly premature to blame that on just one of the two parties. And make no mistake, that's what today's agenda is doing. By its very nature, an out of sequence performance evaluation is disciplinary. It would be equally premature to hold a vote of no confidence in the President today.

Today's actions are being taken without fully informing or consulting the Executive Committee as a whole, and most worryingly without significant agreement from the three elected officers. The dysfunction was also

deliberately hidden from the body at the recent Fall Session. Several suggestions for mediation appear to have been rejected by the President.

I therefore propose that the Executive Committee should own up to its part in this malfunction and take the following immediate remedial actions, today:

- 1) Conduct this meeting and future meetings in public – as formally requested by the Executive Director;
- 2) Table the portion of Agenda Item D "Performance Evaluation";
- 3) Initiate a public discussion of the conduct of both the President and the Executive Director, with the goal of finding and implementing solutions to the current inability of the Executive Committee to carry out its proper role;
- 4) Under the second portion of Agenda Item D, receive public advice, if necessary, from the Senate Attorney, subject to it being clear that the attorney works for the Executive Committee as a whole – not for either the Executive Director or the President;
- 5) Take no precipitate personnel action against either the President or the Executive Director until all the facts are openly determined and better solutions such as mediation have been completed.

I will provide a copy of this testimony to Secretary Bruno and request that it be included in the formal minutes of the meeting.

Thank you for listening and for your hard work on behalf of the faculty.

Additional public comments from the following individuals were submitted: Kate Clark, past ASCCC President (2003-2005); Greg Gilbert, past Executive Committee member; Mark Wade Lieu, past ASCCC president (2007-2009); Richard Mahon, past ASCCC Executive Committee member, Hoke Simpson, past ASCCC president (2001-2003); and Mark Snowwhite, past ASCCC Secretary.

All public comments are available on the ASCCC website: asccc.org.

E. Closed Session: The Executive Committee went into closed session.

F. Open Session: President B. Smith reconvened in open session. The Executive Committee reported out that the president and Executive Director would enter into mediation and that the Executive Director would notify the Executive Committee of any change in her personal leave schedule on a weekly basis.

Meeting Adjourned: 3:45

Respectfully Submitted,
Julie Bruno, Secretary

EXECUTIVE COMMITTEE MEETING

*Residence Inn Sacramento Downtown at Capitol Park
1121 15th Street, Sacramento, CA 95814
(916) 267-6806*

Friday, January 3, 2014 meeting

I. ORDER OF BUSINESS

A. Roll Call

President Beth Smith called the meeting to order at 10:40 am and welcomed members and guests.

Members present: Julie Adams, Julie Bruno, Dianna Chiabotti, Dan Crump, Dolores Davison, John Freitas, Lesley Kawaguchi, Michelle Grimes-Hillman, David Morse, Wheeler North, Cynthia Rico, John Stanskas, and Phil Smith.

Guests present: Steve Bruckman, Vice Chancellor; John Frazier, SSCCC; Erik Skinner, Executive Vice Chancellor; and Shaaron Vogel, FACCC.

B. Public Comment

Secretary Bruno informed members that she received two documents to enter into public comments. President Smith declared that the procedure used during the past meeting will be used again this meeting. The testimonies from Past Presidents Patton and Walton, and Past Executive Committee member Vogel and Debbie Klein will be added to the minutes rather than be read aloud.

C. Calendar

Adams informed members about key calendar dates. She remarked that the timelines for spring events are very aggressive and stressed the importance of respecting the deadlines, particularly since staff have many competing projects such as the Accreditation Institute, Academic Academy, Spring Session, *Rostrum* publication, as well as several regional events. The deadlines have been set so that there is enough time to coordinate printed materials, website postings, registration, coordination with hotels, and other staff functions. She highlighted specific deadlines. Concern was raised regarding the tight timelines and the ability for some members to meet these deadlines. Adams noted that if members have a need to extend the deadlines, they should communicate with her about possible flexibility.

Stanskas raised concern about all Executive Committee meetings being held in Sacramento and the early start times, which require early flights. He requested that the Executive Committee consider the impact of the early start time on members' productivity during the meeting. For example, beginning at 9:00 am requires that some members need to travel beginning as early as 5:00 am and then participate in the discussion until 5:00 pm. Adams remarked that with the changes in Southwest flights the timing of meetings is difficult to adjust; we have the option of beginning at 9:00 am or 12:30 pm. She also noted that at the last meeting, members suggested that it would be better to begin early, end by 5:00 pm for a short break, and then go to dinner. Stanskas suggested that the Executive Committee re-evaluate their decision to hold all Executive Committee meetings in Sacramento. Adams commented that based on the decision by the Executive Committee to hold the meetings in Sacramento, contracts have already been signed for the 2013-14 term. By consensus, Adams will bring an item to a future meeting to reconsider holding Executive Committee meetings in Sacramento for 2014 – 15 including information about the costs savings based on current membership.

Action

- Members will submit their draft *Rostrum* articles to Adams by January 13, 2014.
- Adams will bring back an item to a future meeting to discuss next year's Executive Committee meetings locations and travel.
- Adams will include in this item the amount of cost savings holding meetings in Sacramento.

D. Action Tracking List

Adams reminded members to send changes to Tonya Davis prior to the next agenda deadline on January 15, 2014.

Action

- Members will send Tonya Davis any changes to the Action Tracking List prior by January 15, 2014.

E. Dinner Arrangements

Davis provided members with dinner location.

II. OLD BUSINESS (Possible Action)

A. Accreditation Institute

The Executive Committee discussed the final program for the Spring 2014 Accreditation Institute. This institute is sponsored by Community College League of California (CCLC) and the Accrediting Commission for Community and Junior Colleges.

MSC (Davison/Chiabotti) to approve the final program for the Spring 2014 Accreditation Institute.

Action:

- P. Smith will send Adams the draft program by January 6, including information about missing presenters. Final presenters will be sent to Adams by January 10.
- Adams will follow up with CCLC regarding whether the program needs to identify which breakouts are targeted toward trustees.
- Staff will send a list of current registered attendees to Rico to use in identifying a counselor who is already attending the event to participate in a breakout.

B. Academic Academy

B. Smith reminded members that Kim Harrell has taken a dean's position at Folsom College and noted that Stankas will assume Harrell's role in leading the Academic Academy. The Executive Committee discussed the final program for the Academic Academy.

MSC (Grimes-Hillman/Chiabotti) to approve the program for the Academic Academy.

Action:

- B. Smith and Morse will finalize the institute program and send to Adams by January 15.
- Adams will send to the Executive Committee a list of UC/CSU faculty members who have registered for the Institute.
- Stankas will develop a blurb as soon as possible to send out to the listservs to encourage registration.
- Staff will send the message developed by Stankas to the listservs for the senate president, curriculum chairs, and disciplines included in the C-ID System.

C. Area Representative Handbook

The Executive Committee discussed the Area Representative Handbook. P. Smith raised concern about the different methods each area has for conducting meetings and suggested that there might be a standard expectation about how each area should operate. Other members felt that each area is unique with a culture of its own that adjusts each year based on the elected Area Representative and the local senate attendees and delegates. The ASCCC should not dictate how each area conducts its business. Instead, guidance should be provided to the areas about the ASCCC process (i.e., resolutions, elections), information about upcoming events, and other key information related to state issues. It is not the role of the ASCCC Executive Committee to tell areas how their meetings should be conducted.

P. Smith also raised concern about the language included in the handbook regarding resolution writing. He noted that many faculty members attend session because of resolutions and is concerned about discouraging people from editing resolutions and recommends that the comment "discourages rewriting or editing the resolutions versus clarifying the content and action" be removed from the Handbook. Grimes-Hillman and members of the Standards and Practices Committee (Bruno, Crump, Adams) reflected on the conversations with past Area Representatives and the need to discourage stylistic changes versus content clarification, which has been a challenge in the past.

Bruno noted that the handbook should be reviewed based on the conversation about the Bagley Keene Act and suggested that the Internal Policy Committee review the language before the handbook returns to the Executive Committee, if necessary. Other feedback was provided for consideration.

MSC (Morse/Davison) to bring back a revised handbook to the next meeting.

Action

- The Standards and Practices Committee will consider the concerns raised during this discussion and address as appropriate.
- Grimes-Hillman will bring back another revision of the Area Representative Handbook to the January/February meeting for review and possible approval.

III. NEW BUSINESS (Possible Action)

A. Bagley Keene Act

At its November Executive Committee meeting, President B. Smith declared that the ASCCC would begin to operate under the Bagley Keene Act. The intent of this item was to discuss whether the ASCCC is legally required to adhere to the Bagley Keene Act and if so, what are the implications on the work of the Executive Committee and its subcommittees and taskforces. She invited the Chancellor's Office legal counsel Steve Bruckman to assist the Executive Committee in determining its role in operating via open meeting requirements.

Vice Chancellor Bruckman noted that he has always assumed that the ASCCC was under the Bagley Keene Act and until recently, he never was formally asked to investigate whether or not the ASCCC is legally required to operate under the Bagley Keene Act. In reviewing the historical creation of the ASCCC and the requirements of the Bagley Keene Act, his opinion is that the ASCCC is not required to comply with the Act. Specifically, Vice Chancellor Bruckman quoted Government Code §11121, which clearly defines those organizations that are required to follow the Bagley Keene Act. North questioned the Vice Chancellor's interpretation, particularly as it related to the Board of Governors delegation of authority to the ASCCC on the determination of minimum qualifications and the recognition of the

ASCCC as the official voice of the faculty on California community colleges. Bruckman argued that the acknowledgment of the role of the ASCCC is not a delegation of authority because the Board of Governors retains the final decision-making authority. In addition, the ASCCC does not fit within the requirements stated in the Bagley Keene Act since it was not created by a legislative body but instead was self-created in 1970 and subsequently incorporated as a 501c6 nonprofit organization. While the Bagley Keene Act provides a structure for meetings, it does not appear to be a requirement for the Senate.

After Bruckman left the meeting, the Executive Committee had a lengthy discussion about the Bagley Keene Act and the Executive Committee's current processes. A question was raised about how the Senate's Attorney Diepenbrock determined that we were under Bagley Keene Act. B. Smith clarified that Diepenbrock had checked with Bruckman and he initially stated that the Executive Committee was under the Act. P. Smith asked if we could check with the Attorney to verify that we are not under the Act. Adams noted that the Attorney's expertise is not with open meeting acts but will contracts and leases. Generally, the attorney will reach out to others within her firm whom have such expertise when areas outside of her expertise arise.

MSC (Morse/Davison) to accept the advice of the Chancellor Office legal counsel Steve Bruckman that the Senate is not formally subject to the Bagley Keene Act.

MSC (Davison/Chiabotti) to maintain our current policies and practices regarding how the Senate holds its meeting until the Internal Policy Committee (IPC) returns with a recommended policy.

Action:

- IPC will draft a statement about the Executive Committee's philosophy on open meetings, transparency, and accountability and an outline for how to handle certain processes.
- Executive Committee members will send ideas to Bruno.

B. Executive Committee Meeting Minutes

The Executive Committee discussed the minutes from the November Executive Committee meeting.

MSC (North/Freitas) to approve the November 6, 2013 meeting minutes.

Members discussed the minutes from the December 13 closed session. P. Smith asked about the minutes from closed session and whether they could be shared with other Executive Committee members. Members then discussed how the open session minutes were formatted, particularly the inclusion of the testimony. By consensus, members felt that there should be a standard about how minutes are summarized. P. Smith questioned how the public are identified and should the minutes include their titles. Members felt that individuals should identify in their testimony their title and whom they are representing—possibly via a comment card.

MSC (Freitas/Chiabotti) to postpone the approval of the December 13, 2013, minutes until the next meeting to allow the secretary to clarify the following issues: 1) when the attorney advised the Executive Committee that they could go into closed session; and 2) should the minutes include the full testimony or just attachments.

Action:

- B. Smith will follow up with the attorney about the closed session minutes, particularly if and how they can be shared with other Executive Committee members for review and approval.
- IPC will bring back a recommendation to the next meeting about how best to format the minutes, particularly those that include public testimonies.

C. Curriculum Institute

The Executive Committee discussed the 2014 Curriculum Institute including the scope of the institute, audience size, composition, and thematic strands given the capacity of the chosen location and provided advice. Stankas raised concern that the Hayes Mansion has limited capacity and the Executive Committee might consider reducing the number of attendees and breakouts. Adams clarified that the Hayes Mansion has a capacity that can accommodate the current trend for the Institute and even more; there are over seven breakout rooms available and the ballroom holds about 900 people. She suggested that the same planning processes and attendance requirements (e.g., no more than 5 attendees per college; six breakout session scheduled) be used as in the past. Staff will monitor the registration and take action as appropriate. If the event grows beyond the current trend (i.e., less people attend the event when it is in the north), then additional breakouts can be added possibility by repeating popular breakouts.

By consensus, Stankas will discuss options with the Curriculum Committee and follow up with the president and/or executive director as appropriate.

D. Resolutions Committee Operational Recommendations

Freitas informed members that the Resolutions Committee proposes the following four operational improvements to the resolutions process to improve the quality of the resolutions:

Recommendation 1: There should be an appointee to the Resolutions Committee from each Area. Members need not necessarily be Executive Committee members.

Freitas noted that individuals appointed would be required to attend the pre-session Area Meeting and the plenary session. Chiabotti commented that if we require members to attend these events we should cover their travel and registration costs. Several members felt that this would not be necessary as individuals who are already attending both events should be selected. Adams clarified that the past practice has been to select individuals who are already attending the plenary session to participate on the Resolutions Committee. Rarely has the Senate reimbursed travel costs for Resolution Committee members. Members discussed the pros and cons of the appointing such individuals.

Recommendation 2: The resolutions writing guide, the executive committee resolutions manual, and the philosophy document should be reconciled with each other and merged into a unified and publicly available document.

Recommendation 3: Two members of the resolutions committee, including the Resolutions Chair, should be available for resolutions work during the last sessions on Thursday and Friday and should not be assigned breakouts during those sessions.

Freitas discussed the challenges the Resolution Chair and members have when participating in the final breakout session while facilitating the resolutions process. This fall, the resolutions process was less efficient and more time consuming because the members could not start the process until after the final breakout ended. Davison and Adams noted that in the past, the practice was for the Resolution Chair not to be assigned a breakout during this time. Stankas and other members suggested that if the committee members were available, then they should hold "office hours" and be available for any questions.

Recommendation 4: A processes and procedures manual for the resolutions committee should be updated.

B. Smith and Freitas noted that the president's script should be updated to integrate the consent calendar. Crump noted that the question still remains about whether questions posed at the parliamentary procedure microphone are included or excluded in the resolution time.

MSC (Bruno/Chiabotti) to approve the four recommendations.

Action:

- B. Smith will make appointments from each of the Areas to the Resolution Committee.
- Freitas will implement recommendations 2 and 4.
- Freitas will ensure that he and other Resolution Committee members are not assigned a breakout during the final breakout session. This recommendation will also be recorded to inform future Resolution Chairs.
- Adams will follow up with the Senate Parliamentarian David Mezzera regarding clarifications to the president's script as noted above.

E. Resolution Assignments

The Executive Committee considered for the assignments for the Fall 2013 Plenary Session resolutions as suggested by B. Smith.

MSC (Rico/Freitas) to approve the assignments as amended.

Freitas discussed the referred resolutions. He noted that the directions from the body for Resolution 2.11 required the Executive Committee to take action, which is different than

other referred resolutions. In response, he communicated with the resolution and amendment contacts the week following plenary and proposed to them that the amendments were actually complementary could each be used to perfect the resolution without conflict. The parties agreed, Beth concurred, and the resolution was perfected resolution. Given the action requested by the body, Adams questioned whether the Executive Committee had the authority to conclude that the perfected resolution would be an adopted position of the body and contacted the Senate's Parliamentarian for advice. The Parliamentarian opined that there were two courses of action after rewriting the resolution: 1) publish the resultant resolution as the will of the 2013 Fall Plenary Session; or 2) report back to the 2014 Spring Plenary Session with a proposed resolution as if it was an original resolution. B. Smith, P. Smith and others stressed the need to have the resolution as an adopted position of the body, particularly since ACCJC would be meeting in January. Adams raised concern about the precedence this type of action could set and provided historical information about past practice on referred resolutions. She suggested that since the Executive Committee has the authority to act for the body between plenary sessions, could language be developed to provide advice about how to handle such situations in the future. By consensus, the Resolutions Committee will develop language regarding referred resolution process.

North noted that the original action by the body should not have been accepted as the motion contains two motions – one to refer and one to act. By consensus, Adams will follow up with the Parliamentarian.

MSC (Davison/Michelle Grimes-Hillman) to approve, as directed by the body, the amended resolution; and including the amended resolution in the president's update, correspondence to the Accrediting Commission for Community and Junior Colleges (ACCJC), and on the website as an adopted position of the body.

Freitas presented the other referred resolutions and noted the direction from the body. Both Resolution 9.03 F13 and Resolution 12.03 F13 directed the Resolution Committee to work with the authors to perfect the motion and bring back in Spring 2014.

MSC (Chiabotti/Davison) to direct the resolutions committee on these two resolutions and their amendments with the authors and return if necessary.

Action:

- Staff will post the resolution assignment to on the website under the appropriate resolutions.
- B. Smith will include the perfected 2.11 resolution in the President's Update and in correspondence to the ACCJC.
- Staff will post the 2.11 resolution on the Senate website in the resolution database.
- Freitas will work with the authors on Resolutions 9.03 and 12.03 F13 to perfect the resolution and bring back to the Executive Committee with the other Executive Committee resolutions.
- Adams will follow up with the Senate's Parliamentarian regarding the referred resolution motion possibly containing two motions. If he agrees, she will ask him how to prevent this type of mistake in the future.

F. Spring Session Planning

The Executive Committee discussed the theme, breakout topics, and possible keynote presentations for the Spring Plenary Session. B. Smith presented the theme: Academic Excellence: Strengthening the Core. Members discussed the theme and ideas about how

excellence is demonstrated including celebrating student success, graduation, making progress on goals, and many more.

MSC (Crump/Freitas) to approve the theme “Academic Excellence: Strengthening our Core”.

By consensus, each member will propose two breakout topics.

Stankas recommended that a resource room be set aside for the Resolutions Committee “office hours” or other discussions and that the room be listed in the program. Members agreed. Adams commented that she received some feedback about adding other information to the program. She requested that Executive Committee members send her the feedback. The Executive Committee will discuss the program information at a future meeting.

Action:

- Adams will work with the Creative Director to design the theme.
- Members will send contact information for keynote presenters to B. Smith.
- Each member will send Adams two breakout topics by January 15, 2014.
- Members will send Adams ideas for information to include in the program.
- Area representatives will send Holly the Area Meeting information by January 15, 2014.

G. Survey of Automatic Awarding of Degrees

The Executive Committee discussed sending out the survey on automatic awarding of degrees. Morse reminded members that the survey was developed previously by another committee and reviewed by the Executive Committee several few times. This year, the survey was assigned to another group to finalize. The survey included in this item has been slightly modified based on feedback from this current group.

MSC (Chiabotti/Freitas) to approve the survey as amended.

Action:

- Morse will send Adams the final survey.
- Staff will format the survey using Survey Monkey and send to Morse for review and approval.
- Morse will provide staff with a transmittal note to include with the survey.
- Staff will email out the final survey to the senate president and curriculum chair listservs.

H. Public Relations

The Executive Committee discussed whether or not the Senate should have a policy on how, when, and who receives gifts from the Senate Executive Committee. B. Smith informed members that members of the body expressed their concerns about others receiving gifts from the Senate and how that decision is made. Given the examples, she felt it was a public relations concern that needed to be addressed with the Executive Committee. B. Smith noted that amenities are a generous gesture and suggested that the Senate find ways to build these gifts into the events in order to benefit the organization.

Adams informed members about the amenities process including how amenities are distributed and noted that the amenities are small gestures such as bottled water and fruit, which are negotiated with other contract items and has been done for many years. She also noted that she includes a personalized card on behalf of the Senate with each amenity.

Individuals are selected randomly and usually those selected are committee members, senate emeritus, Board of Governors members, etc.

P. Smith was concerned about the thank you cards given to individuals; he believed they should be addressed from the Academic Senate and not on the behalf of an individual. He also noted that Adams is an employee of the body and should be negotiating amenities on behalf of the body and not at her discretion. B. Smith reminded members that all members of the Executive Committee work for the Senate and whatever decisions are made should benefit the Senate and its mission, especially in regards to public relations.

Davison recommended that the Academic Senate have a standard card to distribute which will take away the perception of it coming from an individual, rather than the Senate. North was concerned about taking away the personal touch as it is a great motivational tool for new and struggling members.

P. Smith felt that this topic is very challenging for the Executive Committee; however his concerns are with not endangering the integrity of the Senate and empowering certain points of view over others. P. Smith was intrigued by and agreed with Adam's decision to not provide amenities at all.

Adams informed members that she was concerned about the amount of time being spent discussing free amenities that are distributed to members of the body at events since there were so many items on the agenda. She also noted that she felt this was not what the leaders of the faculty on California community colleges should spend their time on. Adams expressed her concerns that Executive Committee members are disturbed that she personalized cards which encourage and thanked faculty members for their continued support and participation in the Senate.

B. Smith noted that if it is important for the Executive Committee to look at transparency and openness, then they should have this discussion. She felt that if the Committee cannot have this discussion, then they are not doing their jobs. The committee needs to be able to understand what is happening on behalf of the organization because they are the guardians of what happens and how actions are perceived by the public.

Members suggested that the Executive Director check in with the President, the Foundation President, and the Executive Committee members about recommendations on who should receive an amenity. Many felt that the hands of the Executive Director should not be tied as she is a representative of the Senate and that we should continue to recognize members who are exemplary in their service to the Senate. Davison suggested that the amenities be accompanied by a card from the Senate and the Executive Director could include a personal note or send a separate card as well.

MSC (Morse/North) to authorize the Executive Director to distribute no cost amenities as she deems appropriate.

Roll call vote:

Yes: Morse, Bruno, North, Davison, Kawaguchi, Rico, Stanskas, Freitas, Grimes-Hillman, and Crump.

No: P. Smith

Abstained: Chiabotti

I. Spring Curriculum Regional Meetings

The Executive Committee discussed the spring curriculum regional meetings. Stankas corrected the information provided on the agenda item form. The Curriculum Committee suggests that the regional meetings be held on March 7 and 14. A San Diego location has been identified for March 14 and the committee is still working on a location in the North for March 7. He asked members from the North for assistance.

MSC (Davison/Freitas) to approve holding the spring curriculum regional meetings on March 7 (North location TBD) and March 14 (San Diego).

Action:

- Members will send Stankas suggestions about possible Northern California locations.
- Stankas will bring back the agenda and topics for the regional meetings to the January/February meeting for approval.

J. Vocational Leadership Professional Development

North summarized the work that has been done in with the Perkins 1B funds. Stankas was concerned that the Executive Committee gave misinformation to the body. He noted that there was a concern from the body that Vocational Leadership Professional Development was omitted. Adams noted that because the Vocational Leadership grant document was not approved by the Chancellor's Office, the Executive Committee made the decision not to hold the Vocational Leadership Institute as a priority. Members noted, in the future it should be clarified what action is taken when referencing priority.

Stankas recommended that we communicate to the field how we are addressing professional development for CTE faculty members. He also noted that this background information will be useful to the field. Adams mentioned that a *Rostrum* article would be included in the next edition.

MSC (Stankas/Rico) to approve the holding the regional meeting for the spring targeting CTE faculty.

MSC (Stankas/Freitas) to support a dedicated strand at the Curriculum and Leadership Institutes and funding through the Vocational Education grant.

MSC (Davison/Rico) to use the Perkins funding to support the CTE faculty to attend the AA and spring plenary session

Action:

- Adams and North will write a *Rostrum* article informing the body about activities related to CTE professional development.
- Adams and North will work with those appointed to workgroup to plan regional meetings.
- Stankas will work with the Curriculum Committee to develop a strand dedicated to CTE faculty and issues.
- Adams will work on the budget for the CTE work taking into consideration the priority of a CTE track at the Curriculum Institute.
- Staff will solicit CTE faculty to attend the Academic Academy, Spring Session, Faculty Leadership, and Curriculum Institute.
- Freitas will bring back a perfected resolution to address issues raised in referred

resolution 12.03 F13.

K. Vocational Education Institute

Discussed under the item above.

L. Vacancy in Area A Representative

B. Smith reminded members that Kim Harrell has taken a dean's position and has resigned from the Area A position. She recommended that the Executive Committee not fill the position but instead assign the Area A responsibilities to several Area A Executive Committee members.

MSC (Chiabotti/Freitas) to not replace the Area A Representative but instead divvy up the responsibilities and notify the Area of who will be responsible for which activities.

B. Smith noted that Stanskas will assume the responsibility for chairing the Noncredit Task Force.

M. Posting Research on ASCCC Website

The Executive Committee discussed adding a webpage on the ASCCC site to house pertinent research for the field. B. Smith commented, and others agreed, that sometimes it is difficult to information about current research or to find recent reports. Members discussed the pros/cons of including such a page on the Senate's site including how to keep the information updated and relevant; how to ensure the readers understand the reports are not positions or support by the Senate but only provided for information purposes; and other issues to consider.

Action:

- Crump will bring back a proposal including possible structure, timeline, responsibilities, workload, and other information relevant to creating and maintaining such a page.

N. Expense Reimbursement Policy

No discussion. This item will be considered during the January/February meeting.

Action:

- Staff will include this item on the January/February Executive Committee agenda.

O. Financial Report

By consensus, the Budget and Finance Committee will discuss this item and bring a recommendation to the January/February Executive Committee meeting.

Action:

- The Budget and Finance Committee will discuss this item and bring a recommendation to the January/February Executive Committee meeting.

P. Board of Governors Faculty Nomination

Member discussed the candidates to interview for the faculty positions on the Board of Governors during the January/February Executive Committee meeting.

MSC (Freitas/Davison) to send forward Joseph Bielanski and Manuel Baca to the Governor with an interview; to interview Charles (Kale) Braden (Cosumnes River College), Timothy Charles Brown (Riverside City College), and John Gerhold

(Bakersfield College), and Johnny Terry (Sierra College); and not to interview Wendy Bass (Los Angeles Pierce College).

By consensus, Wendy Bass will be contacted and encouraged to seek opportunities to serve at the state level.

MSC (Bruno/Davison) to hold the interviews in the closed session. Included in this motion is the note that, based on input from the Chancellor's Office legal counsel (Steve Bruckman), the Senate is not subject to the Bagley Keene Act so the Nomination Applications can be removed from the website and the interviews can be held in closed session.

Roll call vote:

Yes: Morse, Bruno, Davison, Kawaguchi, Rico, Chiabotti, P. Smith, Stankas, Freitas, Grimes-Hillman, and Crump.

Abstained: North

MSC (Bruno/Crump) to add Johnny Terry to the interview pool since 2/3s (nine) of the sitting Executive Committee members did not interview him previously.

Action:

- Adams will remove the nomination packets from the website.
- Staff will schedule interviews for Braden, Brown, Gerhold, and Terry.
- B. Smith will develop the interview questions.

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

A. Chancellor's Office Liaison Report

Executive Vice Chancellor Skinner updated members on staffing vacancies in the Chancellor's Office and commented on recruitment activities. He informed members that Vice Chancellor Steve Bruckman has accepted a position as the chief counsel for City College of San Francisco. He then highlighted other system-wide activities and issues including discussions by Board of Governors about the Associate Degree for Transfer; conversations between Chancellor Harris and UC President Janet Napolitano; and activities associated with recent grants – online education grant and adult education. Skinner thanked the Senate Executive Committee for their past work with the Chancellor's Office on committees and task forces, before the Board of Governors, and with all other activities the Senate does to assist the California community college system.

North asked about the \$250M granted by the Legislature for pathway programs. Skinner noted that the funds are administered through the Department of Education with input from the Chancellor's Office. North suggested that the Chancellor's Office continue to support the Senate's Statewide Career Pathway as it is the only large scale project that includes statewide coordination of articulation and is connected to C-ID.

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

- Shaaron Vogel, FACCC vice president, reported on recent FACCC upcoming activities.
- John Frazier, SSSCC representative, reported on recent SSSCC activities.

The Executive Committee recessed at 5:00 p.m. until Saturday morning at 8:00 am.

Saturday, January 4, 2014

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

A. **Part-time Paper Revision**

The Executive Committee discussed the proposed outline for the revision of the part-time paper and provided feedback. Concerns were raised regarding how to separate union and academic issues when they are so closely related. Members acknowledged the difficulty in developing a paper about part-time issues that clearly separate academic responsibilities with union preview, particularly since many college cultures make determinations that are not consistently applied.

Action:

- Morse will share with the Part-time Task Force the concerns raised by the Executive Committee and advise them that the submitted outline, while useful to outside entities (e.g., unions, professional organizations) would not be an outline that could be supported by the ASCCC for reasons shared during this discussion.
- Morse will seek feedback from the Part-time Caucus during their meeting at the 2014 Spring Plenary Session.
- Morse will bring back another outline to a future meeting.

B. **Multiple Measures Paper**

Grimes-Hillman noted that only one current task force member working on this paper works directly with multiple measures on a college campus, which creates a challenge for the group. Furthermore, she described other complicating issues related to multiple measures. The Executive Committee discussed the Multiple Measures Paper and provided feedback.

Action:

- Grimes-Hillman will bring back a revised paper to a future meeting for discussion and possible adopted.
-

C. **Discipline List Handbook**

The Executive Committee discussed the proposed Discipline List Handbook. Grimes Hillman informed members that the Senate continuously refines the review process to determine the disciplines. Currently, every two years, the ASCCC conducts a process to determine what changes, if any, are needed to bring the Disciplines Lists up to date. Local academic senates, colleges and districts, students, other interested parties, and Chancellor's Office staff are solicited for recommendations to change the Disciplines Lists

Members questioned the role of the Executive Committee – are members debating whether the change is needed or not? Adams informed members that the role of the Executive Committee is to ensure that the process is followed and that there is enough evidence to demonstrate the need for the change, particularly since many times members are not the discipline experts. Stankas commented that the Executive Committee should be able to determine whether or not a revision to a discipline is needed regardless if they are discipline experts or not. Adams clarified that the responsibility of the Executive Committee member is to ensure that the process is being followed which includes the author providing the need and evidence for a new discipline and/or the modification. Grimes-Hillman agreed and reminded members that the Executive Committee determine if there is enough evidence that demonstrates there is a need for the discipline to move forward.

Bruno updated members on feedback received from the body during the plenary session

breakout. The body does not want the Executive Committee to act as the gatekeeper for whether the change should happen or not. Rather, the Executive Committee should act as the gatekeeper for whether there is sufficient evidence and/or information for the debate to move to the body on the discipline itself. Bruno also noted that in its current form, a proposal to change the disciplines list appears to be a checklist but it should not be just that simple. The proposal should be supported with sufficient information and evidence so that it is clear that the proposal worthy of debate by the body.

Action:

- Grimes-Hillman will bring back a revised handbook to a future meeting for discussion and possible adoption.

D. Leadership Pilot Module

This item was not discussed and will be considered at the January/February 2014 Executive Committee meeting.

Action:

- Staff will include this item on the January/February Executive Committee agenda.

E. IPC Recommendations

This item was not discussed and will be considered at the January/February 2014 Executive Committee meeting.

Action:

- Staff will include this item on the January/February Executive Committee agenda.

F. Budget Committee Membership Composition

A clarification was made that the Budget and Finance Committee has been assigned this task and will make a recommendation at a future Executive Committee meeting.

Action:

- The Budget and Finance Committee will bring a recommendation about the Budget Committee Membership Composition to a future Executive Committee meeting.

VI. INFORMATION AND REPORTS (No Action)

A. Board of Governors/Consultation Council

No discussion.

B. Senate Grants

This item will be considered at the January/February Executive Committee meeting.

C. Fall Curriculum Regionals Survey Results

This item will be considered at the January/February Executive Committee meeting.

D. Veterans Summit Report and Follow Up

This item will be considered at the January/February Executive Committee meeting.

E. Update Executive Committee Members About the December 6 CCSF Workshop

This item will be considered at the January/February Executive Committee meeting.

F. Credit by Exam Paper

The Executive Committee discussed the draft credit by exam paper and provided direction prior to the first reading at the next meeting.

Action:

- Kawaguchi will bring back a revised draft document for first reading at the January/February Executive Committee meeting.

G. Written Reports

Written reports from the Executive Director, Foundation President, committees, task forces, liaisons, and grants were provided for informational purposes

H. Approved Minutes

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

Public Comment

No public comment was entertained.

New Business

No new business was discussed.

Adjournment

President B. Smith adjourned the meeting at 12:30 pm.

Respectfully submitted by
Tonya Davis, Executive Assistant
Julie Adams, Executive Director
Julie Bruno, Secretary



Executive Committee Agenda Item

| | | | |
|----------------------------------|------------------------|------------------------------|---|
| SUBJECT: Spring Session Planning | | Month: January/February 2014 | |
| | | Item No: III. B. | |
| | | Attachment: YES | |
| CATEGORY: | Old Business | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | Beth Smith/Julie Adams | Consent/Routine | |
| STAFF REVIEW ¹ : | Tonya Davis | First Reading | X |
| | | Action | X |
| | | Information | |

Please note: Staff will complete the grey areas:

DESIRED OUTCOME:

The Executive Committee will consider for approval the Spring Plenary Session preliminary program.

BACKGROUND:

The timeline for planning for the Spring Plenary session is aggressive with breakout topics approved at this meeting, and presenters and breakout descriptions due in March (see attached timeline). The Executive Committee will discuss the planning for the Spring 2014 Plenary Session and approve the theme.

Notes:

- Theme (approved at last meeting): "Academic Excellence: Strengthening our Core".
- Breakout topics (approved this meeting): The Executive Committee will approve the preliminary program. At the February/March meeting, the Executive Committee will consider the draft program, suggest changes, and then approve the program for posting on the website and sending out via email. Please note that the breakout topics submitted should not be the final titles – instead topics (e.g., accreditation, faculty development, general education) should provide potential attendees with an idea about what will be discussed during the event.
- Possible Executive Committee resolutions are also due to the Resolutions chair by February 12. In preparing resolutions, please do your research. The following are questions to consider draft a resolution:
 - Are there existing resolutions or positions (in papers)? If so, does this resolution overturn a position and do I want to do that?

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

- Is the issue a concern statewide?
- Is there research to support a possible position?
- Do we have the resources to accomplish the task required if the resolution were to pass?
- Who else should I discuss this topic with to inform the draft resolution?

Please note: You do not need to wait until the deadline to submit a resolution. We would prefer that you send in any draft resolutions prior to the February 12 date. This will allow both the Resolutions Committee Chair and executive director to review the resolution for format, clarity, prior positions, implications for the Senate, etc.

2014 Spring Session Deadlines

DUE January 15, 2014 (Executive Committee deadline):

- Draft papers – first reading
- Possible Breakout Topics – send to Julie
- Area meeting information – send to Holly

January 31-February 1, 2014 Executive Committee Meeting

SAVE the DATE Emailed: February 7, 2014

DUE February 12, 2014 (Executive Committee deadline):

- Pre-session resolutions to John Freitas (Resolution Chair)
- Draft papers – second reading

February 28- March 1, 2014 Executive Committee Meeting

DUE March 7, 2014

- A/V Needs to Tonya
- Presenter List due to Beth/Julie

DUE March 14, 2014

- Second Session Packet emailed and posted on the website. This includes preliminary schedule, Executive Committee resolutions, and any draft papers.
- Room availability guarantee expires

DUE March 17, 2014

Final breakout descriptions due to Julie

March 21-22, 2014 Area Meetings

DUE MARCH 22 (Area A and B) and 23 (Area C and D)

- Deadline for Area Meeting resolutions to Julie/John
- Early Registration expires
- Final changes to the program

DUE March 26, 2014

- Deadline for any print requests to Tonya
- All presentations, handouts, and material due for posting to website to Holly

Spring Session: April 9-12, 2014

SFO Westin

SPRING 2014 PLENARY SESSION PROGRAM
Thursday, April 10, 2014

President's brief letter to accompany the preliminary program.

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

7:30 a.m. to 8:30a.m. Continental Breakfast
Westin Ballroom Foyer

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

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

FIRST BREAKOUT SESSION (8:30 a.m. to 9:45 a.m.)

1. Male Student Success, Chiabotti
2. Practical Leadership: Connecting Local Senates with Statewide Events, P. Smith
3. MM Paper follow up, Grimes-Hillman
4. Distance Education Hot Topics (repeat of Accreditation Institute breakout with Dolores), Freitas
5. Unit Creep and GE Bloat, Bruno/Stanskas

9:45 – 10:00 AM – Refreshment Break

SECOND BREAKOUT SESSION (10:00 a.m. to 11:15 a.m.)

1. Student Success Plan (reporting), Rico
2. Academic Integrity in Distance Education (working with the DE TF) Davison/Freitas
3. Accreditation: The Revised Standards, P. Smith
4. Progress on Legislation Directed to the Senate, B. Smith
5. Difficult Conversations: Faculty-to-Faculty, Chiabotti
6. Model Content Review, Stanskas

FIRST GENERAL SESSION (11:30 a.m. to 1:30 p.m.)

Westin Ballroom

11:30 a.m. – 11:50 a.m. Lunch

11:55 a.m. – 12:15 p.m.

Call to Order and Adoption of the Procedures, *David Morse, Vice President*
Election Nominations, *Dan Crump, Elections Chair*

12:30-1:30 – Keynote Speaker: Mitchell Stevens, Stanford University

1:30 p.m. – 1:45 p.m. Break

THIRD BREAKOUT SESSION (1:45 p.m. to 3:00 p.m.)

1. PDC - Leadership Module, Grimes-Hillman (Davison)
2. Quality Agenda, B. Smith
3. C-ID and TMC update, Bruno
4. OER, Chiabotti
5. The MOOC Experience – teacher and student, Freitas
6. Noncredit Progress Indicators, Stanskas
7. Community colleges awarding bachelor's degrees, Morse

3:00 p.m. to 3:15 p.m. – Break

FOURTH BREAKOUT SESSION (3:15 p.m. to 4:30 p.m.)

1. Evaluating the Academic Senate: An Update, Bruno
2. Effective Practices in Academic Integrity, Davison
3. Community College Mission, B. Smith
4. Student Success (Online Education, Common Assessment, Educational Planning Initiatives), Crump
5. DL Handbook and process, Grimes-Hillman
6. Incorporating Career Search assignments into your course, Rico
Methods to deal with Curriculum issues (Repeatability, Course Auditing Practices, Apportionment Data, etc), Stanskas
7. Update on activities related to vocational education educators, North

4:45 p.m. to 5:45 p.m. Caucus Meeting

- LGBT

4:45 p.m. to 5:45 p.m. Discipline List Hearing [Do we want to have this?]

4:45 p.m. to 5:45 p.m. Resolution Writing, Resolutions Committee

6:00 p.m. to 6:30 p.m. Candidate Orientation, Dan Crump, Elections Chair

6:30 p.m. to 8:30 p.m. Reception

Friday, April 11, 2014

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, Area A Representative

Area B, Dolores Davison, Area B Representative

Area C, Lesley Kawaguchi, 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 12:45 p.m. Lunch

12:45 – 1:00 p.m. State of the Senate, *Beth Smith, President*

1:10 p.m. – 2:15 p.m. General Session: Shanna Smith Jaggars, Community College Research Center (CCRC), at Teachers College, Columbia University.

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

1. MQ breakout, Grimes-Hillman
2. Local Senates and Legislative advocacy, Morse (include AB86 Update)
3. Accreditation: Recent Events, P. Smith
4. CBE Paper, Kawaguchi
5. ADA/DSPS issues in Distance Education, Freitas
6. Chancellor's Office Update and Q&A, Stanskas
7. Peer Evaluations, Chiabotti
8. Resolution Committee Office Hours, Freitas

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

- Part-time Caucus

6:15 p.m. to 6:45 p.m. Executive Committee Meeting (*President's Suite*)

- *Urgent resolutions only*

5:15 p.m. – 6:30 p.m. Foundation Reception

Saturday, April 12, 2014

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

Julie Bruno, Secretary

Treasurer's Report

Wheeler North, Treasurer

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

Additional Topics (proposer is already in all slots)

ASCCC Awards, Grimes-Hillman

Difficult Conversations in the classroom, Chiabotti

Hiring Faculty, Chiabotti

Helping Students Understand the Importance of General Education, Stanskas

IGETC for STEM Final Guidelines, Stankas

Faculty and student preparation for the online learning environment, Freitas

Resolutions: Resolutions process, Freitas

Alternative Credit and Veterans (possible in conjunction with the multiple measures paper), Davison

Problem Solving Session: Getting Answers (including C-ID, TMCs, MQs, Discipline's List, etc.) -

Possibly a general session, Bruno



Executive Committee Agenda Item

| | | | |
|--|--------------|------------------------------|---|
| SUBJECT: Internal Process Committee Policies | | Month: January/February 2014 | |
| | | Item No: III. C | |
| | | Attachment: YES / NO | |
| CATEGORY: | Old Business | 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.

DESIRED OUTCOME:

To inform the Executive Committee of the progress of the Internal Policy Committee in revising Executive Committee and ASCCC policies and to obtain feedback from the members on proposed revisions to existing and new policies.

BACKGROUND:

The Internal Process Committee has been tasked with revising existing and developing new Executive Committee policies. A few of the documents were previously submitted for review the January meeting but the agenda item was tabled. Others were developed or revised at IPC's January 28th meeting and were sent to the Executive Committee electronically shortly thereafter. The IPC will provide the Executive Committee with a progress update and drafts of the following documents:

New Policies:

*Philosophy Statement on Openness, Transparency and Accountability
Meeting Policy and Process
Vendors*

Revised Policies:

*Code of Ethics and Conduct
Honoring Faculty Leaders
Publication Guidelines
Area Listserv*

Additionally, the IPC would like direction on revisions, if necessary, to the Elections Procedure Manual.

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

ASCCC Vendor Policies

DRAFT

November 20, 2013

Specific vendors are welcome to attend Academic Senate for California Community Colleges (ASCCC). The Senate holds two annual business meetings where representatives for each 112 community colleges attend to discuss the future of community colleges and provide guidance to the Executive Committee and staff on the direction of the Senate. On occasion, vendors may be invited to participate in our events as speakers, or as vendors in our vendor booth area. This document is designed to communicate the Senate's vendor policies to those vendors who are invited to attend our events.

Pre-Conference Vendor Speakers

Occasionally, ASCCC will host pre-conference breakouts. The speakers for this pre-conference are by invitation only. Speakers are identified by the Executive Committee and approved by the President based on the needs of the membership. Vendors who are invited to make a presentation at a pre-conference are required to pay a vendor fee and can present their products or services during the pre-session but are prohibited from selling during the event. All pre-conference sessions are subject to presentation review by the ASCCC Executive Director to ensure the membership is getting information that meets their needs, not just prospective selling.

Vendor Fair

Occasionally, ASCCC chooses to have a vendor fair in conjunction with events. The participants for this vendor fair are by invitation only. The vendors selected are based on the needs of the ASCCC membership. All participants are required to complete an application form (see attached sample form) that details the specific logistics of that particular vendor fair and pay a vendor fee. The fee includes one table with electrical power for the duration of the vendor fair. Selling is only allowed within the vendor fair area and only during non-conference times (before conference start, breaks, lunch, after conference ends). The fee includes conference registration and hosted meals for one person. If additional vendor staff attends, they must register as a vendor for the conference. This allows them to attend the conference and be included in all ASCCC hosted meals. The vendor fair will have a limited time span. However, the registered vendors are welcome to attend the remaining conference.

ASCCC reserves the right to have sessions where no vendors are allowed.
The speaker's fee covers conference registration and all ASCCC hosted meals for one person.

ASCCC Vendor Agreement

As a vendor in good standing, I understand that I am allowed to attend the ASCCC as a participant with no intent of selling my product during the event. The Senate event is my opportunity to understand the needs of the ASCCC membership so we can better develop solutions to meet those needs. I may make contacts during the event that leads to selling opportunities in the future. However, my participation in the event does not allow me to use the ASCCC membership list as a cold call opportunity and I will not share ASCCC membership information with anyone else.

I understand that ASCCC members may want to learn about my products during non-conference time; however, unsolicited sales presentations or pressure during the conference will not be tolerated. I understand that if I demonstrate this behavior the Executive Director will issue me one warning and if I repeat the behavior, I will be asked to leave the conference and will not be allowed to attend future conferences.

Vendor's Signature

Reference: <http://www.accis-wa.org/Documents/ACCIS%20Vendor%20Guidelines.pdf>

Form to be modified based on event.

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

FALL PLENARY SESSION NOVEMBER 7, 2013 IRVINE MARRIOTT EXHIBITOR REGISTRATION FORM

Name _____

Organization _____

Title _____

Email address _____

Phone number _____

REGISTRATION

By checking this box you are agreeing to Exhibit at the ASCCC Fall Plenary Session and the information that follows: Exhibitor Registration: \$500

This fee includes exhibit table and recognition in the onsite program. Please provide your logo as a .png file by October 7th. If logo is received after this date we cannot guarantee it will be included in the program.

If you need to cancel, please contact ASCCC immediately. Your exhibit fee helps us provide for an exceptional meeting experience. A full refund, minus a \$50 administrative fee, will be issued if cancellation is received by October 16, 2013. Any cancellations received after October 16, 2013 will be reviewed by the Executive Director. If it is too late to remove your logo from the program, your registration fee will not be refunded and we will work with you to provide materials to the attendees on your behalf.

Exhibits are open from 10am – 3:30pm on Thursday, November 7, 2013

PAYMENT INFORMATION

by check: Make payable to the Academic Senate

Expiration Date: _____ (mmyy) Card Code: _____

First Name: _____

Last Name: _____

Address: _____

City: _____ State/Province: _____ Zip/Postal Code: _____

Email _____

Phone: Fax: _____

40.00 HONORING FACULTY LEADERS

(Approved August 8, 2008)

There are times when a faculty member(s) or the Executive Committee may want to honor faculty who have served the Academic Senate in a variety of capacities in support of by supporting the mission and vision through a variety of capacities (e.g., committee member, Executive Committee member, advisory group). The following are some of the ways that the Executive Committee ASCCC or the Executive Committee can honor faculty including:

- Emeritus status – retired faculty only (noted in bylaws)
- Resolution (honorary or adopted resolution)
- Contribution to the Academic Senate Foundation including to the level of Academic Senate Foundation Leadership Circle
- Contribution to a charitable organization suggested by the family of the deceased up to the amount of registration at one plenary session
- Proclamation
- Recognition in the *Rostrum*, a plenary session program, or other printed material of the ASCCC

If the Executive Committee or a faculty member(s), working through their Area, determines that a faculty member should be honored, the following criteria will be considered:

1. The faculty member must be a deceased, -or retired community college faculty member, -who has -The faculty member must have completed at least five (5) years of significant service to the Academic Senate for California Community Colleges.

1. ~~Executive Committee members can be honored under the discretion of the Executive Committee after serving a full term. A request to honor an individual must be agendaized for action at a regular meeting of the Executive Committee.~~

2. The faculty member must be recognized for exceptional contributions supporting the aims and functions of the ASCCC.

2. ~~The honoring of Executive Committee members who have serve a full term or longer is under the discretion of the Executive Committee. A request to honor an Executive Committee member must be agendaized for action at a regular meeting of the Executive Committee.~~

The honor may include a financial contribution to the Academic Senate Foundation or a charitable organization suggested by the family of the deceased up to the amount of registration at one plenary session. It may also include recognition in the *Rostrum*, a plenary session program, or other printed material of the ASCCC.

A request to honor an individual must be agendaized for action at a regular meeting of the Executive Committee.

PUBLICATIONS GUIDELINES

DRAFT

December 6, 2013

The Academic Senate for California Community Colleges (ASCCC) produces its publications to provide statewide communication between ASCCC and local academic senates or other equivalent organizations in order to coordinate the actions and requests of the faculty of the California community colleges and to reflect the official views or position of the Academic Senate on statewide and local issues.

~~Purpose: To improve and strengthen communication between the Executive Committee of the Academic Senate and the local academic senates and to reflect the official views or position of the Academic Senate on Statewide statewide and local issues.~~

Purpose

Publications, written or electronic, are designed:

- To improve and strengthen communication;
- To showcase academic research;
- To highlight the many creative talents of community college faculty;
- To promote discussion on academic and professional topics; and,
- To ensure clarity and professionalism, especially of adopted papers.

Development of a Position Paper

~~All pPosition papers may must originate in Academic Senate committees as a result by of a resolution or ASCCC paper adopted from during a plenary session. Resolutions can be generated by the Senate committees, Executive Committee, or Senate grant advisory groups. Once Those initiated, passed by a plenary session calling for an Academic Senate position on a particular subject will follow these steps will be followed:~~

1. The Executive Committee shall review the resolution for feasibility. On rare occasions, if the call for a paper is deemed not feasible, the Executive Committee shall report its decision and rationale to the delegates via Rostrum article, President's Update, or breakout next plenary session through its Resolution Status Report, a document that offers follow-up on resolutions passed at the previous plenary session and on any resolutions still unresolved from previous sessions. If deemed feasible, the Executive Committee shall assign the position paper either to a standing committee, a task force, or to an ad hoc committee, or ASCCC grant advisory group.

2. ~~As part of the review of the resolution calling for the position paper, the Executive Committee shall normally communicate to the committee assigned to write the paper the direction which the position paper shall take; the Executive Committee may also suspend such direction, pending the findings of needed study, research, or surveys.~~

2. After appropriate study and deliberation, the assigned committee group shall communicate to the Executive Committee using the ASCCC Prompts for Paper Development

(See Appendix 1). These paper prompts provide background information including resolutions, feasibility, research needed, as well as a proposed approach or direction for the paper. Once the Executive Committee approves the approach, the next step is for the group to propose an outline for the paper with and include any significant background information. Drafts require at least two readings before approval by the Executive Committee. All drafts must be submitted through the normal agenda process.

During a full, substantive review at an Executive Committee meeting, Executive Committee members will return the outline or paper with their comments. Input from appropriate persons in the field on draft position papers may also be sought at the direction of the Academic Senate President.

Drafts require at least two readings before approval by the Executive Committee. Ideally, all drafts will be received in time to be submitted through the normal agenda process. However, any drafts emailed to members must be received at least three days before the meeting.

3. During a full, substantive review at an Executive Committee meeting (the first reading), Executive Committee members will provide written and oral feedback regarding the outline. It is important for Executive Committee members to provide detailed feedback on the outline as this document will drive the work of the group. The group will not be well served if significant changes in direction are provided at a later date or during the next reading. Input from appropriate persons in the field on draft position papers may also be sought. However, draft papers should not be circulated to others outside of the Executive Committee or the group as this might cause confusion in the field.

At its first reading, a position paper shall be reviewed in detail by the Executive Committee. Three actions are likely at the first-reading stage: (1) A vote will determine if the paper is ready to advance for a second reading. (2) If the suggested changes are substantive enough, the paper shall be returned to the committee group for additional revision and then resubmitted to the Executive Committee for further review. Only when determined by vote of approval will a paper be advanced to a second reading and its consideration by the field and proposal for adoption. (3) The general direction or findings of a paper may call for radical revision, necessitating a delay in its progress.

Sections of position papers or their outlines that have yet to be approved by the Executive Committee may be presented to plenary sessions for discussion only, not adoption. Such papers are to be marked "Draft For Discussion Only; Not an Official Position Paper of the Academic Senate" and shall bear the name of the writing group, the chair, and contributors to the draft.

4. At its second reading, a position paper shall be reviewed only for minor technical changes. Approval by majority vote is required to advance the paper for adoption at the next plenary session.

Sections of position papers or their outlines that have yet to be approved by the Executive Committee may be presented to plenary sessions for discussion only, not adoption. Such papers

are to be marked "Draft For Discussion Only; Not an Official Position Paper of the Academic Senate" and shall bear the name of the writing committee group, the committee's chair, and contributors to the draft.

Position papers that have been approved by the Executive Committee must be included in a mailing for the plenary session at which they will be considered for adoption. The vote of approval by the Executive Committee constitutes a resolution for adoption of the position paper by the plenary body. Papers will be considered the position of the Academic Senate only when adopted by a plenary body. These papers are marked "for adoption..."

All documents submitted for Academic Senate publication will follow the style sheet. Publications, written or electronic, are designed:

- To improve and strengthen communication;
- To showcase academic research;
- To highlight the many creative talents of community college faculty;
- To promote discussion on academic and professional topics;
- To ensure clarity and professionalism, especially of adopted papers.

Authority/Responsibilities

The Publications Committee is a standing committee of the Academic Senate. The Publications Executive Director Committee has is responsibility for the publication development and distribution of all Academic Senate publications, i.e. journals, newsletters, or articles, printed or electronic, representing the viewpoint of the Academic Senate. The President will make the final approval of all Academic Senate publications. After adoption of the paper, the Executive Director will review the document and work with the chair of the group to finalize the document for publication. At this point only typographical corrections or clarification can be made. Any changes other than these types will need to be reviewed by the Executive Committee and may ultimately need to go back to the body for correction. The Publications Committee will review, evaluate, and select final contributions for all authorized Academic Senate publications, written or electronic, with recommendations to be forwarded to the President to ensure that all material is appropriate for distribution under the name of the Academic Senate. Layout and production decisions will be the responsibility of the Executive Director working in conjunction with the Creative Director.

The Executive Director works with the Publications Committee Executive Committee the Creative Director to develop timelines for submission, production, and distribution. The Executive Director may also assist in editing or revising as directed by the Executive Committee Publications Committee and/or the President. The Publications Committee NOTE: As you can see below, the responsibilities probably need to be divided between Exec or Exec/Exec Director/President. The responsibilities include:

- Soliciting contributions from the President, Executive Committee, and Community College Faculty.
- Developing timelines for submissions.
- Making recommendations on printing and distribution process.
- Making recommendations for layout and design.
- Attending Publications Committee Meetings as needed.

- Consulting on all preparations for the production of the *Rostrum* and *The Forum* prior to final approval by the President.

Editorial Guidelines for the *Rostrum*

- The *Rostrum* is a quarterly publication of the official voice of the Academic Senate, which provides information content to inform faculty and reflects the Academic Senate's position on statewide and local issues as well as academic and professional matters. The articles published in the *Rostrum* do not necessarily represent the adopted positions of the Academic Senate. The Executive Committee will submit the majority of contributions for each edition and these articles primarily will reflect statewide activities and issues. *The Rostrum* may reflect the ideas and opinions of a diverse statewide faculty with submission from the field and as such any faculty may submit an article for publication.
- Articles are on topics that concern the academic and professional life of California community college faculty.
- Articles are short and clearly written, usually of no more than 1500 words.
- All articles must be of general interest to community college faculty.
- The Publications Committee Chair *Rostrum* content editor (faculty Executive Committee member) or the copy editor (Executive Director), in consultation with the President, may edit or rewrite articles for accuracy, tone, consistency, or length. Significant changes will be cleared with the author before publication.
- Letters to the Publications Committee *ASCCC* and unsolicited articles by faculty members are invited/welcomed.
- Manuscripts will be evaluated for appropriateness and interest.
- Deadline dates will be published and included on the Academic Senate website.
- There will be four (4) *Rostrums* produced and distributed each year, two of which will be devoted to reporting on fall and spring plenary sessions.
- Each issue of the *Rostrum* will be entered/published to on the Internet.

Other Official Publications/Documents

The *Rostrum* is the an official Academic Senate publications. Recommendations for the development of "other" publications official documents must be reviewed/considered by the Publications Committee *ASCCC* Executive Committee for publication. The Executive Committee may direct the initiator to take a resolution forward to delegates for deliberation. In rare instances, the Executive Committee can consider other official documents that are not adopted positions of the Senate. In this case, an agenda item will be brought forward to the Executive Committee with a rationale about why the information should be an official document of the Senate without a resolution.

The Executive Committee will use the following criteria in when cConsidering if an "other" document should be an official document of the Senateation will be based on the following criteria:

- Publication budgetary constraints
- Requests from California community college faculty
- Duplication of existing Academic Senate publication format and information
- Impact on Timeline considerations

- ~~Production-logistics~~Resources
- ~~will~~Potential for eliciting-cause confusion (duplicating or contradicting)
- ~~goes~~Contrary to ~~against-an~~ existing ASCCC position
- ~~May~~undermines the work of the Senate with system partners
- ~~May~~be ~~p~~Prescriptive in nature and undermines the principle ~~e~~ in-nature that-it-goes ~~against-the~~tenet-of local control
- ~~Its~~timeliness or timelessness of issue or topic ~~and/or~~timeless

~~Recommendations for the establishment of procedures and guidelines will be submitted by the initiator. The initiator for the development of "other" publications must submit the ASCCC Prompts for Paper Development. Upon the Executive committee's recommendation, the proposal will be forwarded to the President for consideration as an official Academic Senate publication.~~

Publication Guidelines

~~All documents submitted for Academic Senate publication will follow the style sheet. Publications, written or electronic, are designed:~~

- ~~To improve and strengthen communication;~~
- ~~To showcase academic research;~~
- ~~To highlight the many creative talents of community college faculty;~~
- ~~To promote discussion on academic and professional topics.~~
- ~~To ensure clarity and professionalism, especially of adopted papers.~~

APPENDIX I:

ASCCC Prompts for Paper Development
September 25, 2013

The purpose of this paper is:
Proposed completion date:

1. Is this a new paper, a revision of, or an update to an existing senate paper?
2. Does the resolution ask for a paper? If so, please copy and paste the resolution below. If no, skip to question number 4.
3. Are there other resolutions or senate publications relevant to this effort? Are there other resources that should be taken into consideration when developing the paper?
4. If the paper is requested by resolution, do you believe that the paper as requested by the resolution is feasible? Yes No
 - If no, why do you believe the paper is not feasible?
 - Would a white paper, Rostrum article, session breakout, or some other form of communication to the field be more appropriate or effective?
 - If the paper is feasible but the resolution does not provide clear direction, how will you find the focus? What information or direction will you need from Exec to complete the work?
5. If the paper is not requested by resolution, what is the justification for writing the paper? Where and how did the idea for the paper originate?
6. List the main points, topics, or section headers of the paper or a narrative describing the approach to the paper. Please describe any relevant data to be included in the content of the paper or data that is necessary to complete the paper. You may include this information in outline form if appropriate.
7. Do you plan to include appendices in the paper? If so, what type? Provide an example, if appropriate.
8. Do you need to gather information from the field (i.e., in the form of a survey or other) to inform the content of the paper?
9. Do you have other information, comments, questions, or concerns?

Publications Style Sheet: Using Appropriate Modifications of APA Style Manual

The purpose of this quick style sheet is to make drafting papers easier for committee members and the publication process easier for the Academic Senate Office. To ensure timely and professional dissemination of our documents in both draft and final forms, we assist our readers when we provide similar appearances of our drafts, regardless of authorship. This document will offer you guidelines as you begin and as you divide your labors, reminding you of the final form toward which you aspire. Doing it "right" from the beginning will save you time both prior to adoption and after session as it heads for publication. Correcting the format before circulation saves your readers—on Exec and in the field—from spending time on editorial rather than substantive comments. Ultimately, your adopted document will not be accepted for publication unless it achieves these minimal standards, common in our profession and familiar to you.

| ITEM | DETAIL | ILLUSTRATION |
|--|---|---|
| Margins | 1" | |
| Font | Times New Roman | This is Times New Roman font. All illustrations in this column use this font to distinguish it from the details in left columns. |
| Size | 12 pt. | |
| Indents | <i>It is not necessary to indent the first line of each paragraph, since paragraph spacing (see below) creates the necessary visual separation between paragraphs</i> <i>Single space body text.</i> | |
| Paragraph Spacing | <i>Double space between paragraphs.</i> | Drafting Stages |
| <ul style="list-style-type: none"> • Text • Segments | <i>Turn on automatic numbering mechanism; number consecutively throughout all pages (e.g., 1-2000)</i> <i>Do not justify right margins.</i> | <ol style="list-style-type: none"> 1 If possible, during the drafting stage, it is often useful to number each line automatically. This technique enables your readers to comment quickly and eases discussion. 2 3 4 Preparing the Final Draft for Publication The approved final draft for submission will return to single spaced text. |
| Titles | <i>Segments subheadings will help make these transitions.</i> <i>CENTERED ON TITLE PAGE IN UPPERCASE</i> | TITLE IS CENTERED IN UPPERCASE: SO IS ANY ELEMENT FOLLOWING THE TITLE'S COLON |
| Levels of Heading | <i>First Level Header</i> <i>Second Level Header</i> <i>Third Level Header and Subsequent Levels</i> | First Level is Flush Left, Upper and Lower Case Second is Also Flush Left but is Underlined Too: |
| Running Headers | <i>Clearly indicate draft status, abbreviated title, and perhaps indicating its number or date</i> | Publication specialists will change font sizes and other strategies to indicate subsequent levels, word, ending with a period. |
| <ul style="list-style-type: none"> • Draft • Final Version | <i>Shortened title + page</i> | Academic Senate Technology Committee DRAFT #6 10/31 Technology for Us 13 Technology for Us 22 |

| ITEM | DETAIL | ILLUSTRATION |
|--|--|--|
| In-Text Citations | <i>In-text citations, using the author's last name followed by date</i> | According to Levin (1999), new faculty members "are seldom prepared for their first assignments" (p. 98). |
| Footnote: End Notes | <i>Use automatic end note or footnoting in Word; use "insert" function to place number close to referred element</i> | Though less frequently used, footnotes or endnotes can provide correlative information that, if included in the body of the text, would interrupt the flow of the argument. If using in-text citations, citations are not necessary in footnotes, according to experts ¹ . |
| Use of • Bullets • Numeration • Other symbols | <p><i>Using these visual cues can help your reader identify key ideas; please work with the office staff in final drafting stages if you wish to include these features. Keep the following points in mind when working with bulleted or numbered texts.</i></p> <ul style="list-style-type: none"> • <i>Try to use the same bullet style throughout the publication</i> • <i>Try to make the items parallel in their form (e.g., all verb forms, only nouns, prepositional phrases, etc.)</i> • <i>Use the bullet or numbering icon to line up the text beneath the bullet as it appears here.</i> • <i>Use bulleted or numbered lists sparingly as they decrease the flow of the document.</i> | <p>Authors wishing to use bullets should work on these features:</p> <ul style="list-style-type: none"> • use a complete sentence to precede the introductory colon; • make all elements parallel in construction; • use all complete sentences (capitalized and followed with a period as you see in the column to the left) or, following a colon, begin with lower case letters and separate with semicolons as used in this list; and • conclude the list with a period. |
| Tables/Figures/ Illustrations or Visuals | <i>Tables should follow the same layout as the rest of the publication. Avoid using tables in landscape layout when the rest of the document is vertical.</i> | <p>Tables, are generally labeled as Table 1, Table 2, etc., with a clear label and title above the illustration; the source appears below the table in a note such as the following.</p> <p><i>Note: From "Strategies 2000," by N. Meyerson, 1999, The Journal of Business Communication, 39, p. 240.</i></p> |
| Spacing | <i>Avoid two spaces after a period, column, etc.</i> | <p>Sketches, pie-charts and other visuals are usually listed as figures, as in Fig. 22. The label and caption appear below the illustration, flush left.</p> <p>Two spaces after a period is a holdover from the days of monospaced fonts, like Courier and typewriters. They helped signal a pause. With proportional fonts, it's unnecessary and can make text hard to read.</p> |

¹ For a more thorough treatment of this information, consult D. Hacker's exercises at www.dianahacker.com/writersref

| ITEM | DETAIL | ILLUSTRATION |
|---|--|--|
| Quotation Marks | <i>Avoid straight quotation marks, if possible.</i> | Most word processing programs, give you the option to use curly quotes. These may also be called smart quotes or typographer's quotes. In Word, these adjustments can be made through "Tools," "AutoCorrect" and "Autoformat" options. |
| Ordering the Document <i>The contents appear in the following order.</i> | | |
| Title Page | <i>List Committee members for year(s) during which publication was written. The committee chair should always be listed first and identified as its chair. List college affiliation for each member, and identify title of any administrator (Vice President of Instruction) or student (CalSACCC)</i> | |
| Table of Contents | <i>Omit page numbers; the Publications Specialist will provide them during publication; list subheadings as they appear in the text. If used. Make sure the contents' headings and subheading are consistent with the table of contents.</i> | |
| Abstract | <i>Provide a 150-300 word synopsis of paper's purpose, any noteworthy methodology, the major content areas and general findings.</i> | |
| Body Text | <i>Refer to any initiating resolution(s)</i> | |
| <ul style="list-style-type: none"> • Introduction • Main Body | <i>May have separate sections with subheadings</i> | |
| Recommendations to Local Senates | <i>Always required; each recommendation draws upon specific comments contained or implied in the body of the paper and identifies responsible party</i> | |
| End Notes | <i>If endnotes were used rather than footnotes, they appear here.</i> | |
| References | <i>Alphabetic; bibliographic entries for all works actually used and cited in the text.</i> | Academic Senate for California Community Colleges (2003a). <i>Consultation Council Task Force on Counseling</i> . Sacramento: Author. |
| | <i>Note the hanging indent and modified-APA formatting of titles. Actual number of indented spaces will be fixed at publication.</i> | Academic Senate for California Community Colleges (2003b). <i>The Impact of Computer Technology on Student Access and Success in the California Community Colleges</i> . Sacramento: Author. |
| Works Consulted (may or may not be present) | <i>Bibliographic entries here include only those used for background and of use to others but not cited or used in the body of the text</i> | Heur, R.J., Jr. (1999). Keeping an open mind. In <i>Psychology of intelligence analysis</i> (chap.6). Retrieved July 7, 2001, from http://www.cia.gov/csi/books/19104/art9.html |
| Glossary (use is optional) | <i>Alphabetical order</i> | |
| Appendices (use is optional) | <i>Labeled A-Z, AA-ZZ; must be referenced specifically in the</i> | |

| ITEM | DETAIL | ILLUSTRATION |
|---|--|---|
| optional) | text body and provide citation information on that Appendix page | |
| Miscellaneous Stylistic Features | | |
| Using Quotations | | In quoting longer passages of four or more typed lines, be certain to introduce or contextualize the forthcoming passage, then provide a marking indentation, as appears in <i>A Survey of Effective Practices in Basic Skills</i> (ASCCC, 2003): |
| • Contextualizing | | <p>We began to acknowledge that we were now thinking from the merged view of the interconnections of teaching the reading/writing process. We had transformed our perspectives and our beliefs to the integrated model. (p. 6)</p> |
| • Block Quotation | Block quotations, dropped down and indented as the model indicates, do not have quotation marks before or after the text. The spacing indicates to the reader what occurs. | <p>Don't worry about additional stylistic features such as spacing or italicizing your quotations; those elements will be considered by the Publications Specialist. As Hacker (2004) would argue, the main purpose of using a quotation is to clarify whose views are being shared, and "which ideas are so remarkable as to require a signal that the ideas are not your own" (p. 328).</p> |
| • Single Quotations | Single quotation will be contextualized and distinguished by quotation marks but will reflect the grammatical context of the sentence. | <p>By using plural nouns (<i>they, all, many</i>), writers help readers avoid confusing he/she pronoun shifts, or verb agreement problems. Whatever pronoun is selected, authors will seek consistency throughout the text to avoid gender-loaded language.</p> |
| Gender-Neutral Language, Plurals | | |
| Spell-check and proof document prior to any circulation | Need more be said? | |
| Numbers | Use words for numbers ten and less than ten, numerals for numbers 11 and greater. Do not begin a sentence with a numeral--spell out or reorder the wording. | Only four students in that particular major eventually transferred to that university, although 1,037 students indicated their intent to do so when they first registered. Five hundred students later declared a similar major at other universities. |
| • 10 and less | | |
| • < 10 | | |
| Abbreviations | Use the full term completely at its first appearance in the text; then use the acronym only throughout the remainder of the text. | The Academic Senate for California Community Colleges (ASCCC) has taken no official position on this specific proposal. However, four ASCCC papers offer relevant recommendations: first . . . |

HOW TO USE THE SENATE LISTSERV

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

Policy for Using the Listserv

The ASCCC provides a listserv to each Area representative to communicate with the Area's colleges. Staff maintains these listservs or individuals voluntarily sign up via the Senate website. Area representatives should only use the listserv to communicate Senate information and not information specific to colleges. Instead, Area representatives can direct faculty to join the unofficial Google Group (cccsenates@googlegroups.com) and send specific questions to that list.

When using the listserv, Area representatives should be mindful to use appropriate listserv etiquette such as avoiding emoticons, sarcasm, and other language that could be misconstrued. The following is a list of types of documents to be shared via the listserv. If you receive a request to send something that is not on this list, please check with the President or Executive Director before forwarding out on the listserv:

- Area meeting agendas, materials, draft resolutions, notes
- Senate event reminders or updates—plenary session, institutes, regional meetings
- Award notifications specific to your area (i.e., request for readers)—Exemplary, Hayward, Diversity

Area representatives, however, should be careful not to duplicate information sent to the Senate President listserv as many of the delegates on that listserv are also on the Area listserv. Information sent via the Area listserv should be unique to the Area. For example, information that all Areas need to know (i.e., Discipline's List Revision additional background information), should be sent via the Senate President listserv and not the Area listservs. Area representatives should consider whether or not the information would benefit all areas and share with other Areas or send to the Executive Director to send to other listservs.

Procedure for using the Area Representative Listserv

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

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

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

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

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

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



Executive Committee Agenda Item

| | | | |
|---------------------------------------|---------------|------------------------------|---|
| SUBJECT: Expense Reimbursement Policy | | Month: January/February 2014 | |
| | | Item No: III, D | |
| | | Attachment: YES | |
| CATEGORY: | Old Business | 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.

DESIRED OUTCOME:

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

BACKGROUND:

The ASCCC Expense Policy was last updated in April 2012 (see attached) and may require some revision regarding the balance between the interest in minimizing cost and the interest in maximizing efficient use of time. The Executive Committee should evaluate the Expense Policy for efficiency and effectiveness both from a fiscal and human resources perspective, and may wish to make recommendations for improvement.

STAFF BACKGROUND:

At its March 2012 Executive Committee meeting, members approved the current expense reimbursement policy to be consistent with state reimbursement policies since most of the Senate's funds are reimbursed from grants. In discussing this item, members should consider that any changes to the policy could potentially affect the Senate's bottom line as the reimbursement may not be funded by state agencies.

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



EXPENSE REIMBURSEMENT FORM

Date Received

Office Use Only

R

Please note: a reimbursement request must be received at the Academic Senate Office no later than,

- 30 days following the event for which the expenses were incurred, AND
- **No** later July 15th for all events occurring between June 16th-30th,

Requests received after the applicable deadline will NOT be honored.

Print clearly and complete in full.

Name: _____ Date: _____
 Street Address: _____ City & Zip: _____
 Day Phone: _____ Email Address: _____
 Purpose of Travel: _____ School/College: _____
 Dates of Travel: _____ Person in Charge of Meeting: _____
 Destination / Address: _____

TRAVEL EXPENSES

| Date | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Line Total |
|---------------------------|--------|--------|---------|-----------|----------|--------|----------|--------------------|
| | / | / | / | / | / | / | / | |
| Breakfast | | | | | | | | |
| Lunch | | | | | | | | |
| Dinner | | | | | | | | |
| Lodging | | | | | | | | |
| Shuttle/Taxi | | | | | | | | |
| Airfare | | | | | | | | |
| Mileage =# x\$0.51/mi | | | | | | | | |
| Parking | | | | | | | | |
| Other | | | | | | | | |
| Incidentals* | | | | | | | | |
| Total (#) Miles Driven | | | | | | | | Total \$ |

Check here if the Academic Senate was used to make flight arrangements. Do not include in costs above.

OTHER EXPENSES: Must include full description below to be eligible for reimbursement:

Your Signature: _____
 (I certify that I incurred the costs above and all original receipts and reports are attached, as necessary, and that all expenses submitted are for business related to Academic Senate activities.)

ASCCC Review: _____

ASCCC Approval: _____

Return to:
 Academic Senate for California Community Colleges
 555 Capitol Mall, Suite 525, Sacramento, CA 95814
 Phone: (916) 445-4753 / Fax: (916) 323-9867

| FOR OFFICE USE ONLY | |
|---------------------|--------|
| Account | Amount |
| | |
| | |
| | |
| | |
| | |
| | |

* Incidentals permitted for ASCCC Executive Committee Only.

(#) Attach MapQuest, or similar printout, to support total miles requested for reimbursement.

**ACADEMIC SENATE FOR
CALIFORNIA COMMUNITY COLLEGES
EXPENSE POLICY**

The expense policy of the Academic Senate (AS) is designed to recognize the fact that faculty members serving this organization are volunteers who receive no direct compensation for their efforts. Therefore, it is the intent of the AS to reimburse those expenses that members are mandated to undertake while serving in an official capacity on behalf of the AS. The policies listed below are intended to provide ease of use and administration while maintaining prudent accountability.

I. Reimbursement Procedures

- A. All claims for reimbursement shall be submitted on standard Senate Expense Reimbursement Forms.
- B. Original receipts or clear copies of them are required as documentation of all claimed expenses of an amount greater than \$10.00 in order for them to be reimbursed.
- C. Claiming an expense does not guarantee reimbursement. **NO PERSON MAY ENCUMBER AN EXPENSE ON BEHALF OF THE AS IN EXCESS OF \$200.00 WITHOUT PRIOR APPROVAL OF THE PRESIDENT or EXECUTIVE DIRECTOR.**
- D. Members may be reimbursed for supplies, postage, equipment, hosted functions, and other miscellaneous charges necessary for the completion of official business with prior approval from the Executive Director.
- E. Members may be reimbursed for business calls. For reimbursement, calls must be clearly identified on the original bill or a copy. Further documentation may be requested.
- F. Eligible travel expenses and registration fees incurred while attending an authorized conference, convention, or business meeting within California will be reimbursed.
- G. All out-of-state travel must be pre-approved by the Executive Committee.
- H. Reimbursement requests must be received at the Senate Office in a timely manner (*no more than 30 days following the event AND, no later than July 15th for all events occurring during June 16th - 30th of each fiscal year*). Eligible expenses will be approved within approximately two weeks of receipt, unless precluded by a budgetary shortfall. Please note: Requests received after the applicable deadline will NOT be approved for payment.
- I. With the exception of meetings where the President or the Executive Director is present, a **written report** of the meeting must be submitted to the Executive Assistant by the primary Senate representative at the meeting before reimbursement for travel expenses may be made to anyone for that meeting.

II. Travel

- A. A person is expected to neither gain nor lose money while traveling on AS business.
- B. **The Senate's reimbursement policy is, for air travel between cities for which the State of California rate is available; to reimburse the lesser amount between the State of California Rate or itinerary rate no matter what amount the faculty member actually pays, unless there is other prior approval by the Executive Director.**
- C. With advance notice (3 weeks preferred), the AS office will book travel arrangements on your behalf and handle payment so that you do not need to be reimbursed.
- D. Travel will be reimbursed in accordance with the following:
 1. When personal contact is the most efficient method of conducting AS business.
 2. When the most economical method of transportation is selected. For airline travel, individual effort to obtain YCAL or advance purchase lower fares is expected.
 3. When attendance at a conference or meeting is limited to persons concerned with the topics discussed or the business to be transacted.
 4. When travel is scheduled to avoid backtracking and duplicate travel whenever possible.
 5. When appropriate receipts and reports have been submitted.
- E. Committee members are expected to use economy lots. Door-to-door shuttle services may also be more cost effective than paying parking costs. Members who handle their own travel arrangements must consider whether utilizing shuttle services will result in more economical travel plans.
- F. Travel Expense Reimbursement Rates: Claims may include only actual expenses incurred and are limited as follows:

| | | | |
|--------------|--------------------------------|----------------|--|
| 1. Breakfast | \$6.00 | 4. Lodging | \$84.00 (\$110 in LA & SD, \$140 in Alameda, SF, Santa Clara, San Mateo) |
| 2. Lunch | \$10.00 (if travel > 24 hours) | 5. Mileage | \$.51 per mile based on January 1 st , 2012 Government Rate |
| 3. Dinner | \$18.00 | 6. Incidentals | Exec Committee members \$6.00/day (if travel > 24 hours) |
- H. When travel arrangements require a member to leave home before 6:00 a.m. or return later than 7:00 p.m., s/he may be reimbursed for the appropriate meal expenses provided AS has not provided breakfast and/or dinner that day.
- I. Mileage Reimbursement – A printed route map with total mileage **must be attached** to the reimbursement request. MapQuest or similar online programs may be used to document your route and mileage for reimbursement support. You are responsible for identifying the total miles travelled and requested for reimbursement on your request form.



Executive Committee Agenda Item

| | | | |
|---------------------------------|--------------|------------------------------|---|
| SUBJECT: Resolution Assignments | | Month: January/February 2014 | |
| | | Item No: III, E | |
| | | Attachment: YES | |
| CATEGORY: | Old Business | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | John Feitas | Consent/Routine | |
| | | First Reading | |
| STAFF REVIEW ¹ : | Julie Adams | Action | X |
| | | Information | |

Please note: Staff will complete the grey areas.

DESIRED OUTCOME:

The Executive Committee will consider for approval the dispositions of the referred resolutions from the 2013 Spring Plenary Session.

BACKGROUND:

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

At the first Executive Committee meeting following the Plenary Session, the Resolutions Chair will add to the agenda for discussion the resolution assignments, including the resolutions referred by the body. The Executive Committee will approve the resolution assignments and assign the referred resolutions to members of the Executive Committee or standing committees to complete the tasks included in the referral. Prior to the next Plenary Session, the Resolutions Chair will monitor the work on the referred resolutions and ensure that any revised resolutions are submitted to the Executive Committee in time for review and recommendation to Area meetings per the timeline assigned in the referral.

The adopted resolutions from Spring 2013 have been assigned. However, after inquiring with President Smith, it has been determined that the referred resolutions from Spring 2013 did not come to the Executive Committee for discussion and disposition. The referred resolutions are:

- 01.08 S13 Remove Time Spent at Parliamentary Microphone from Allotted Debate Time
- 10.09 S13 Disciplines List Motion
- 10.09.01 S13 Amend Resolution 10.09 S13

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

13.06 S13 Proactive Approach to the Threat of Privatization of our Community College System

The full texts of the referred resolutions and amendments are attached. The Executive Committee will discuss and decide on how to address these referred resolutions. Please see the

Spring 2013 Referred Resolutions

1.06 S13 Remove Time Spent at Parliamentary Microphone from Allotted Debate Time

Whereas, One of the primary goals of Robert's Rules of Order is to develop and enforce rules that prevent the majority view from dominating and/or squelching entirely the minority view without first allowing for adequate presentation of the minority view;

Whereas, Since it is possible to effectively filibuster discussion on controversial topics by going to the parliamentary microphone and making motions that require significant time expenditure to discuss points of information, rulings by the chair, referral to the Executive Committee motions (and votes), and motions to end debate (and votes), which has the impact of cutting off the ability of the body to weigh the merits of the original resolution; and

Whereas, Not only does Robert's Rules of Order require a two-thirds vote precisely because cutting short the debate on a topic is a serious deviation from normal operating procedure, but also a motion to call the question when the allowable time for discussion has not expired can have the impact of shutting down the minority viewpoint and prevent a member from presenting a critical salient position that no one had thought of before, resulting in a fully considered decision that is more in alignment with the needs of the body politic;

Resolved, That the Academic Senate for California Community Colleges adhere to the rule in Robert's Rules of Order that states that before the motion to call the question can be made at least one person from each side of the issue is allowed to speak;

Resolved, That the Academic Senate for California Community Colleges will subtract all the time expended in discussion, motions and votes from the parliamentary microphone from the time allotted for debate on resolutions so that the clock is only running on the allotted time for debate while people are at the pro or con microphone; and

Resolved, That the Academic Senate for California Community Colleges allow appropriate space for the expression of the minority view and respect the contributions of all session attendees.

Contact: Jon Drinnon, Merritt College

MSR Reason: Referred to the Executive Committee to clarify intent and to determine how this could be done, and what impact it would have on the voting process.

10.09 S13 Disciplines List Motion

Whereas, The Disciplines List Process sometimes culminates in a situation in which the Academic Senate for California Community Colleges submits a resolution to recommend *not forwarding* the discipline to the Board of Governors for adoption, leading to a great

deal of confusion about the true meaning and consequences of an Aye or Nay vote to a negatively stated resolution;

Resolved, That the Academic Senate for California Community Colleges modify the Discipline List Process so that resolutions about additions to the Minimum Qualifications document are stated positively and that the body determines by a simple Aye vote when a discipline will be forwarded to the Board of Governors with a recommendation to adopt and a simple Nay vote when a discipline will not be forwarded to the Board of Governors for adoption.

Contact: Phil Smith, American River College, Area A

MSR Reason: Referred until the Executive Committee has concluded its review and update of the discipline list process and bring back with the best approach in resolving this problem.

10.09.01 S13 Amend Resolution 10.08 S13

Amend first whereas:

~~Whereas, The Disciplines List Revision process is somewhat unique in that normal parliamentary processes do not readily lend themselves to fully informed decision-making through a fully vetted cycle where the rights of the individual, minority and majority are ensured sometimes culminates in a situation in which the Academic Senate for California Community Colleges submits a resolution to recommend not forwarding the discipline to the Board of Governors for adoption, leading to a great deal of confusion about the true meaning and consequences of an Aye or Nay vote to a negatively stated resolution; and~~

Add second whereas:

Whereas, the Academic Senate for California Community College's Executive Committee is currently deliberating over these issues in the interests of improving the process, reducing unnecessary complexity and increasing understanding of the process and has plans to make recommendations during the initiation of the next cycle, which will occur as we transition from Fall 2013 to Spring 2014;

Replace resolve:

Resolved, That the Academic Senate for California Community Colleges develop modifications to the Discipline List revision process to improve, simplify and increase understanding of the process and make these recommendations to the body in Fall 2013, to be used for the next revision cycle. Process so that resolutions about additions to the Minimum Qualifications document are stated positively and that the body determines by a simple Aye vote when a discipline will be forwarded to the Board of

~~Governors with a recommendation to adopt and a simple Nay vote when a discipline will not be forwarded to the Board of Governors for adoption.~~

Contact: Wheeler North, San Diego Miramar College

MSR Reason: Same as above.

13.06 S13 Proactive Approach to the Threat of Privatization of our Community College System

Whereas, Newspapers like the Washington Post, which owns Kaplan University and Kaplan Prep, large and successful private education conglomerates, have mounted concerted campaigns to discredit community colleges for being inefficient and harmful to their students and their faculty for being lazy and overpaid, and organizations like the American Legislative Exchange Council (ALEC) have mounted concerted conservative legislative campaigns to advantage corporate goals to privatize education at the expense of our public educational institutions;

Whereas, As its name clearly implies, California Competes (and groups like it), as a veiled attempt to privatize education in this country have launched a full frontal assault on our faculty and community college system with claims that are best addressed by taking over the rhetoric with regards to public education rather than always responding point by tortuous point after the fact;

Whereas, AB 515, a California Legislative bill, if it had not been defeated, would have legislated a two-tiered fee system among the community colleges in effect setting up a private system within the public system geared towards creating an access hierarchy based on the ability to pay much larger fees, leaving less advantaged students competing for what is left; and

Whereas, California is notorious for its unwillingness to fund its public education system from primary to secondary to higher education at appropriate levels that value the education of its citizens or the wellbeing of its students, leaving the public education system extremely vulnerable to corporate and legislative intrusions to privatize the system on many fronts;

Resolved, That the Academic Senate for California Community Colleges create a standing committee whose sole charge is to proactively counteract moves to privatize our community college education system by actively and publicly promoting the community colleges and actively and publicly opposing any moves to privatize them in all venues in which we are legally permitted to engage.

Contact: Jon Drinnon, Merritt College

MSR Reason: Referred to clarify intent and to review how Exec is already doing this to determine if resolution is necessary or if it is even feasible.



Executive Committee Agenda Item

| | | | |
|---|--------------|-------------------------------------|---|
| SUBJECT: Distance Education paper prompts and outline review | | Month: January/February 2014 | |
| | | Item No: III. F | |
| | | Attachment: NO | |
| CATEGORY: | Old Business | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | John Freitas | Consent/Routine | |
| STAFF REVIEW¹: | Julie Adams | First Reading | X |
| | | Action | X |
| | | Information | |

Please note: Staff will complete the grey areas.

DESIRED OUTCOME: The Executive Committee will consider for approval the Distance Education paper prompts and outline review.

BACKGROUND:

The Distance Education Task Force is charged with writing the paper on distance education effective practices in time for approval by the body at the spring 2014 plenary session. Following feedback from the Executive Committee at the August meeting on its initial proposed outline, the DE Task Force met in September and agreed that the paper should be a focused paper on faculty and student preparation for the online learning environment, in support of resolutions 9.03 S13 and 19.06 S13 (below) and at its subsequent meeting in October, the Executive Committee approved this recommendation.

In support of this work, the task force distributed and analyzed surveys on student preparation for taking online classes and on faculty preparation to teach online classes. It also reviewed the literature for studies on linkages between faculty and student preparation for distance education and student success. At its January 24, 2014 meeting at El Camino College, the task force will draft its proposed outline for the distance education paper and is requesting that the Executive Committee review, give feedback, and if possible, approve the outline.

IMPORTANT NOTE: Since the task force will not meet until 1/24, this agenda item for the executive committee assumes that the outline will have been completed. If it is, it will be sent as soon as possible to the Executive Committee for review and to the Executive Director for copying and distribution to members at the meeting. If the outline is not ready in time, the agenda item will need to be pulled and carried to the February/March meeting.

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

9.03 513 Conditions of Enrollment for Online Instruction

Whereas, Online learning is a mode of instruction that has become commonplace in our community colleges and some colleges now offer degrees exclusively online;

Whereas, Students may not have the time management skills needed to succeed in an online class or section, may have unrealistic expectations about online education, and may lack the basic technological skills required to succeed in a college online class or section;

Whereas, Student success in an online course depends not only on mastering the course content but also on a student's ability to navigate within the online environment and manage the unique aspects of an online class or section including specific technological skills and higher reading aptitudes; and

Whereas, Section 55200 of Title 5 describes specific characteristics of distance education and online instruction but does not permit colleges to implement a condition of enrollment to ensure students are prepared to succeed in the online environment;

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.

Contact: Don Gauthier, Los Angeles Valley College, Legislation and External Policy Committee

19.06 513 Certification of Faculty to Teach Distance Education Courses

Whereas, Federal and state regulations, as well as accreditation standards, require that colleges ensure that distance education (DE) course offerings meet the same standards of instructional quality as on-site courses;

Whereas, Distance education pedagogical methods differ significantly from on-site instructional pedagogy, and as a result, effective, quality DE instruction requires faculty with relevant skills and training in distance education delivery and pedagogy to promote student success in this modality;

Whereas, In its paper Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates (Spring 2008), the Academic Senate states that colleges could "consider possible use of board-approved local minimum qualifications" that include technology skills but

does not address the possible inclusion in local minimum qualifications of certification in DE pedagogical methods; and

Whereas, Title 5 §55208(a) requires that faculty assigned to distance education sections meet the same discipline minimum qualifications as on-site faculty, in accordance with Title 5 §53410, but is silent on qualifications beyond the required preparation to teach in a given discipline, such as qualifications to teach in the distance education modality;

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.

Contact: John Freitas, Los Angeles City College, Area C



Executive Committee Agenda Item

| | | |
|---|---------------|---|
| SUBJECT: CTE Regional Meeting Dates and Locations | | Month: January/February 2014 |
| | | Item No: III. G. |
| | | Attachment: YES <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| CATEGORY: | Old Business | TYPE OF BOARD CONSIDERATION: |
| REQUESTED BY: | Wheeler North | Consent/Routine <input type="checkbox"/> |
| | | First Reading <input type="checkbox"/> |
| STAFF REVIEW ¹ | Julie Adams | Action <input checked="" type="checkbox"/> |
| | | Information <input type="checkbox"/> |

Please note: Staff will complete the grey areas.

DESIRED OUTCOME:

The Executive Committee will consider for approval the dates and locations of the CTE Regional Institute and the proposed agenda.

BACKGROUND:

At its January 2014 meeting, the Executive Committee approved holding two one-day regional institutes focusing on CTE faculty issues. Based upon Executive Committee input and due to a high priority need by many of the CTE stakeholders and faculty to better meet the demands of the Doing What Matters initiative the topics have been distilled down to the following for these events:

When: Friday, March 7 (North) and Saturday, March 8 (South) Locations to be determined.

Who: CTE faculty including ASCCC CTE Faculty Leads, Regional Consortia, Sector and CO participants

Agenda

- A. Welcome and Purpose
- B. Introductions: Roles and Responsibilities for CTE, regional, sector and CO leads (each lead will describe their roles, needs, challenges at a high level)
- C. Curriculum Processes (state and local): Include processes, definitions, alignment and coordination efforts
- D. Lunch
- E. Leadership: Discussion about both state and local consultation processes and governance structures
- F. Accountability Requirement and Resources: Discussion of available resources (Launchboard, Salary Surfer, Wage Gain, DWM metrics, and others).
- G. Challenges: Small group discussions with report outs of current challenges
- H. Next steps

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



Executive Committee Agenda Item

| | | | |
|--|--------------|------------------------------|---|
| SUBJECT: Board of Governors Faculty Nomination Interview | | Month: January/February 2014 | |
| | | Item No: III, H: | |
| | | Attachment: YES | |
| CATEGORY: | Old Business | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | Beth Smith | 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 interview candidates for the faculty positions on the Board of Governors during the January/February Executive Committee meeting.

BACKGROUND:

At its last meeting, the Executive Committee determined to interview the following candidates for nomination for the faculty Board of Governors position.

- Charles (Kale) Braden (Cosumnes River College);
- Timothy Charles Brown (Riverside City College);
- John Gerhold (Bakersfield College).
- Johnny Terry (Sierra College)

The Executive Committee also decided to send the following sitting Board of Governors member names forward without an interview:

- Manuel Baca (Rio Hondo College) and Joseph Bielanski (Berkeley City College)

Finally, the Executive Committee decided not to send forward one candidate based on her lack of statewide experience needed to serve on the Board of Governors. However, after the interviews she will be contacted to encourage her to complete a Service at the State-level application.

Interview Schedule

- 1:00 – 1:20 Executive Committee members will review questions
- 1:30 – 1:50 Tim Brown
- 2:00 – 2:20 John Gerhold
- 2:30 – 2:50 Johnnie Terry
- 3:00 – 3:20 Kale Braden

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



Executive Committee Agenda Item

| | | | |
|---|--------------|------------------------------|---|
| SUBJECT: Faculty Development Paper Revision | | Month: January/February 2014 | |
| | | Item No: IV.A | |
| | | Attachment: YES | |
| CATEGORY: | New Business | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | David Morse | Consent/Routine | |
| | | First Reading | |
| STAFF REVIEW ¹ : | Julie Adams | Action | X |
| | | Information | |

Please note: Staff will complete the grey areas.

DESIRED OUTCOME:

The Executive Committee will consider for approval the proposal and outline for the revision of the faculty development paper.

BACKGROUND:

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

Resolution 19.02 F12 called for an update of the paper *Faculty Development: A Senate Issue*. A task force has met and, following the new directions from the Executive Committee, has developed the attached outline and proposal.

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

ASCCC Prompts for Paper Development
July 15, 2013

Paper topic: Faculty Development
Proposed completion date: Fall 2014

1. Is this a new paper, a revision of, or an update to an existing senate paper?
It is a revision of the April 2000 paper *Faculty Development: A Senate Issue*.
2. Is this paper resolution driven? If so, please copy and paste the resolution below. If no, skip to question number 4.

19.02 F12 UPDATE 2000 PAPER FACULTY DEVELOPMENT: A SENATE ISSUE

Whereas, The Student Success Task Force final report acknowledges that sustained, ongoing professional development activities are essential to improving student success in the California Community College system;

Whereas, The Chancellor's Office Professional Development Committee acknowledges the ever present need for professional development; and

Whereas, Title 5 §53200 designates faculty professional development activities as one of the 10+1 academic and professional matters under the purview of local academic senates;

Resolved, That the Academic Senate for California Community Colleges survey local senates about their current best practices in faculty development; and

Resolved, That the Academic Senate for California Community Colleges update the 2000 paper, *Faculty Development: A Senate Issue* to enable local senates to best respond to the current educational and economic climate.

3. If the paper is requested by resolution, do you believe that the paper as requested by the resolution is feasible? Yes
 - If no, why do you believe the paper is not feasible?
N/A
 - Would a white paper, Rostrum article, session breakout, or some other form of communication to the field be more appropriate or effective?
Plenty of reason and information exists to justify the revision of the paper.
 - If the paper is feasible but the resolution does not provide clear direction, how will you find the focus? What information or direction will you need from Exec to complete the work?
 - N/A
4. If the paper is not requested by resolution, what is the justification for writing the paper? Where and how did the idea for the paper originate?
N/A

5. List the main points, topics, or section headers of the paper. Please describe any relevant data to be included in the content of the paper or data that is necessary to complete the paper. You may include this information in outline form if appropriate.

I. Introduction

- A. New recommendations from the Chancellor's Office PD Committee

II. Definitions and Types of Faculty Development

- A. Instructional
B. Leadership and governance
C. Distinction of Faculty vs. Staff development

III. Importance of Faculty Development

- A. Importance of emphasizing professionalism—taking our jobs seriously
B. Benefits of sharing content within and among colleges

IV. Importance of a Formalized Program

- A. Series of activities with follow-up rather than a one-shot speaker
B. Local committee structures—faculty and staff combined?
C. Connection of professional development to evaluation processes.
D. Possible connection to ASCCC Professional Development College, depending on the status of the PD College by next year

V. What should count as faculty professional development?

- A. Address recent focus on high-risk and basic skills students
B. Focus on activities that address job performance improvement or enhancement

VI. Faculty Development Oversight

- A. Committee structures and formation
B. Committee placement in college governance
C. Other options

VII. Part-Time faculty—activities and representation

VIII. Role of the Senate

IX. Tracking of funds

1. Does the sign off on accountability reports happen?

X. Development of local policies

6. Do you plan to include appendices in the paper? If so, what type? Provide an example, if appropriate.

Probably, but they have not yet been identified.

7. Do you need to gather information from the field (i.e., in the form of a survey or other) to inform the content of the paper?

Yes. A proposed survey will be brought forward to the Executive Committee.

8. Do you have other information, comments, questions, or concerns?

No



Executive Committee Agenda Item

| | | | |
|-------------------------------|--------------|------------------------------|---|
| SUBJECT: Consistent Messaging | | Month: January/February 2014 | |
| | | Item No: IV.B. | |
| | | Attachment: YES / NO | |
| CATEGORY: | New Business | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | Beth Smith | Consent/Routine | |
| STAFF REVIEW ¹ : | Julie Adams | First Reading | X |
| | | Action | X |
| | | Information | |

Please note: Staff will complete the grey areas.

DESIRED OUTCOME:

The Executive Committee will consider adopting consistent messaging for the ASCCC.

BACKGROUND:

In order to provide the most consistent messaging about the ASCCC to legislators, faculty, partners, and the greater public, Exec will prioritize how and what the messages should communicate. Common messaging will help the president with day to day work of explaining the work of the Senate. Whether written or oral communication, all messages should be consistent.

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



Executive Committee Agenda Item

| | | | |
|--------------------------------------|------------------|-------------------------------------|---|
| SUBJECT: Credit by Exam Paper | | Month: January/February 2014 | |
| | | Item No: VI. A. | |
| | | Attachment: YES | |
| CATEGORY: | First Reading | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | Lesley Kawaguchi | Consent/Routine | |
| STAFF REVIEW¹: | Julie Adams | First Reading | X |
| | | Action | |
| | | Information | |

Please note: Staff will complete the grey areas.

DESIRED OUTCOME:

The Executive Committee will consider for approval the draft credit by exam paper.

BACKGROUND:

The Executive Committee reviewed and commented on a draft for information and suggestions at its January 3-4 meeting. The Credit by Exam Task Force incorporated suggested changes and edits, as well as recommended further edits.

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

Implementing Credit by Exam

I. Introduction

Credit by exam is a mechanism employed in the California community colleges as a means of granting credit for student learning outside of the traditional classroom. In some instances, credit by exam is the means used to award college credit for structured learning experiences in a secondary educational setting, while in other instances knowledge is obtained in non-traditional environments or an individual is self-taught. The Academic Senate for California Community College's position is that colleges should seek to maximize the opportunities available for credit by exam as is appropriate to meet the needs for their student populations, while maintaining academic excellence.

Although the relevant Title 5 regulations (§ 55050) states that the credit by examination process must adequately measure the "mastery of the course content as set forth in the outline of record," the course outline of record delineates not only the course content, but the objectives to be achieved and the rigor of the coursework. Furthermore, student learning outcomes may be an integral component of the course outline and a component of the expected "mastery" that course credit should demonstrate. As such, it is necessary that any end of course assessment that is intended to be the basis for course credit be designed in a manner that ensures it is measuring not only "mastery of the course content," but achievement of any delineated objectives and outcomes.

09.08 Credit by Exam Processes

Fall 2010

Whereas, National and state interest in decreasing time to degree completion and increasing degree production has resulted in an interest in finding novel ways to meet these goals;

Whereas, The Academic Senate for California Community Colleges has been active in determining whether and how existing competency-based exams (e.g.,

College Level Examination Program, International Baccalaureate, Advanced Placement) can be translated into course credit; and

Whereas, "Credit by exam" is a mechanism long in existence that can be used to award credit for demonstrated learning;

Resolved, That the Academic Senate for California Community develop and disseminate information to local academic senates regarding effective practices for using credit by exam to recognize learning gained through alternative mechanisms;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to ensure that students are aware of the existing mechanisms for earning credit through exam processes; and

Resolved, That the Academic Senate for California Community Colleges recommend that local academic senates consider the needs of their local communities and strive to ensure that all appropriate exam opportunities are available.

Not only is it important to ensure that credit by exam is available to students, but it is critical to safeguard that both the assessment employed and the credit by exam process have integrity and that no credit is awarded if a student has not achieved the outcomes and objectives specified for the course. As the transcription of credit ensures the mobility of that credit and its acceptance by other higher education institutions, the processes employed for the awarding of credit must be well-documented and able to withstand any scrutiny.

09.05 Ensuring the Integrity of Credit by Exam Processes

Fall 2008

Whereas, Title 5 55050 Credit by Examination establishes the following:

(a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to credit by examination in accordance with the provisions of this section;

(b) The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college; and

(c) The nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted;

Whereas, Resolution 9.07 F07 encourages "credit faculty to consider developing credit by exam options for credit courses that have noncredit equivalents"; and

Whereas, Credit by examination processes must be developed and evaluated by the appropriate discipline faculty;

Resolved, That the Academic Senate for the California Community Colleges assert the right of discipline faculty to establish the content of credit by examination processes, including the use of exams administered at high schools and assessments based on portfolios; and

Resolved, That the Academic Senate for the California Community Colleges research and share effective practices for credit by exam processes with local senates.

In the Spring of 2013, the Academic Senate for California Community Colleges adopted a paper, **Alternative Methods for Awarding of College Credit: Credit by Examination for Articulated High School Courses.** This paper provided guidance for one method of earning credit by exam, the use of credit by exam for structured learning experiences in secondary educational setting, such as Regional Occupational Programs, or articulated high school courses. The reader is referred to that prior paper for more details on this form of credit by exam. The focus of this paper is on credit by exam more generally and aims to provide a complete overview that can inform local development of policies and practices regarding credit by exam.

II. What is Credit by Exam?

Traditional course offerings include class sessions, learning activities, assignments, study, and other structured activities intended to facilitate achievement of the course objectives. Students then demonstrate their knowledge of the course content and the achievement of course objectives through examinations or other assessment methods. Credit by Exam (CBE) is an

alternative method for students to earn credit for a college course by providing students the opportunity to demonstrate mastery of the course content and objectives through a comprehensive assessment without first participating in the traditional structured learning process. In other words, CBE is a way for students who have already mastered course content and objectives through prior education or experience to earn credit for the course without "sitting through" the class sessions. The college faculty determines whether or not to offer CBE for particular courses; students do not have the right to take an exam for course credit unless that option is approved by the faculty. A course for which credit is awarded via CBE fulfills the same certificate, degree, transfer/articulation, and other requirements as it would if passed via the traditional method (although the student's transcript must be annotated to indicate that credit was earned via CBE).

Title 5 § 55050 has several requirements designed to support the structure, quality, and integrity of the credit by exam process. These include the following:

- Only students who are registered and in good standing at the college may take the college's classes via CBE

§ 55050(b): The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.

- The nature and content of the exam must be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted
- The course itself has been approved through the local curriculum committee process

§ 55050(c): The nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002....

- The examination must adequately measure mastery of the course content as set forth in the course outline of record.

§ 55050(c):The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an examination conducted at a location other than the community college for this purpose.

- A separate examination must be conducted for each college course that is offered via CBE.

§ 55050(d): A separate examination shall be conducted for each course for which credit is to be granted. Credit may be awarded for prior experience or prior learning only in terms of individually identified courses for which examinations are conducted pursuant to this section.

- The student's grade for a course taken via CBE must follow the regular grading system used by the college, including "pass-no pass" if that option is normally available to students who take the course in the traditional manner [55050(f)].

§ 55050(f): Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course.

The complete Title 5 language pertaining to credit by exam is included in Appendix A.

It should be noted that "credit by exam" may not involve an actual "exam." As faculty are empowered to determine the nature of the assessment employed, faculty may opt to use means other than a traditional exam to verify that the course objectives and outcomes are achieved. In some disciplines, for example, a portfolio or skill demonstration may be the appropriate means of verifying that the learning that would have been accomplished in the course for which credit is to be awarded has occurred. The means used to determine student mastery of the course content, objectives, and outcomes should be documented and approved by discipline faculty.

CBE and Other Sources of Credit

The fundamental difference between CBE and alternative sources of credit such as military credit or national exams (e.g., AP, IB, CLEP, etc.) is that CBE is a means for students to demonstrate they have mastered the learning that would have been achieved in the college's own courses, while alternative sources of credit are the result of assessments external to the college. In other words, the source of credit from CBE is the college itself rather than an outside agency or service. Therefore, colleges should be as scrupulous in maintaining the quality and integrity of the CBE method of earning credit for their courses as they are of the traditional method.

NOTE: Committee members suggest removing the following paragraph because it is more specific than the rest of the paper and it strays from the intent to focus on CBE. It could be used as an introduction to the materials that Julie Bruno and Dave DeGroot will discuss for the Curriculum website or as an introduction if we keep those materials as an Appendix. It shows the interplay between CBE and alternative sources of credit.

The difference between CBE and alternative sources of credit can be illustrated in the different outcomes for transfer. As an example, consider a community college *Microeconomics* course that is articulated to the *Principles of Microeconomics* course at a local university. The community college faculty may choose to deem the *Microeconomics* course requirement in their Business major as fulfilled when a student has passed the Microeconomics Advanced Placement (AP) exam with a score of 3 or higher (the maximum score possible on an AP exam is a 5). That decision by the community college does not obligate the university faculty to also accept the AP score in lieu of their *Principles of Microeconomics* course. However, if a student at the community college earns credit for the community college's *Microeconomics* course via CBE, that decision does obligate the university faculty to treat the credit earned just as they would treat the articulated course from the college, meeting the university's *Principles of*

Microeconomics course when a student passes the college's examination and the course has been granted articulation. If the college's course is articulated to the university's course, and credit for the college's course can be earned via CBE, the university is obligated to accept that transcribed credit, treating the credit earned via exam in the same manner that credit earned by taking the course would be treated. For an AP exam, the university faculty has the right to decide whether or not to accept the exam in lieu of their own course. But for CBE, the university is obligated to accept the exam in lieu of their course because of the articulation agreement. This situation underscores the need to maintain high quality standards in the implementation of CBE. Because the local university may not accept the AP score in lieu of the course, a best practices recommendation is that colleges not establish AP/IB practices that are inconsistent with the universities to which they commonly send students.

To understand CBE, it is helpful to clarify what CBE is not, as described in the following list:

- CBE is not the same as national exams (AP, IB, CLEP, etc.). While both may be used to fulfill requirements for a degree or certificate, CBE is a method of earning credit for the college's own courses while national exams are not the college's own courses.
- CBE is not the same as military credit or credit from other nontraditional sources, such as life or career experiences. While both may be used to fulfill requirements for a degree or certificate, CBE is a method of earning credit for the college's own courses while military credit or other nontraditional coursework is not the college's own courses.
- CBE is not the same as waiving or substituting degree requirements. Waivers or substitutions are methods to relieve a student from completing a particular course or requirement, while CBE is a method to earn credit for the actual course.
- CBE is not typically the same as a prerequisite challenge exam, although there may be instances where credit by exam may be awarded for

successful challenge of a prerequisite. Prerequisite challenges provide the means for students to enroll in a course without passing the required prerequisite but still demonstrating the necessary prerequisite knowledge and skills. CBE provides the means for student to earn credit for the course.

- CBE is not the same as high school articulation, although credit by exam could be available for courses at the high school that have been articulated. High school articulation is a way to fulfill major requirements for an associate degree or certificate using previously completed high school coursework; it does not result in college credit. CBE is a way for a currently enrolled college student to pass a college course; it does result in college credit. (See Alternative Methods for the Awarding Of College Credit: Credit by Examination for Articulated High School Courses).

**** Are there documents from UC and CSU that we can point to to indicate their policies on CBE?****Do UC and CSU have systemwide policies? Here you go! <http://www.calstate.edu/EO/EO-1036.html>

The relevant part is: 2.3 Verification and Evaluation of Learning, Knowledge, or Skills Acquired through Experience

If campus policy permits award of such credit, the experience must be verified through written examinations, portfolios, personal interviews, demonstrations, and/or other appropriate means of documentation and must be evaluated in accord with legitimate academic standards by faculty who are competent in the appropriate disciplines. Supporting information may be supplied by a field supervisor and/or employer.

Cannot find anything similar for UCs

III. New Trends and Credit by Exam

Interest in ensuring access and increasing efficiency in higher education is always present, but reached a new high during the 2013 legislative session. As a consequence, a bill was passed allowing for the offering of community college courses "at cost" during intersessions (AB 955, Williams, 2013), new mandates related to associate degrees for transfer were introduced (SB 440, Padilla, 2013), and an ill-defined bill that aimed to increase the availability of credit for online educational experiences offered by 3rd parties was radically altered and became a two-year bill. Despite diminishing issues with access and new efforts to operate as a coordinated system, finding new ways to move students through the system more quickly with little to no investment is likely to continue to be a challenge faced by all segments of education.

While there has long been interest in awarding credit for non-traditional learning experiences, the pressure to offer or identify mechanisms for doing so reached a new high in 2012 when massive open online courses or "MOOCs" began to be touted as a means of making a college education available to anyone with a computer. MOOCs can offer a high-quality self-directed learning experience for students and may be designed to align with a community college course. The existence of credit by exam at the California community colleges was noted as an existing means of awarding credit for non-traditional learning experiences, be that learning from a MOOC or a book. It is imperative that the colleges ensure that credit by exam is appropriately available and that the exam process is designed to award credit fairly and accurately, as opposed to creating a process that is difficult or onerous for students to complete. The interest in awarding credit by exam is unlikely to subside in the near future, making it critical that colleges have appropriate opportunities available. Not only must colleges ensure the availability of appropriate exams, but also the existence of policies regarding credit by exam are critical. Absent limits on credit by exam, for example, the only

requirement that a student actually takes any courses at the college is the 12-unit residency requirement established in Title 5 §55063; §55050(g).

Community colleges are experiencing a significant increase in the enrollment of student veterans as well as active duty and reserve military personnel. These students have often completed a significant amount of valuable training and education during their military service. In recognition of that fact, all CSU campuses and a large majority of CCC campuses have policies in place to recognize and award credit for military coursework. The military's Joint Service Transcript (JST) and the American Council on Education's Military Guide (the "ACE Guide") are invaluable resources in doing this work; they "translate" military coursework into language easily understood in the field of education. However, a significant challenge remains in determining how to apply military credit toward specific degree requirements. In other words, while most California public institutions recognize and accept military coursework, it usually only applies as general elective credit. This is the case primarily because 1) military training is often focused on the practical application of course content while college courses usually emphasize the conceptual understanding and critical analysis of course content; and 2) the JST and ACE Guide, while invaluable evaluation tools, often lack the specificity needed to fully determine the comparability of military and college courses. It may well be the case that student veterans and service members have, in fact, mastered the content of a specific college course through their military training and subsequent occupational experience, but that fact is not readily apparent in existing ACE documentation.

CBE provides a powerful tool that can address this problem because it provides an alternate means of assessing and documenting student mastery of a college course without the need for the student to "sit through" the class for a semester. In this scenario, the JST and ACE Guide would be used to identify appropriate courses for the student to take CBE; if passed, the student would receive college

credit that fulfills the same certificate, degree, transfer/articulation, and other requirements as if the student passed the class via the traditional method.

For example, consider a student veteran who completed the Department of Defense Advanced Electronic Journalism course. The ACE Guide description for this course is unlikely to closely match the COR for the college's *Newswriting for Digital Media* course for the reasons stated above. However, the student might still have mastered the content, objectives, and outcomes in the college course through the combined experience of the military course and subsequent work as a military video journalist. In this case, the student might be encouraged to take the CBE examination for the college's course. Upon passing the examination the student would receive college credit that fulfills all degree and transfer requirements met by *Newswriting for Digital Media*. Applying CBE in this way, the student's military coursework and experience can be used to fulfill specific degree requirements rather than just general elective credit.

IV. Local Implementation of Credit by Exam

When implementing credit by exam, faculty and the curriculum committee and/or local academic senate, working with the appropriate administrators, must establish local policies and practices that are consistent with the relevant sections of Title 5. For example, Title 5 § 55050 (b) states that, "The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college." As is often the case, the regulatory language is open to interpretation, allowing for local variations in its implementation. Colleges offering credit by exam must determine how both "registered" and "in good standing" will be defined locally. Varying interpretations of such language have resulted in varied practices across the state.

Title 5 § 55050 does not, however, offer any guidance with respect to a wide array of policy considerations including whether or not a student can seek to earn credit by exam for a class in which s/he was previously enrolled, the number of times a student can attempt credit by exam for the same course, and the maximum number of units that may be attempted and/or completed using credit by exam. The college also needs to establish whether or not credit will be given for a course at a lower level than a course that a student has taken for credit either at that college or another accredited institution. For example, would the college allow a student who has already passed second semester Spanish to later attempt first semester Spanish via CBE? The college needs to determine deadlines as to when a student can request CBE, such as, if the request can only occur during regular semesters or quarters and not in intersessions and up to what point in the semester or quarter can the request be made. The college must also make information about credit by exam publicly available. While this has always been a best practice, recent legislation (AB 1025, Garcia, 2013) now mandates that community colleges "shall provide information about credit by examination opportunities wherever course and class information is available." [Education Code, 66027.5 (a)]. Finally, the faculty at the college needs to determine the courses for which credit by exam will be available. It should be noted that the means of assessment may be something other than a traditional exam, especially in areas where demonstration of a skill is a more appropriate means of demonstrating that the course's objectives have been achieved.

In implementing credit by exam, colleges should pay attention to particular populations, their needs, and necessary processes that can ensure students get the credits they have earned. For example, students who have completed articulated high school career technical education (CTE) courses may be well-prepared for credit by exam or may have already engaged in a credit by exam process for which they earned credit. Local practices should be designed to identify such students and either facilitate access to the exam process or ensure

that awarded credit is earned. As addressed elsewhere in this paper having the means to award credit for a degree or transfer for military veterans and others could also be furthered through CBE.

All community college faculty members want to help students reach their educational goals. Given the potential for CBE to assist in this effort, local senates have the opportunity and obligation to foster discussion about whether CBE will be used on their campuses, and if so, how. If the local academic senate determines that CBE is appropriate, it or through delegation to the college curriculum committee should set policy and specify procedures for proposing and approving courses for which CBE may be earned. Some schools may agree to leave final approval to discipline faculty while others may choose to require that discipline faculty request a final approval from the college curriculum committee.

In determining which courses discipline faculty might choose to use CBE, the faculty should also consider criteria or instances when CBE might not be appropriate for certain courses. For instance, if the course structure is an inherent aspect of assessment, then CBE might be inappropriate. Courses with both lecture and lab would need serious discussion as to the means of assessment if discipline faculty chooses to offer CBE. Students should also be made aware of possible negative consequences of CBE, such as the accumulation of too many units or the possibility of earning a less than satisfactory grade in the course based on the CBE results.

In addition, senates should work with their local Board of Trustees to write or update board policy and procedures permitting faculty to grant CBE as appropriate. District and campus CBE policies should be easily accessible on the college web site. These policies should include possible fees. Title 5 § 55050(h) specifies that a fee can be charged for CBE up to the cost of enrollment for the class itself.

The most efficient place to begin may be to simply make sure faculty know Title 5 permits us to grant CBE to our students. Discipline faculty should review their active courses and deliberate which ones' objectives and outcomes could potentially be met through previous life experience as opposed to those with objectives and outcomes that can only be reached in a college classroom environment. It is imperative to use the Course Outline of Record as a central focus of discussion. Per Title 5 the assessment used must measure mastery of content as set forth in the Course Outline of Record, so discipline faculty should come to consensus about whether or not to allow students to earn CBE for a course and the means of assessment. In other words, the nature and content of the assessment used cannot be specific to an individual instructor teaching a particular section of a course.

Faculty must also agree on who will administer and grade the assessment, with the goal of consistency from student to student. Because local exam administration and grading will take a significant amount of time and effort, when setting CBE policy senates may wish to require the student to enroll in the course and speak with the instructor or dean about earning CBE before being permitted to take the exam. The policy might also include providing students with a copy of the Course Outline of Record to help them determine whether or not they should attempt taking credit by exam. This may help to avoid large numbers of students requesting to take the local exam on the off chance that they might be able to pass it even though they have no demonstrable prior learning or life experiences to suggest they may have mastery.

Once the courses for which CBE may be earned are identified and approved, this information should be published in the class schedule or on-line. Counselors can also assist by informing students about CBE options when they meet with students who may have adequate prior learning or life experience to demonstrate mastery of a course in their education plan.

Although determining which courses and exams are appropriate for local CBE is the primary responsibility of the faculty, administrators can also facilitate the process for students. For example, faculty may ask deans to assist in reviewing student requests to take a local exam for credit to verify the student can indeed demonstrate some appropriate prior learning or life experience.

V. Recommendations

- Local senates need to consider using Credit By Exam as a means for students to earn course credit.
- Discipline faculty are the experts who determine which courses for which Credit by Exam may be offered and the nature and content of the assessment tools used to determine if students have mastered the course content, objectives, and outcomes.
- Credit By Exam processes must be consistently applied to all students.
- Provide students with a copy of the course outline to aid them in making the decision whether or not to attempt taking the credit by exam test.
- Credit by Exam should be explored in particular by colleges that have a large population of students with prior learning from non-collegiate experiences such as military service.
- Credit by Exam processes must be held to the same high standards of quality as the traditional method of passing a course

VI. Conclusion

Credit by Exam is a viable way for students to earn college credit. Discipline faculty must be the ones to determine the courses for which Credit by Exam is available and the means of assessing student mastery of the course content, objectives, and outcomes. Credit by Exam is a particularly useful tool for students who have already mastered college course content through previous non-collegiate experiences such as high school coursework or military training. Finally, in helping students reach their goals and attain success, it is critical to

create pathways whether to four-year institutions, careers, or better jobs. Credit by Exam is one possible option.

To be determined: Julie Bruno will talk with Dave DeGroot

**Acceptance and Application of External Credit:
Military Coursework and National Examinations – Why Curriculum
Committees Need to Determine Equivalencies**

Decisions about granting credit for external exams necessitate familiarity with the external exams available; in addition, they may also be informed by knowledge of the ways CSUs and UCs utilize a particular external exam score for placement and/or credit. It's important that faculty remember that even if they determine an external exam is not sufficient to grant unit credit for particular course on their campus, the exam might instead be used to inform placement of the student into a target course or as adequate to satisfy a prerequisite. Faculty must also decide what the minimum score must be, how much credit to grant, and whether the credit will count towards major and/or general education requirements.

To this end, local senates can invite their campus Articulation Officer to familiarize faculty with external exam options such as IB, AP and CLEP, and with baccalaureate institutions' policies for accepting these exams for placement or major/general education credit. The College Board makes sample exams for AP and CLEP available for faculty review and it is well worth the time for faculty to

spend a few moments reading through at least some of the exam items to get a sense of their breadth and rigor.

Why Establish Equivalencies for External Credit or Examinations

There are a number of reasons why Curriculum Committees should be reviewing external sources of credit such as Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), or military coursework to determine general education area equivalency and, when appropriate, course-to-course equivalencies.

The primary reason for such reviews is that we are seeing an ever increasing number of students arriving on our campuses with potential credit from non-collegiate sources such as the military or national exams. Add to this the fact that many of our students attend more than one college. For these two reasons alone, there is a need not only to establish campus specific equivalencies, but when possible establish statewide equivalencies. For example, systemwide CCC GE external examination lists can provide students and counselors with clear and consistent references for applying external examination scores towards associate degree GE "area" requirements. On many of our campuses students may receive associate degree general education credit at one college for their external examination but not at another college because there is no course equivalency at the second college or the faculty have not established GE "area" equivalencies. With the adaptation of the CCC GE AP, CLEP and IB lists, students could be assured of comparable general education equivalency credit at any CCC campus.

Why General Education Equivalency – Title 5 and Area Breadth of Study

The ASCCC has approved resolutions encouraging local districts to adopt the CCC GE AP, CLEP and IB lists. Since every California community college must offer local general education 'area' requirements that align with the Title 5 general education 'area' definitions and general education requirements by their very nature cover wide area breadths of study, the individual general education requirements on each of our campuses can allow for external examination lists to be commonly applied at all colleges. If the CCC GE external examination lists are adopted students will know that regardless of which of the 112 CCC campuses they choose to attend, or how many CCC campuses they attended, their external examinations will fulfill the same general education requirement at every college.

Another important reason for the adoption of the CCC GE AP, CLEP and IB lists is that they are modeled upon the CSU GE AP, CLEP and IB lists and the IGETC AP and IB (UC doesn't accept CLEP). The alignment of the CCC GE lists with the CSU and UC lists would benefit the 55,000 to 60,000 CCC students that annually transfer to the CSU system and the 10,000 to 12,000 CCC students that annually transfer to the UC system by allowing them to fulfill local associate degree general education requirements as well as fulfilling the CSU and IGETC transfer pattern general education pattern requirements.

Similarly, all CSU campuses accept and apply credit for military coursework in accordance with the recommendations in the American Council on Education Guide to the Evaluation of Educational Experiences in the Armed Forces (the ACE Guide.) Specifically, all military coursework evaluated as Lower-Division Baccalaureate/Associate Degree or Upper-Division Baccalaureate applies toward both the 60 CSU-transferable units required for upper division standing and toward the total number of units required for a CSU baccalaureate degree. In addition, every CSU campus will accept the use of military coursework to fulfill of CSU GE Area E if a CCC has applied it in this manner in the students' CSU GE certification pattern. If all 112 CCC campuses accept and apply credit for military

coursework in the same manner as the CSU system does, students will know that regardless of which of the 112 CCC campuses they choose to attend or which of the 23 CSU campuses they transfer to, their military coursework will fulfill the same unit and general education requirements at every institution.

Why Course-to-Course Equivalencies – Subject/Unit Credit or Prerequisite Waiver

Course-to-course external credit equivalency determination is a local district decision. Courses that are specific to individual campuses should have "course equivalencies" determined by the discipline faculty on those campuses. Discipline faculty are the experts in the field and should decide whether the material tested in the external examination or covered in the military training is comparable to the content of their courses. If it's determined that course-to-course equivalency is appropriate, colleges can choose to apply subject and unit credit toward a certificate or associate degree or to assign a prerequisite waiver. Either way, the benefit for the student is the opportunity to matriculate to the next level of coursework thereby not having to repeat course material they have already mastered, as demonstrated by their score on an external examination or their completion of related military coursework. In addition, in these times of legislative concern with progress to degree and/or transfer and excessive units any credit applied from external sources will not only assist the student, but bode well for the college.

An important factor to consider in the determination of course-to-course equivalencies is the effect upon transfer. To evaluate such effects, feeder CSU, UC and private institutions' policies regarding the application of external credit need to be researched. Course-to-course equivalencies are generally specific to each individual institution, unlike general education credit which is generally applied systemwide. The articulation officer and/or transfer center director should be enlisted to help the discipline faculty in this research. For example, if a

transfer institution applies course-to-course credit for an external examination and the college offers a similar course that is articulated to the transfer institution's course, it provides strong justification for the college to apply external examination credit in the same way. The articulation officer and/or transfer center director can also be very helpful in navigating the external examination websites in order to find specific examination descriptions, examples of examination questions, reliability and validity studies and other important external examination information that discipline faculty may find useful in their equivalency determination.

The practice of awarding course-to-course equivalencies for military coursework is not as common or well developed as that for external examinations. However, many colleges apply credit for physical activity or health education courses based on the completion of military basic training. Other colleges may find that specific kinds of military coursework are applicable for course-to-course credit in similar college programs. For example, military coursework related to office technologies might be used to clear course requirements for keyboarding, word processing, computer operating systems, etc. A review and summary of the curricular content of most military coursework can be downloaded from the ACE Guide website at www.militaryguides.acenet.edu. More detailed curricular information may sometimes be obtained from the military school or training facility where the military coursework was completed.

External Examination Descriptions

Advanced Placement (AP)

The College Board administers the AP examinations for high school students that have taken high school AP courses. The AP examinations are offered once a year at the end of the high school year.

"One of the best standard predictors of academic success at Harvard is performance on Advanced Placement Examinations." (William R. Fitzsimmons, Dean of Admissions and Financial Aid, Harvard University)

Specific AP Examination Information

<http://apcentral.collegeboard.com/apc/public/courses/index.html>

College Level Examination Program (CLEP)

The College Board also administers the CLEP examinations. CLEP is a credit-by-examination program serving a diverse group of college ready students, including adults, non-traditional learners, and military service members. The CLEP examinations are offered year round.

Specific CLEP Examination Information

<http://clep.collegeboard.org/professionals>

International Baccalaureate (IB)

The International Baccalaureate (IB) is an integrated, pre-university, "two-year full-time program" that encourages "critical thinking through the study of a wide range of subjects in the traditional academic disciplines while encouraging an international perspective." IB programs have been offered since 1968 in public and private high schools in more than 125 countries throughout the world; in California, many IB programs are a-school-within-a-school, with dedicated classrooms, faculty, and resources for a smaller subset of students on that high school campus. Students in IB programs may earn a diploma from such a program upon successful completion of requirements that also include community service, familiarity with several languages, research projects, and "an inquiry into the nature of knowledge." Alternatively, students may choose not seek the entire diploma but may complete IB "college-level courses and examinations."

Specific IB Examination Information

<http://www.ibo.org/diploma/index.cfm>

Military Coursework Information

Military Courses Listed in the ACE Guide

Courses listed in the Guide are service school courses conducted on a formal basis, i.e., approved by a central authority within each service and listed by the service in its catalog. These courses are conducted for a specified period of time with a prescribed course of instruction, in a structured learning situation, and with qualified instructors.

The courses are evaluated by teams of at least three subject matter specialists (college and university professors, deans, and other academicians). Through discussion and the application of evaluation procedures and guidelines, team members reach a consensus on the amount and category of credit to be recommended.

Evaluation materials include the course syllabus, training materials, tests, textbooks, technical manuals, and examinations. Additional information may be obtained from discussions with instructors and program administrators, classroom observations, and examination of instructional equipment and laboratory facilities.

Evaluators have two major tasks for each course: the formulation of a credit recommendation and the preparation of the course's description. The credit recommendation consists of the category of credit, the number of semester hours recommended, and the appropriate subject area. Evaluators phrase the course description (which appears in the Guide exhibits under the headings Learning Outcomes or Objectives and Instruction) in terms meaningful to civilian educators. The course description supplements the credit recommendations by summarizing the nature of a given course.

For more information, visit www.militaryguides.acenet.edu.

Military Occupations Listed in the ACE Guide

In addition to military coursework, the ACE Guide also lists credit recommendations for military occupations (i.e. job fields.) Credit recommendations in this section are based on the skills, competencies, and knowledge required of military servicemembers who are qualified in a given occupation specialty. That demonstrated learning is compared to the same attributes acquired by students who have completed a comparable postsecondary course or curriculum. Because the evaluations are based on a comparison of learning outcomes, the amount of time a servicemember may have spent acquiring occupational proficiency is not taken into consideration. The emphasis is on translating the learning demonstrated through occupational proficiency into terms used in formal civilian postsecondary education systems to recognize the same learning.

For more information, visit www.militaryguides.acenet.edu.

Categories of Educational Credit Recommendations in the ACE Guide

ACE evaluators use the following categories of educational credit when formulating credit recommendations:

Vocational Certificate. This category describes course work of the type normally found in certificate or diploma (nondegree) programs that are usually a year or less in length and designed to provide students with occupational skills. Course content is specialized, and the accompanying shop, laboratory, or similar practical components emphasize procedural more than analytical skills.

Lower-Division Baccalaureate/Associate Degree. This category describes course work of the type normally found in the first two years of a baccalaureate program and in programs leading to the associate degree. The instruction stresses development of analytical abilities at the introductory level. Verbal, mathematical,

and scientific concepts associated with an academic discipline are introduced, as are basic principles. Occupationally-oriented courses in this category are normally designed to prepare a student to function as a technician in a particular field.

Upper-Division Baccalaureate. This category describes courses of the type found in the last two years of a baccalaureate program. The courses involve specialization of a theoretical or analytical nature beyond the introductory level. Successful performance by students normally requires prior study in the area.

Graduate Degree. This category describes courses with content of the type found in graduate programs. These courses often require independent study, original research, critical analysis, and the scholarly and professional application of the specialized knowledge or discipline. Students enrolled in such courses normally have completed a baccalaureate program.

For more information, visit www.militaryguides.acenet.edu.

About the ACE Guide

The ACE Guide is a reference tool used to "translate" military coursework into descriptions and terms used in civilian postsecondary education. ACE facilitates the review and evaluation of military courses by civilian academicians to determine how learning acquired in the military may be comparable to civilian postsecondary coursework. The ACE Guide is best used as a starting place for determining how a particular military course might be accepted and applied toward degree credit, general education, or course requirements.

The following page contains a sample ACE Guide course exhibit with explanatory information. For more information, visit www.militaryguides.acenet.edu.

Decisions about granting credit for external exams necessitate familiarity with the external exams available; in addition, they may also be informed by knowledge of the ways CSUs and UCs utilize a particular external exam score for placement and/or credit. It's important that faculty remember that even if they determine an external exam is not sufficient to grant unit credit for particular course on their campus, the exam might instead be used to inform placement of the student into a target course or as adequate to satisfy a prerequisite. Faculty must also decide what the minimum score must be, how much credit to grant, and whether the credit will count towards major and/or general education requirements.

To this end, local senates can invite their campus Articulation Officer to familiarize faculty with external exam options such as IB, AP and CLEP, and with baccalaureate institutions' policies for accepting these exams for placement or major/general education credit. The College Board makes sample exams for AP and CLEP available for faculty review and it is well worth the time for faculty to spend a few moments reading through at least some of the exam items to get a sense of their breadth and rigor. [WU]]

Sample Course Exhibit

ID Number. A ten-character code assigned by ACE to identify each course exhibit.

AR-1401-0033

1. FINANCE SPECIALIST
2. FINANCIAL MANAGEMENT TECHNICIAN
(Finance Specialist)

Title. The title of the course as provided on the service school's program of instruction. Version 1 is the oldest. If the titles are the same for all versions, then the version number is omitted.

Military Course Number. The number assigned to the course by the service school, as indicated on the program of instruction. Listed by version, if appropriate.

Course Number

Version 1: 542-73C10; 542-73C10 (ST).
Version 2: 542-73C10 (F); 542-73C10; 542-73C10 (ST); 541-44C10.

Subtitle. Subtitles are in parentheses and are typically the titles of previous versions if there has been a change in the course title.

Location

Version 1: Finance School, Soldier Support Institute, Fort Benjamin Harrison, IN.
Version 2: Soldier Support Institute, Fort Jackson, SC; Finance School, Soldier Support Institute, Fort Benjamin Harrison, IN; Finance School, Fort Jackson, SC.

Location. The service school, military installation, and state. Listed by version, if appropriate.

Length. The length of the course in weeks, with contact hours in parentheses. Listed by version, if appropriate.

Length

Version 1: 7-8 weeks (244-296 hours).
Version 2: 7-9 weeks (244-307 hours).

Exhibit Dates

Version 1: 10/86-3/91.
Version 2: 4/91-Present.

Exhibit Dates. Training start date on materials evaluated and, if applicable, the date the training was eliminated. "Present" denotes that the training is still on-going. Listed by version, if appropriate.

Learning Outcomes. Competencies students acquire during the course. Some courses prior to 1990 have *Objectives*. Listed by version, if appropriate.

Learning Outcomes

Version 1: Before 10/86 see AR-1401-0002. Upon completion of the course, the student will be able to identify and determine the types of incentive pay plans, prepare pay vouchers, complete pay documents, and compute pay allowances.

Version 2: Upon completion of the course, the student will be able to determine pay status and adjustments, compute payroll and travel allowances, prepare payroll and travel vouchers, process pay inquiries, and access and input data on computer.

Recommendation. Expressed in semester hours and recommended in four categories: vocational certificate, lower-division baccalaureate/associate degree, upper division baccalaureate, and graduate. Listed by version, if appropriate.

Instruction. Description of instruction, including teaching methods, facilities, equipment, and major subject areas covered. Listed by version, if appropriate.

Instruction

Version 1: Methods of instruction include lectures, role playing, and in-class exercises. Topics covered include financial operations, data entry operations, and payroll processing.

Version 2: Methods of instruction include lectures, role playing, and in-class exercises, and computer based instruction. Topics covered include financial operations and payroll processing.

Team Review Date. Date when the course was last evaluated by a team of faculty members drawn from academia. This information is particularly useful in subject areas where state-of-the-art is important in determining the applicability of credit. ACE's policy is that Team Reviews must occur at least every ten years.

Related Occupation. A cross reference to related Army MOS exhibits. Officials awarding credit for a course and an MOS should compare the exhibit for the course with that of the MOS before awarding credit. This paragraph is included for Army-sponsored courses only.

Credit Recommendation

Version 1: In the vocational certificate category, 2 semester hours in payroll accounting. In the lower-division baccalaureate/associate degree category, 1 semester hour in computer applications (4/91)(4/91).
Version 2: In the lower-division baccalaureate/associate degree category, 2 semester hours in payroll accounting and 1 in computer applications (4/04)(1/08).

Related Occupations
44C; 73C.

Review Date. Most recent date the course was reviewed, either by an academic team or in-house by ACE (in-house reviews are conducted when changes to course content are minor).

Appendix A

§ 55050. Credit by Examination.

- (a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to credit by examination in accordance with the provisions of this section.
- (b) The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.
- (c) The nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an examination conducted at a location other than the community college for this purpose.
- (d) A separate examination shall be conducted for each course for which credit is to be granted. Credit may be awarded for prior experience or prior learning only in terms of individually identified courses for which examinations are conducted pursuant to this section.
- (e) The student's academic record shall be clearly annotated to reflect that credit was earned by examination.
- (f) Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course.
- (g) Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.
- (h) A district may charge a student a fee for administering an examination pursuant to this section, provided the fee does not exceed the enrollment fee which would be associated with enrollment in the course for which the student seeks credit by examination.

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



Executive Committee Agenda Item

| | | | |
|---|---------------|------------------------------|---|
| SUBJECT: Spring Plenary Session Resolutions | | Month: January/February 2014 | |
| | | Item No: VI. B. | |
| | | Attachment: YES | |
| CATEGORY: | First Reading | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | John Freitas | Consent/Routine | |
| STAFF REVIEW ¹ : | Julie Adams | First Reading | X |
| | | Action | |
| | | Information | X |

Please note: Staff will complete the grey areas.

DESIRED OUTCOME:

The Executive Committee will discuss the need for new resolutions to forward to the Area Meetings for discussion, as well as review deadline for Executive Committee resolutions and resolution writing guidelines.

BACKGROUND:

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

Executive Committee resolutions are due to the Resolutions Chair and the Executive Director by February 12, 2014. This includes the referred resolutions that were discussed at the January 3-4 meeting that were to be rewritten and brought back to the Executive Committee. The Resolutions Committee will review the draft resolutions and contact the authors as needed to seek clarification and/or provide guidance.

Please be mindful of the following:

1. Research the resolutions database (<http://asccc.org/resources/resolutions>) to determine whether or not the positions proposed by your resolutions are already established senate positions. If it isn't clear that a position exists, please check with the Resolutions Chair and/or the Executive Director.
2. If a resolution calls for the Executive Committee to complete a task, please include a completion date (e.g. spring 2015).
3. If your resolutions address subjects covered by the work of committees or task forces other than your own, please consult with the chairs of those groups before submitting your resolutions, whether as Executive Committee resolutions, area resolutions or session resolutions.

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

4. Review the document "Resolution Writing and General Advice" (attached). While we are all seasoned writers of resolutions, it never hurts to remind ourselves of the advice we give to the body.

Finally, if members of your committees/task forces are drafting resolutions to be brought to the February/March meeting, please work with the authors as needed to make sure the resolutions are well-crafted and relevant.

Please be sure to share this information with your committees and task forces.



Executive Committee Agenda Item

| | | | |
|-----------------------------|---------------|------------------------------|---|
| SUBJECT: Quality Agenda | | Month: January/February 2014 | |
| | | Item No: VI.C. | |
| | | Attachment: YES / NO | |
| CATEGORY: | First Reading | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | Beth Smith | Consent/Routine | |
| | | First Reading | X |
| STAFF REVIEW ¹ : | Julie Adams | Action | |
| | | Information | |

Please note: Staff will complete the grey areas.

DESIRED OUTCOME:

The Executive Committee will discuss shaping a quality agenda for the spring, for use in legislation, at Consultation Council, and for plenary session

BACKGROUND:

New funding for the system means that we can think about how to grow and restore access while also focusing on student success through an agenda that matches faculty priorities. Items on that agenda should include hiring more faculty and being more intentional about meeting 75/25, student to counselor ratios, effective professional development, appropriate technology and materials to support faculty success, etc. Now is the time to create a quality agenda based on previous resolutions and write any new ones that we need. The governor's office and the department of finance are interested in hearing directly from us about our needs for the system budget, so we should be clear about our priorities for faculty.

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



Executive Committee Agenda Item

| | | | |
|---|--------------------------------------|------------------------------|---|
| SUBJECT: Board of Governors/Consultation Council Meetings | | Month: January/February 2014 | |
| | | Item No: VII. A. | |
| | | Attachment: YES | |
| CATEGORY: | Executive Committee Discussion Items | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | Beth Smith/David Morse | Consent/Routine | |
| | | First Reading | |
| STAFF REVIEW ¹ : | Tonya Davis | Action | |
| | | Information | x |

Please note: Staff will complete the grey areas.

DESIRED OUTCOME:

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

BACKGROUND:

President Smith and Vice President Morse will provide highlights of the meetings. Members are encouraged to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

<http://extranet.cccco.edu/SystemOperations/BoardofGovernors/Meetings.aspx>

<http://extranet.cccco.edu/SystemOperations/ConsultationCouncil/AgendasandSummaries.aspx>

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



Executive Committee Agenda Item

| | | | |
|-------------------------------------|-------------------------|------------------------------|---|
| SUBJECT: Governor's Budget Proposal | | Month: January/February 2014 | |
| | | Item No: VII.B | |
| | | Attachment: YES / NO | |
| CATEGORY: | Information and Reports | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | Beth Smith | Consent/Routine | |
| | | First Reading | |
| STAFF REVIEW ² : | Julie Adams | Action | |
| | | Information | X |

Please note: Staff will complete the grey areas.

DESIRED OUTCOME:

The Executive Committee will discuss elements of the proposed budget to shape a response and subsequent changes in the next months

BACKGROUND:

The governor has proposed a significant amount of new funding for the system. But is it in the right places? Where should the funding go in order to support positions of the Senate? Do we favor one time funds at this point in time, or do we argue for more on-going funding ?

To help support our conversation, here is Vice Chancellor Dan Troy's message to the BOG:

Budget Update: 2014-15 Governor's Budget

Fueled by a more positive economic climate – notably the strength of the stock market – and the revenues generated by Proposition 30, the Governor's proposed budget for the 2014-15 fiscal year would expedite the system's recovery from the deep reductions of the recent economic downturn. While there are still many details to be examined in the coming days and weeks, what follows are key highlights of the Governor's proposal.

State Resources

The general fund revenues for the state are estimated at \$108.7 billion and expenditures of \$106.7 billion, leaving a balance of approximately \$1.9 billion. The estimated general fund revenues would exceed 2007-08 amounts for the first time since the onset of the great recession. Despite this

² Staff will review your item and provide additional resources to inform the Executive Committee discussion.

positive news, the Governor Brown, both in the budget summary and in his press conference, took great pains to point out several reasons for caution, including standard recessionary cycles, the short term nature of Proposition 30, outstanding state debts, and a tax system heavily reliant on capital gains.

Education Highlights

Proposition 98 - The approved budget for 2013-14 set the K-14 minimum guarantee at \$55.3 billion. For 2014-15, that Governor estimates the guarantee at \$61.6 billion - a year over year increase of about 11.4%. Additionally, as the budget finds that the guarantee for the current and prior years was underfunded, \$3.3 billion in additional one-time K-14 resources are provided to settle up the difference. As noted below, the Governor proposes to primarily use these one-time resources to pay down deferral obligations.

California Community Colleges - The chief budget highlights as they pertain to the CCCs include:

- **Access** - \$155.2 million to fund a 3% restoration of access. This would allow colleges to add approximately 70,000 students (headcounts). The budget proposes that the Board of Governors adopt a formula for local growth allocations that gives priority to districts "identified as having the greatest unmet need in adequately serving their community's higher educational needs." The budget summary states that all districts will be eligible for expanded access and that districts will eventually be restored to pre-recession levels.
- **COLA** - \$48.5 million to fund a statutory COLA of 0.86%.
- **Student Success** - \$200 million to support student success programs and strengthen support for underrepresented students. This includes \$100 million for the Student Success and Support Program and \$100 million to close gaps in access and achievement for underrepresented students groups, as identified in Student Equity Plans.
- **Deferred Maintenance and Instructional Equipment** - \$175 million to be evenly split between deferred maintenance and instructional equipment. These dollars are available on a one-time basis.
- **Deferrals** - \$235.6 million in budget year funding to pay down deferrals. Combined with \$356.8 million proposed in one-time funds for this purpose, this would completely eliminate the system's inter-year deferrals.
- **Proposition 39** - \$39 million in funds owing to Proposition 39 to address energy efficiency projects and workforce development.

- **Improving Statewide Performance** – \$2.5 million is provided to provide local technical assistance to support implementation of effective practices in all districts, with priority placed on underperforming districts. Additionally, the Chancellor's Office, will receive \$1.1 million and 9 new positions to aid this effort by developing indicators of student success and to monitor performance.
- **Flexibility** - The Governor proposes to allow districts to reallocate up to 25% of funds from select categorical programs (EOPS, CALWORKS, and the Basic Skills Initiative) to other federal, state, or local programs to meet the needs of underrepresented student groups as identified in Student Equity Plans.
- **RDAs** - The Governor proposes to improve the stability of the base apportionment by moving up the deadline for determining the amount of backfill funding necessary to resolve shortfalls stemming from RDA funds. This should help to resolve deficits prior to the end of the fiscal year rather than after the fact. The Governor proposes to initiate this change in the current year, and he provides \$38.4 million for 2013-14 and \$35.6 million for 2014-15 to account for the shift.
- **Apportionment stabilization** - As you may know, Proposition 30 requires that each district receive at least \$100 per FTES from the Education Protection Account created by the ballot initiative. This resulted in additional unfunded obligations to districts that would not have otherwise received state General Fund. The administration proposes to fund these obligations not only for 2014-15 and subsequent years, but also to backfill obligations from 2012-13 and 2013-14. The Governor attempts to further stabilize the base apportionment by estimating local obligations for FTES stability and restoration costs provided in statute. Broadly, these changes are intended to mitigate structural deficits that have plagued the system in recent years.
- **Adult Education** - The Governor reiterates his commitment to provide funding in the 2015-16 budget to implement to plans being developed by regional adult education consortia.
- **Innovative Models of Higher Education** – \$50 million in one-time funding (non-Proposition 98) is proposed for incentive awards that recognize models of innovation in higher education that 1) increase the number of students earning bachelor's degrees, 2) increase the number of bachelor's degrees earned within four years, and 3) ease transfer the state's education system.

The Governor does not propose to raise student fees, nor does he propose to fund FTES on completion or to require all students seeking fee waivers to complete a FAFSA. Further, the Governor states the intent to devise a plan in the 2015-16 fiscal year that will resolve the CalSTRS fund shortfall within 30 years.

UC and CSU - The Governor continues the four-year investment plan begun in 2013-14 by funding 5% increases in general fund support for UC and CSU. This equates to an increase of \$142.2 million each for the UC Regents and the CSU Board of Trustees. The universities are expected to adopt three-year sustainability plans that set targets for key measures. Further, the Administration reiterates its expectation that current tuition and fee levels are maintained through 2016-17.

K-12 - The Governor proposes to continue making progress toward implementing the newly instituted Local Control Funding Formula. Ongoing K-12 per pupils funds rates expenditures increase to \$9,194 in 2014-15, up from \$8,469 in the current year. The Governor proposes to eliminate year over year deferrals in K-12 just as he does for the Colleges.

CalSTRS – Among the concerns expressed by the Governor include the state’s long-term unfunded liability of \$80.4 billion to CalSTRS. Governor Brown states his intention to develop a plan, commencing in 2015-16, will retire this liability over 30 years. While no specifics are proposed, the summary documents suggest increased contributions on the part of the employers, employees and the state to be phased in over time.

Constitutional Amendment – The Governor announced his intention to propose constitutional amendment strengthen the state’s Rainy Day Fund that was established in 2004 by Proposition 58, though no language has yet been provided. The amendment would base deposits into the Rainy Day Fund in relation to the percentage of general fund represented by capital gains. In years in which that percentage is 6.5% or higher, state revenues would flow into the Rainy Day Fund up to 10% of state revenues for that year.

Among the goals of the Governor’s proposal would be to smooth out the “sharp ups and downs” of Proposition 98. In the case of Proposition 98, funds that exceed amounts that would fund growth and COLA costs could be set aside and allocated in down years when Proposition 98 revenues are insufficient to fund growth and COLA costs for that year.

Conclusion

While the proposed investment in public education is welcome news, some reasons for caution remain. As noted by Governor Brown, the state’s revenues and the Proposition 98 calculation are highly volatile due a reliance on capital gains. Both the Department of Finance and the Legislative Analyst’s Office note that recessions tend to occur every 5 to 7 years, and we are about 4.5 years

into a recovery. We should also remember that Proposition 30 is temporary and will begin phasing out in 2017.

There are many details to review in the coming days and weeks, but these are the major highlights. Keep in mind that we remain several steps removed from an enacted budget. The next steps include the release of budget bills, trailer legislation, and review by the Legislative Analyst's Office and by legislative committees. Revenues will be revised in May, which sets the table for the passage and approval of a final budget.

The complete budget and summary can be at <http://www.ebudget.ca.gov/>.



Executive Committee Agenda Item

| | | | |
|-----------------------------|-------------------------|------------------------------|---|
| SUBJECT: Financial Report | | Month: January/February 2014 | |
| | | Item No. VII. C. | |
| | | Attachment: No | |
| CATEGORY: | Information and Reports | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | Wheeler North | Consent/Routine | |
| | | First Reading | |
| STAFF REVIEW ¹ : | Julie Adams | Action | |
| | | Information | X |

Please note: Staff will complete the grey areas.

DESIRED OUTCOME:

The Executive Committee will receive a report on the Senate's finances.

BACKGROUND:

The Budget and Finance Committee has several tasks to accomplish; however, scheduling a time for the members to meet by phone or in person has proved itself insurmountable for the past several months, which now also includes January. This being the case the Executive Committee needs to be informed that funds are being expended over the allocated budget amount or are being expended where there is not an approved budget.

Legal Fees: The current budget does not have funds for legal fees. Thus, funds are being spent from the reserves. The Budget and Finance Committee will need to discuss the budget and make a recommendation at the January/February meeting. Currently, legal costs for June – December total \$4,012.

Conferences: The conference line item in the budget is over by 100% (\$4000 to \$8000). The costs captured in this item are for faculty attendances at the following conferences: CCLC, RP, FACCC, SSSP, and Hispanic Serving Institutions.

Other: There are a number of other influences on the Senate budget including commitments to CO grant activities and ICAS OER.

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



Executive Committee Agenda Item

| | | | |
|-----------------------------|-------------------------|------------------------------|---|
| SUBJECT: Senate Grants | | Month: January/February 2014 | |
| | | Item No: VII. D. | |
| | | Attachment: YES / NO | |
| CATEGORY: | Information and Reports | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | Beth Smith | Consent/Routine | |
| | | First Reading | |
| STAFF REVIEW ¹ : | Julie Adams | Action | |
| | | Information | X |

Please note: Staff will complete the grey areas.

DESIRED OUTCOME:

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

BACKGROUND:

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

Grants are critical to the financial health of the Senate. With recently awarded grants, the Senate has been able to leverage funds and remain fiscally sound. However, grants pose other challenges to the Senate, especially with regard to protocol and positions of the Senate. This discussion may cause some policies or practices to arise that will improve the non-fiscal implementation aspects of grants.

Currently, the Senate is involved in several grants with the probability of engaging in more in 2014. Work on grants takes staff and faculty time, and the deliverables for the grant may not be directly driven by resolution or action taken by the Executive Committee. Occasionally, minutes or notes from meetings where grant work is accomplished are included in Exec agendas which help provide information about the accomplishments of faculty and policy implications. In order for Exec to be informed about such work so as to be able to answer policy questions or speak with faculty appointees about their service, better communication is desirable. What information does Exec need to know and when regarding policy matters related to work conducted through grants?

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

The Senate has sought grants as the principal lead or as partner in many applications over the years. For the grants pursued in recent history, if Senate positions were aligned with the goals of the grant, then the Foundation or others within the ASCCC would write and apply for such grants.

Unfortunately, in the case of the OER grant, the Senate (or ICAS) did not desire to write this grant but was directed by Senator Steinberg's office to assist. As we know from our local experience, grant deadlines are often short and timelines aggressive for submittal. Are further criteria necessary to determine when and if the Senate pursues or partners for a grant?

When faculty positions are written into grants, who appoints faculty to the work? If certain individuals are named in the grant, then the subsequent Senate president may not be able to alter those assignments. In some cases, the president is not appointing faculty to work on grants, possibly because the appointment process takes too long or may be too cumbersome. Are there alternate ways to keep true to the Senate's protocol for presidential appointments while still recognizing the special needs of fulfilling grant specifications?



Executive Committee Agenda Item

| | | | |
|---|--|------------------------------|---|
| SUBJECT: Final Program Notes for Academic Academy | | Month: January/February 2014 | |
| | | Item No: VII. E | |
| | | Attachment: YES / NO | |
| CATEGORY: | | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | | Consent/Routine | |
| | | First Reading | |
| STAFF REVIEW ¹ : | | Action | |
| | | Information | X |

Please note: Staff will complete the grey areas.

DESIRED OUTCOME:

The Executive Committee will be updated about the Academic Academy.

BACKGROUND:

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



Executive Committee Agenda Item

| | | | |
|--|--|------------------------------|---|
| SUBJECT: Update Executive Committee Members About the December 6 th CCSF Workshop | | Month: January/February 2014 | |
| | | Item No: VII. F. | |
| | | Attachment: No | |
| CATEGORY: | Information and Reports | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | Phil Smith, Executive Committee Member | Consent/Routine | |
| | | First Reading | |
| STAFF REVIEW: | Julie Adams | Action | |
| | | Information | X |

Please note: Staff will complete the grey areas.

DESIRED OUTCOME:

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

BACKGROUND:

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

On Friday, December 6th, 2013, a subcommittee of the Accreditation and Assessment Committee held a workshop for City College of San Francisco. About 55 CCSF administrators, faculty, students, and classified attended the event. Below is the day's agenda. Workshop presenters will share experiences and answer questions from the Executive Committee about the event.

City College of San Francisco: Collective Collaboration for a Shared Future Workshop

Date: December 6, 2013

Location: San Francisco State University, Seven Hills Conference Center

Facilitators: Phil Smith, *Chair*, ASCCC Accreditation and Assessment Committee
Beth Smith, *President*, Academic Senate for California Community Colleges
Scott Lay, *President/CEO*, Community College League of California
Kevin Bontenbal, *Academic Senate President*, Cuesta College
Katie Townsend-Merino, *Professor, Psychology*, Palomar College¹
Deborah Wulff, *Vice President of Academic Affairs*, Cuesta College

9:00-9:15 Welcoming and Opening Remarks
Dr. Leslie Wong, *President*, San Francisco State University

¹ Due to circumstances beyond her control, Katie was unable to travel to the workshop. Executive Committee member Dianna Chiabotti was able to serve as a replacement for the morning portion.

Dr. Larry Hanley, *Academic Senate Chair*, SFSU
Dr. Art Tyler, *Chancellor*, City College of San Francisco

9:15-9:20 Ground Rules: Overview and Examples

**9:20-9:30 Discussion of the Homework Assignment:
What does CCSF do well?**

Prior to the workshop, participants will be emailed a question that asks, "What does CCSF do well?" On December 6th, participants will have a chance to share their thoughts about what CCSF does well.

9:30-10:30 Yelp Reviews Activity

Usually known for its restaurant reviews, Yelp.com also allows individuals to submit reviews about businesses, government agencies, even reviews about colleges and universities to the Yelp website. Participants will work in groups to develop a Yelp review describing what they would like CCSF to be 5 years from now.

**10:30-12:30 Technical Assistance Presentation
with ASCCC President Beth Smith and
CCLC President/CEO Scott Lay**

Technical Assistance is a joint program of the Academic Senate for California Community Colleges (ASCCC) and the Community College League of California (CCLC). The purpose of the program is to help districts and colleges successfully implement state law and regulations that call for effective participation by faculty, staff and students in district and college governance.

12:30-1:00 Lunch

Table Discussion: Thinking about the Technical Assistance presentation, what did you learn that you were surprised by?

1:00-1:45 Governance Scenarios

Working in groups, participants will discuss different governance scenarios using information from the Technical Assistance Presentation.

1:45-2:30 Accreditation Challenges at Cuesta College

Presenters from Cuesta College will discuss how they responded and addressed the Show Cause accreditation sanction they received.

**2:30-3:45 Committee/Governance Structures at CCSF:
How Do Decisions Get Made**

Groups will diagram what they perceive the committee/governance structure at CCSF to be. Specifically, groups will identify what the major committees are at CCSF and how work and recommendations flow from one committee to the next. In addition, groups will take hypothetical issues and describe how they would move through the committee/governance structure resulting in a final recommendation/decision at CCSF.

3:45-4:00 Closing Remarks



Executive Committee Agenda Item

| | | | |
|-----------------------------|-------------------------|------------------------------|---|
| SUBJECT: Written Reports | | Month: January/February 2014 | |
| | | Item No: VII. G. | |
| | | Attachment: YES | |
| CATEGORY: | Information and Reports | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | Beth Smith | Consent/Routine | |
| | | First Reading | |
| STAFF REVIEW ¹ : | Julie Adams | Action | |
| | | Information | X |

Please note: Staff will complete the grey areas.

DESIRED OUTCOME:

Written reports from the Executive Director, Foundation President, committees, task forces, liaisons, and grants are provided for informational purposes.

BACKGROUND:

The following reports are included with this this item. The public can pull any item from this section for discussion.

1. Executive Director
2. Foundation Report
3. Committee Reports
 - a. Curriculum Committee, Stankas
 - b. Standards and Practices Committee, Grimes-Hillman
4. Task Force Reports
 - a. Distance Education Task Force, Freitas
5. Liaison Reports
 - a. Veterans Summit, Davison
6. Grant and Project Reports
 - a. C-ID, Pilati/Bruno
 - b. ICW, Pilati/Bruno

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

Executive Committee Agenda Item

| | | | |
|--|-----------------------|------------------------------|---|
| SUBJECT: Executive Director Report of Activities | | Month: January/February 2014 | |
| | | Item No: VII, G. 1. | |
| | | Attachment: No | |
| CATEGORY: | ASCCC Written Reports | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | Julie Adams | Consent/Routine | |
| | | First Reading | |
| STAFF REVIEW ¹ : | Holly Macriss | Action | |
| | | Information | X |

Please note: Staff will complete the grey areas.

DESIRED OUTCOME:

The Executive Committee will be informed about the executive director's activities since December 2013.

BACKGROUND:

Events Registration

Spring Plenary Session (as of January 17, 2014): 9

Event Registration (as of January 17, 2014):

- Accreditation 2014 = 137 registrants
- Academic Academy 2014 = 61 registrants
- Faculty Leadership = 2 registrants
- Spring Plenary = 9 registrants
- Curriculum Institute = 64 registrants

Grants

C-ID (1440/ICW/SCP)

- Assisted in planning the December and January meetings, which included working with staff to drafting the agenda; discussing agenda items and needed action with Pilati and Bruno; finalizing agenda; and attending the meeting; and reviewing minutes.
- Continued to transition Holly Demé's responsibilities to Krystinne, Lashonda, and me. The transition has gone smoothly with staff assuming many of the responsibilities. Krystinne has been promoted to program specialist and assumed most of the duties. I anticipate that

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

she will continue to take on more responsibilities as we continue training. Lashonda has also successfully assumed more responsibilities. Staff highlights include:

- Working with C-ID Faculty Coordinator on on-going issues and C-ID improvements
- Processing stipend payments for course reviewers from July 1, 2013 through Jan 20, 2014
- AO Subgroup weekly meetings – facilitated agenda creation and notes for subgroup member
- C-ID website updates including new content on the home page, updated information for “About Page”, and new TMC layout
- Coordinating future CORE/FDRG In-Person meeting for Spring 2014
- Worked on recruiting CORE approvals appointments – including contacting senate presidents, CSU, and others
- Arranged FDRG in-person meetings/ Schedule conference calls for FDRGs
- Technology – troubleshoot and manage C-ID website and submission process
- Prepare C-ID reports as necessary

SCP

- Develop revised SCP budget and submitted to the CO for approval. Approval still pending.
- Worked with Articulation Liaison to oversee SCP activities. Staff highlights include:
 - AG TMC facilitation: Finalized three TMC documents
 - Programs of Study: met with groups for Ag and Film, Television, and Electronic Media to develop Programs of study for four areas. PoS documents are currently in vetting.
 - Biotechnology FDRG: continued with the formation of the group. Missing several approvals from local senates and pending ICW determination on CSU (if any)
 - Counselor Tool: Finalized changes with Runyon and Buckwild. Launch set for end of March. Connected with two local high schools to pilot product during the last two weeks of March with freshman counselees.
 - Planned, Coordinated and Conducted Symposium for Transitions Success in Visalia which became the basis for future like events across the state
 - CTE Model Curriculum DIGs – continued with the formation of the groups, leads are secured. Missing several approvals from local senates and pending ICW determination on CSU (if any)
 - Conference Presentations and Topics:
 - ACTE Best Practices Conference - AS CBE Paper
 - RP Group Conference - Articulation and credit by exam overview
 - CCCAOE - Articulation and Credit by Exam overview
 - Fall Plenary Session - Articulation and Credit by Exam Overview
 - State Center Community College District - Articulation Best Practices and AS CBE Paper
 - State Center CTE Model Standards Workshop

Committees, Task Forces, and Advisory Groups

Committee Support

- Worked with staff to draft the Exemplary Award Board of Governors Agenda item and press release.
- Participate in S&P conference call regarding Hayward Award applications norming session.
- Prepared for IPC meetings by drafting historical information to begin the conversation about possible policy changes.

Executive Committee Agenda

- Drafted Executive Committee meeting minutes with input from staff and review by the secretary.
- Worked with staff to develop the Executive Committee agenda for review by the president.
- Prepared agenda items for IPC, PDC, and S&P
- Worked with MGH to finalize draft for Area Handbook

Other

ICAS

- Worked with staff to finalize the ICAS meetings for review by the three chairs.
- Staff support the Natural Science Scoping committee by making meeting arrangements and creating a word version of Statement on Natural Science competency statement

Rostrum

- Developed *Rostrum* article with North on CTE leadership professional development.

Administration

- Financial:
 - Continue to work with the Tax Office to assume tasks associated with the Senate's financial records and CFO position. The transition process required staff to run two different systems during the months of November and December. As of January 15, 2014, the ASCCC system is automated through the Tax Office, with bills generated through their system versus our office running checks.
 - Handled all the CFO responsibilities including payroll, accounts payable, accounting reports, closing months, reconciling bank accounts, timesheets, grant billings, etc.
 - Working on completing tax paperwork.
 - Updating accounting policies to reflect new procedures with the Tax Office.
- Events:
 - Worked with staff on upcoming Institutes—Accreditation and Academic Academy.
 - Worked with Creative Director, president, and institute chair to coordinate program process for these events

- Awards:
 - Worked with S&P to read applications and identify winners for the Exemplary and Hayward Awards
 - Worked with staff to oversee the awards process
 - Staff highlight:
 - Drafted Board of Governor's Agenda item for the Exemplary Award
 - Submitted item to the BoG liaison for the agenda.

- Office:
 - As noted in the November report, staff is looking new office space as the Senate lease is up in October 2014. Two options are being considered: either stay at the same location and renegotiate the rent or locate a smaller location. We have met with a realtor to discuss our options and will begin site visits in February. Updates will be provided to the Executive Committee on a regular basis.
 - Conducted staff evaluations for all staff and will be working during the next month to adjust staff functions to accommodate new procedures with Tax Office.
 - Staff highlights:
 - Staff assisted president with committee appointments.
 - Staff worked on finalizing BoG nomination interviews for January Executive Committee meeting.
 - Staff assisted president with technical assists and local senate visits.

ASCCC CURRICULUM COMMITTEE
January 13, 2014

CCC-Confer 3:00PM

Presenter Info: 719-785-4469

3684800

Participant Info: (888) 450-4821

518139

Committee Members:

- John Stankas, Chemistry, San Bernardino Valley College(jstankas@valleycollege.edu)
- Elizabeth Atondo, Articulation, Pierce College (eatondo@piercecollege.edu)
- Eric Narveson, History, Evergreen Valley College (eric.narveson@evc.edu)
- Marie Boyd, Library, Chaffey College, continuing member (marie.boyd@chaffey.edu)
- Greg Burchett, Biology, Riverside CCD (greg.burchett@rcc.edu)
- Deanna Heikkinen, Humanities, LA Valley College (heikkidl@lavc.edu)
- Sharon Lowery, CIO, Antelope Valley (salowry@avc.edu)
- Aundrea Pinto, Student, L.A.Valley College (aundrea.pinto@studentsenateccc.org)

Members Present:

Elizabeth Atondo, Eric Narveson, Deanna Heikkinen, Greg Burchett, Marie Boyd

Members Absent:

CIO Representative, Associated Student Representative

AGENDA

Meeting Started 3PM

I Updates

System Advisory Committee on Curriculum (SACC)

Noncredit Progress Indicators

Inter-Collegiate Academic Senates (ICAS)

Inter-Collegiate Workgroup (ICW) – IGETC for STEM, 440

Final language

Find out if:

-applies to 1440 degrees or all STEM degrees?

-incorporated in IGETC Standards document?

II Regional Meetings - Plan Topics, Title, and Agenda Due January 15

Spring in Northern California – March 15 Diablo Valley College

Spring in Southern California – March 14 San Diego School of Continuing Ed.

Topic for Spring:

Non-Credit Progress Indicators and Unit Creep need to be topics for Regionals

- Agenda:
- A. Welcome
 - B. IGETC for STEM and The Creeping Unit
 - C. Types of Course Offering
 - D. Lunch
 - E. NonCredit Update
 - 1. Progress Indicators
 - 2. NonCredit/Credit Courses
 - 3. AB86 Adult Ed. Primer
 - F. Athletics Unit Hour Tracking
 - G. Question and Answer

Perhaps work with the Chancellor's Office about Uniformity of Athletic Hour tracking

III Spring Plenary Session: April 10-12, Burlingame (San Francisco Airport)

Break-out Topics due January 15

AB86, NonCredit Progress Indicators, AB440, IGETC for STEM,

Chancellor's Office Update,

Model Content Review,

Methods to Deal with Repeatability Concerns: Credit/Community Service duality, Course Auditing Practices

Apportionment Data from the State, Enrollment Trends, Online Apportionment Lower than Face-to-Face, Online Education...when is it appropriate?, P.E., (Repeatability Impact)

Low Unit Certificates and Chancellor's Office Approval – can't be transcribed without approval (Resolution too?)

Issues in Online Education: A Curriculum Perspective

Who is Attending? Elizabeth, Marie, Eric. (Deanna, Greg...maybe funding issue)

Planning work discussion

IV Curriculum Institute: July 10-12, San Jose Hayes Mansion

Theme Ideas? Mama Mia, Here I Go Again

Deanna – Distance Education

CTE Strand approved at last Exec. Meeting.

V Future Meetings

In-Person Meeting in February 3 (Monday) at LA Valley College. 10AM start time

Meeting Adjourns 4:18



Executive Committee Agenda Item

| | | | |
|---|-------------------------|------------------------------|---|
| SUBJECT: Fall Curriculum Regionals Survey Results | | Month: January/February 2014 | |
| | | Item No: VII. G | |
| | | Attachment: YES | |
| CATEGORY: | Information and Reports | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | John Stanskas | Consent/Routine | |
| | | First Reading | |
| STAFF REVIEW ¹ : | Julie Adams | Action | |
| | | Information | X |

Please note: Staff will complete the grey areas.

DESIRED OUTCOME:

Appraise the Executive Committee of attendee feedback from Curriculum Regional Meetings.

BACKGROUND:

Fall Curriculum Regionals were held on Friday, November 15 at Long Beach City College and Saturday, November 16 at Laney College. Attendance was over 80 people at the south meeting and 60 people at the north meeting. Feedback was generally positive. It is noteworthy that there was little overlap (less than 10%) between attendees at Fall Plenary and attendees at Curriculum Regionals.

*****Actual Survey Results should be attached here*****

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

Curriculum Regional Meeting November 15 & 16, 2013



1. Which Regional Meeting did you attend?



| Response | Count |
|-------------------|-------|
| answered question | 43 |
| skipped question | 0 |

2. The registration process was easy and handled efficiently.

| | Response Percent | Response Count |
|-------------------|------------------|----------------|
| Strongly Disagree | 9.3% | 4 |
| Disagree | 0.0% | 0 |
| Undecided | 4.7% | 2 |
| Agree | 23.3% | 10 |
| Strongly Agree | 62.8% | 27 |
| answered question | | 43 |
| skipped question | | 0 |

3. The facilities were comfortable and appropriate.

| | Response Percent | Response Count |
|-------------------|------------------|----------------|
| Strongly Disagree | 4.8% | 2 |
| Disagree | 2.4% | 1 |
| Undecided | 4.8% | 2 |
| Agree | 40.5% | 17 |
| Strongly Agree | 47.6% | 20 |
| Please explain. | | 11 |

| | |
|-------------------|----|
| answered question | 42 |
| skipped question | 1 |

4. The objectives/outcomes were clear and appropriate for the topic.

| | Response Percent | Response Count |
|-------------------|---------------------|-------------------|
| Strongly Disagree | 4.8% | 2 |
| Disagree | 7.1% | 3 |
| Undecided | 2.4% | 1 |
| Agree | 50.0% | 21 |
| Strongly Agree | 35.7% | 15 |
| answered question | | 42 |
| skipped question | | 1 |

5. The facilitators were knowledgeable in the subject area.

| | Response Percent | Response Count |
|-------------------|------------------|----------------|
| Strongly Disagree | 4.7% | 2 |
| Disagree | 2.3% | 1 |
| Undecided | 4.7% | 2 |
| Agree | 37.2% | 16 |
| Strongly Agree | 51.2% | 22 |
| answered question | | 43 |
| skipped question | | 0 |

6. The number of participants was:

| | Response Percent | Response Count |
|-----------------------|------------------|----------------|
| Too many | 2.4% | 1 |
| Just the right number | 78.6% | 33 |
| Too few | 2.4% | 1 |
| Undecided | 16.7% | 7 |
| answered question | | 42 |
| skipped question | | 1 |

7. Please evaluate how useful or informative the following workshop presentations/activities were for you.

| | Not Useful/Informative | Somewhat Useful/Informative | Very Useful/Informative | Rating Average | Rating Count |
|--|------------------------|-----------------------------|-------------------------|----------------|--------------|
| Update on Global Curriculum Issues | 2.4% (1) | 23.8% (10) | 73.8% (31) | 2.71 | 42 |
| Credit vs. Noncredit – Review of Content | 11.6% (5) | 30.2% (13) | 58.1% (25) | 2.47 | 43 |
| Repeatability Rules | 4.8% (2) | 33.3% (14) | 61.9% (26) | 2.57 | 42 |
| | | | answered question | | 43 |
| | | | skipped question | | 0 |

8. Please rate the balance between presentation of information and discussion held during the workshop.

| | Response Percent | Response Count |
|--------------------------|---------------------|-------------------|
| Not enough presentations | 2.3% | 1 |
| Not enough discussion | 2.3% | 1 |
| Good ratio | 90.7% | 39 |
| Too many presentations | 0.0% | 0 |
| Too much discussion | 4.7% | 2 |
| answered question | | 43 |
| skipped question | | 0 |

9. How would you rate the quality of the information presented?

| | Response Percent | Response Count |
|---|------------------|----------------|
| Excellent, exceeded expectations | 30.2% | 13 |
| Satisfactory, met expectations | 60.5% | 26 |
| Unsatisfactory, did not meet expectations | 7.0% | 3 |
| Poor | 2.3% | 1 |
| answered question | | 43 |
| skipped question | | 0 |

10. Have your leadership skills/knowledge increased as a result of participating in this workshop?

| | Response Percent | Response Count |
|-------------------|------------------|----------------|
| Yes | 86.0% | 37 |
| No | 14.0% | 6 |
| answered question | | 43 |
| skipped question | | 0 |

11. Please rate your agreement with the following statements. After completing the workshop, I am now able to:

| | Disagree Strongly | Disagree Somewhat | Agree Somewhat | Agree Strongly | Rating Average | Rating Count |
|--|-------------------|-------------------|----------------|-------------------|----------------|--------------|
| Recognize state and national initiatives and trends that are impacting California community colleges | 0.0% (0) | 4.8% (2) | 59.5% (25) | 35.7% (15) | 3.31 | 42 |
| Identify issues and concerns at your college capable of being improved through individual and collective action. | 4.9% (2) | 4.9% (2) | 53.7% (22) | 36.6% (15) | 3.22 | 41 |
| Evaluate various leadership strategies for resolving problems and advancing initiatives. | 12.2% (5) | 19.5% (8) | 48.8% (20) | 19.5% (8) | 2.76 | 41 |
| | | | | answered question | | 42 |
| | | | | skipped question | | 1 |

12. Has this regional meeting given you new viewpoints and insights?

| | Response Percent | Response Count |
|----------------------|------------------|----------------|
| To a great degree | 16.3% | 7 |
| To a moderate degree | 46.5% | 20 |
| Somewhat | 18.6% | 8 |
| To a minimal degree | 16.3% | 7 |
| Hardly at all | 2.3% | 1 |
| answered question | | 43 |
| skipped question | | 0 |

13. Overall, how would you rate the quality of this regional meeting?

| | Response Percent | Response Count |
|-------------------|------------------|----------------|
| Excellent | 48.8% | 21 |
| Satisfactory | 44.2% | 19 |
| Unsatisfactory | 7.0% | 3 |
| Poor | 0.0% | 0 |
| answered question | | 43 |
| skipped question | | 0 |

14. Would you recommend this regional meeting to your colleagues?



answered question 41

skipped question 2

15. Does a Friday/Saturday meeting time work for you?



answered question 41

skipped question 2

16. Would you interested in a follow-up meeting?

| | Response Percent | Response Count |
|-----|---------------------|-------------------|
| Yes | 81.0% | 34 |
| No | 19.0% | 8 |

| | |
|-------------------|----|
| answered question | 42 |
| skipped question | 1 |

17. What did you like the most about the meeting you attended? Please explain.

| Response Count |
|-------------------|
| 32 |

| | |
|-------------------|----|
| answered question | 32 |
| skipped question | 11 |

18. What did you like the least about the meeting you attended? Please explain.

Response
Count

25

answered question 25

skipped question 18

19. What, if any, improvements would you suggest? Please explain.

Response
Count

21

answered question 21

skipped question 22

November 15 Long Beach City College

The facilities were comfortable and appropriate. - Please explain.

- Large room with good PA system. Food was very good as well. Great accommodations.
- Nice facilities; close parking.
- Beautiful room. Difficult to promote discussion given the vastness of the room.

What did you like the most about the meeting you attended? Please explain. - Open-Ended Response

- Credit vs. Noncredit presentation
- Presenters and their insights. I think there was a good mix. Panel at the end didn't quite work out, but it was mainly because it was getting late and people started to leave.
- My college is still struggling with Content Review for English/Math/Reading prerequisites. There was a great presentation on that last year at Chaffey College. I would love a refresher of that topic.
- Updated information about state wide curriculum issues.
- Compact, focused meeting.
- Update on SB 440 and its implications.
- Broad range of topics.
- The variety of topics and relevance to issues being dealt with on curriculum committees were extremely pertinent. Appreciate Articulation Officers being involved.
- Knowledgeable presenters. I got affirmation for the direction we've taken on our campus as well as ideas for handling unresolved issues.
- hearing how other colleges are approaching the issues
- It is always a pleasure to hear Michele but the presentation didn't go far enough. We need info on what to do if your course fails to meet C-ID or your School fails to submit for C-ID. How does this affect the approved ADT? Has the student earned the ADT if the required courses do not have C-ID approval? Can we continue to print an ADT if we have no intention of meeting C-ID? How long can an ADT continue to be considered approved if we have not followed through?
- The information provided and format in which it was provided was excellent. This is my first experience at such an event, so I cannot comment further.
- The repeatability information
- The "stuff" from the attorney was the most useful, but I knew some of the other from plenary.
- The information presented by Michelle Goldberg. It provided additional insight into the course repeatability issues.
- The knowledge that everyone has, and to know we are not the only one's having problems.
- Keeping up with the latest information.
- The attorney's presentation on repeatability

What did you like the least about the meeting you attended? Please explain. - Open-Ended Response

- More compassion towards members unhappy with disciplines affected by new Repeatability Guidelines.
- The lady who said that the speakers were too loud. Once speakers were disconnected, people couldn't hear much and started leaving. The lady who complained left early as well by the way.
- Several of the topics were presented as if we all had a working knowledge from Plenary. But I didn't attend Plenary, so I felt a little lost. A few moments of introduction to the topic, or a clear background would be greatly appreciated.

November 15 Long Beach City College Continued

What did you like the least about the meeting you attended? Please explain. - Open-Ended Response

- Poor signage to locate parking and rooms. But this was minor, and I really felt that the entire meeting was useful.
- Some attendees' negativity and refusal to accept state changes and do their best to work within the new guidelines. (This has nothing to do with the meeting itself, really.)
- The dissembling answers to difficult questions as well as the outright falsehoods told by the presenters to the attendees regarding the topic of Transfer Degrees and policy.
- Too much repetition of information presented at the Curriculum Institute.
- Agenda did not provide adequate information about the discussions we had. Slide handouts missing and, if posted, no information about where and how to access.
- There were a few questions that couldn't be answered on the Repeatability concerns from the CSU or UC perspective.
- The only issue was the Friday traffic. It was a major struggle to get to the location due to heavy traffic. Could we try for a Saturday next time?
- With all due respect, titling the session credit vs. noncredit does not set up a collaborative effort! Why is this being portrayed as a zero sum game? The head of this group is a credit person with no noncredit programs at her college. And only 1 noncredit rep on the committee? A more balanced approach is needed.
- Most of the information provided was a re-hash of what we already know and is legally required. By re-presenting the same info, it opened up hostile and unproductive discussions from faculty that have yet to accept the new reality.
- Can't think of anything

What, if any, improvements would you suggest? Please explain. - Open-Ended Response

- Involve and secure representation of faculty as presenters from Fine Art areas. Review positive options going forward for FA curriculum.
- More small, task focused discussion groups with specific outcomes to report. And turn down the speakers if they are too loud (which they were not in my estimation) but do keep them going. It would be good actually to have more than one microphone for a room that size. Perhaps two mikes in two different locations would make people get up to ask questions? Other than that, it was a really well planned and well administered event. Thank you for all the efforts.
- Would have liked a better discussion of the credit and noncredit and transition between credit and noncredit issues.
- Nothing to add. Good meeting. Informative, even fun in most regards. Thank you!
- New State Academic Senate leadership.
- More formal presentations with discrete discussion held at the end of the presentations.
- Item #5: All but the noncredit facilitator seemed knowledgeable about their respective areas. Item #17: I would recommend if you did not impose a limit on participants from each district. Item #16: interested in follow-up only if on a theme that's relevant to my area.
- Regional meetings are an excellent way to help schools manage the ever increasing curriculum issues we face. It also helps us know the people in our region. Additionally it is easy to bring committee members to increase their expertise. Please keep doing them!

November 15 Long Beach City College Continued

What, if any, improvements would you suggest? Please explain. - Open-Ended Response

- The latest version of the PCAH has new processes, including new documentation for non-substantial changes to existing degrees. It would have been immensely helpful to have had a presentation/discussion that covered these new requirements. I'd suggest taking a survey before the next workshop to determine the agenda and I would highly recommend not beating a dead horse unless new information is available (i.e., any known consequences for too broad/lack of families?)
- Can't think of anything
- It would be helpful to have handouts on each presentation and/or the links to them communicated during the meeting instead of a vague reference to their anticipated presence on a website.
- Maybe some scenarios and how colleges should respond.

November 16 Laney College

The facilities were comfortable and appropriate. - Please explain.

- I liked the Bistro, but it was a full house, with everyone seating so closed to each other that to get up to go to the bathroom, I had to walk out, around, and then get in. Food was phenomenal!! Parking a breeze! Very nicely organized!
- Stuffy and not an ideal space for a group working off a PowerPoint, but I liked that it was full of light.
- The only complaint I have is the spacing between the tables--they were too close together so that when individuals were sitting down around the tables, movement through the room was very difficult. Other than that, the facilities were fine.
- The parking instructions were a bit confusing (I had no idea where the parking lot was and ended up driving around and around the Laney Campus for quite a while).
- Some issues with bathroom availability.
- The Bistro at Laney was appropriate but the setup was too cramped for the number of attendees.
- The room was nice, but the restroom situation could have been better.
- A bit crowded and the configuration of the room made the projection screen seem small for those in the back of the room.

What did you like the most about the meeting you attended? Please explain. - Open-Ended Response

- The lemon bars, LOL!! Joke aside, I enjoyed meeting curric chairs from other colleges. I think that introductions would have been nice, if anything, at the table level. I would have loved to meet/know a bit more about those sitting at the same table, and perhaps be given a chance to discuss in groups some of the topics.
- Update of C-ID
- Opportunity to speak directly with someone from Chancellor's office. And the entire meeting was just the right length.
- The updates on SB 1440 and SB440 were great. I was not very well informed about the implications of SB 440 before attending the regional meeting.
- As an incoming Curriculum Chair, I found the meeting to be a helpful crash-course in state-wide regulations and updates. I also got pressing questions answered by colleagues.
- It helped clarify/identify some issues that I was able to bring back to my campus.
- The open discussion for individual schools to ask questions at the end.
- Clear information about repeatability
- Good Q&A opportunities.
- Bringing Sexy Back
- Information about global curriculum, C-ID, ADT, etc.
- It helped me stay up to date on curricular issues.
- The information provided in the first presentation.
- Very latest updates, connecting with faculty from other schools

November 16 Laney College Continued

What did you like the least about the meeting you attended? Please explain. - Open-Ended Response

- It's too much of a drive for us on the Central Coast. Could video streaming be possible in the future?
- Credit Course Repetition - been there, done that. However, I realize that other colleges still need help.
- The room was not easy to navigate once the participants had seated themselves--the tables were too close together. Also, the restroom facilities were inadequate for the number of people attending the meeting--single toilet restrooms are never good when you have a crowd of people.
- The amount of cross-talk by faculty who thought they knew things but didn't actually have accurate information. The moderators made some effort to curb this, but it got very confusing trying to determine who had accurate information.
- The discussion on credit vs. non-credit seemed a bit ill placed with so many other curriculum-related topics right now. Funding isn't available for most schools to offer non-credit. In addition, the discussion about college level vs. basic skills was empty. Most of what was indicated for one could have been indicated for the other.
- Sound reinforcement was needed for all presenters, and they didn't have or didn't wish to use
- Room set up - back of room to far away.
- Physical space was a bit restrictive, otherwise, nothing.
- The location was not the best even on that campus.
- The information on repeatability was yesterday's news. By now, everyone should understand it.
- Although some discussion was held within each presentation, I was looking forward to the open discussion time. But it quickly degenerated, with numerous people leaving early and the presenters clearly ready to be done. I totally understand they do this a lot and are tired but I felt somewhat discouraged from asking more questions or bringing up new topics.

What, if any, improvements would you suggest? Please explain. - Open-Ended Response

- food could be better
- More moderator limitation of folks spreading inaccurate information.
- Better catering with healthier food for the luncheon. The heavy pasta and brownie combo was...well...you could do a lot better on that
- Have a second mic so individuals with questions can ask the question so that everyone can hear.
- Great job!
- None.
- The question about follow up meetings is too vague - I would be interested in more workshops with updated info and/or additional topics but probably don't need a direct follow up to this meeting. Thanks for asking for feedback!

Standards and Practices Committee:
Notes
November 19, 2013
CCCConfer

- I. Approval of minutes – September 12
- II. Norming Fall Session
 - a. KB, MGH, the CIO, and the CEO will not be able to participate in the reading and ranking.
 - b. MGH will send out a request to the Executive Committee to get a CEO and CIO as readers
 - c. Deadline to turn in rankings was moved to December 6
 - d. Deadline for the follow-up meeting was changed from Dec 3 to Dec 9 at 4PM.
 - i. MGH and KB will not attend
 - ii. Julie A will run this meeting
 - e. Members participated in norming
- III. Emeritus Resolutions
 - a. Members discussed whether was a need to review requirements for Emeritus resolution – confirmed that the current language is sufficient
 - b. MGH to contact faculty at LACCCD regarding Rostrum article to honor faculty (post mortem) – Julie A and Julie B to help with draft
- IV. Resolutions/Breakouts –
 - a. Discipline List (MGH, Julie B, Dan)
 - i. Handbook Outline
Outline well-received at plenary
Notes will be sent to Julie A so she draft outline
 - b. MQ Equivalency (Dan, Kale)
 - i. Dan and Kale will review the FAQs online and suggest changes for Exec to consider (spring)
 - c. Equivalency Resolution
 - i. A survey to HR department may be able ascertain what is currently happening in the field (is this used as a preferred qualification)
 - ii. This resolution may actually be a local issue, part of hiring processes, or peer review.
 - iii. Committee will discuss in spring after Executive Committee's assessment of all resolutions.

10.0 DISCIPLINES LIST

10.01 F13 Adding Currency Requirements in the Disciplines List

Whereas, The Community College Reform Act of 1988 (AB 1725) sought to professionalize the community college faculty policies and procedures on the model of the four year institutions rather than K-12 institutions;

Whereas, In this effort, the act eliminated any further granting of lifelong community college credentials on the expectation that currency (recency) in the area of expertise would be the expected and required standard for the qualification to teach at a California community college, not just the possession of a degree, however old and outdated;

Whereas, The disciplines list (minimum qualification for hiring a faculty member) was never modified to reflect these expectations of an applicant's currency in a discipline, as opposed to mere possession of a degree; and

Whereas, The Board of Governors has delegated to the Academic Senate the responsibility to determine and implement the professional standards by which individuals become members of the community college faculty

Resolved, That the Academic Senate for California Community Colleges investigate the feasibility of adding discipline currency (recency) and/or work experience to the disciplines list of minimum qualifications and the implications of this addition for local colleges' hiring procedures and equivalency processes, and report its findings no later than the Fall 2014 Plenary Session.



Executive Committee Agenda Item

| | | | |
|----------------------------------|------------------|------------------------------|---|
| SUBJECT: G.E. Task Force Minutes | | Month: January/February 2014 | |
| | | Item No: VII, G. 4a | |
| | | Attachment: YES / NO | |
| CATEGORY: | Written Reports: | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | John Stankas | Consent/Routine | |
| | | First Reading | |
| STAFF REVIEW ¹ : | Julie Adams | Action | |
| | | Information | X |

Please note: Staff will complete the grey areas.

DESIRED OUTCOME:

Information for the Executive Committee regarding the latest G.E. Task Force meeting. Minutes to follow at the Executive Committee meeting.

BACKGROUND:

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



Executive Committee Agenda Item

| | | | |
|---|--|------------------------------|---|
| SUBJECT: Distance Education Task Force Report | | Month: January/February 2014 | |
| | | Item No: VII.G.4b. | |
| | | Attachment: NO | |
| CATEGORY: | | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | | Consent/Routine | |
| | | First Reading | |
| STAFF REVIEW ¹ : | | Action | |
| | | Information | X |

Please note: Staff will complete the grey areas.

DESIRED OUTCOME: The Executive Committee will be updated on the activities of the Distance Education Task Force and the outcomes of the January 24, 2014 meeting.

BACKGROUND:

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

The Distance Education Task Force met at El Camino College on January 24. The main objectives of the meeting were to review the data from the fall surveys on student preparation and faculty preparation for distance education, to draft the outline for the distance education paper, and to review the assigned resolutions and assess progress towards addressing them.

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



Executive Committee Agenda Item

| | | | |
|---|-------------------------|------------------------------|---|
| SUBJECT: Veterans Summit Report and Follow Up | | Month: January 2014 | |
| | | Item No: VII. G.5a | |
| | | Attachment: YES / NO | |
| CATEGORY: | Information and Reports | TYPE OF BOARD CONSIDERATION: | |
| REQUESTED BY: | Dolores Davison | Consent/Routine | |
| | | First Reading | |
| STAFF REVIEW ¹ : | Julie Adams | Action | |
| | | Information | X |

Please note: Staff will complete the grey areas.

DESIRED OUTCOME: The Executive Committee will hear a report about the Veterans' Summit and the ACE evaluations processes.

BACKGROUND:

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

The ASCCC was asked to participate in this year's Veterans Summit along with representatives from ACE to talk about possible mechanisms for providing veterans academic credit for military experience. Our participation in the Summit was directed in part due to ASCCC Resolution 18.04 (S11):

Resolved, That the Academic Senate for California Community Colleges urge local senates to apply credit for educational experiences during military service toward the associate degree – including the fulfillment of general education, major coursework, and other degree requirements – in accordance with the recommendations listed in the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services;

Resolved, That the Academic Senate for California Community Colleges provide training on the use of the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services by enlisting degree; and

Resolved, That the Academic Senate for California Community Colleges encourage colleges to offer credit by exam for veterans wishing to demonstrate comparable skills and understanding of course content through examination means established by discipline faculty.

<http://www.militaryguides.acenet.edu/>

Given the information provided at the Summit, it is recommended that the Executive Committee follow up with more research into the granting of credit for previous experience (beyond the Rostrum article published in December 2012) and publish a Rostrum article with the results of that research.

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

Report on the Veterans Summit (December 5-6, 2013)

The ASCCC was asked to speak to issues regarding faculty and veterans at the annual Veterans Summit in Newport Beach, on December 5th, 2013. Three members of the ASCCC attended the conference (Dan Crump, Dolores Davison, and President Beth Smith), with Dolores (the ASCCC veterans liaison for this year) taking the lead on a presentation with the American Council on Education (ACE) regarding alternative credit for veterans. In addition, former ASCCC Executive Committee member Stephanie Dumont was at the Summit and participated in the breakout as a member of the audience.

The presentation with ACE was broken into two parts. The Senate had about half an hour, during which time we presented on credit by exam, Rostrum articles and resolutions about this issue, and our involvement in discussions both at plenary and at the institutes. We also touched on some of the concerns that have been raised and the differences between curriculum and courses at California Community Colleges and systems in other states, including the primacy of faculty over curriculum.

The second part of the presentation was by ACE, and included a history of the group and their involvement in alternative credit for veterans. At one point the presenters provided the audience with the opportunity to assess how credit is given for a specific type of military assignment (with a specified number of hours, etc). All three of the Senate representatives expressed concerns (both during the presentation and after) that the credits assigned to the specific assignment they were reviewing (for our table, it was on heavy armor training in tanks and other vehicles) seemed excessive, and in some cases not in keeping with the curricula in the courses at the California Community Colleges (e.g. 3 units in Speech Communication). There were also concerns expressed regarding how these assignments are evaluated and who is doing the evaluating (faculty or administrators).

Other breakouts at the Summit covered such topics as Women Veterans, Wellness Programs for Returning Veterans, Transitioning Veterans to the College Campus, and GI Bill Rules and Regulations. The veterans' programs at California Community Colleges are highly illustrative of the collaborative efforts of faculty (especially counselors), classified staff (e.g. certifying officers) and program administrators. It is important for the Senate to keep informed of veterans' issues and activities and to advocate for faculty support and involvement in the programs.

In conclusion, the Veterans' Summit is an excellent opportunity to learn and be further informed about issues that are facing veterans in our system, and we should continue to liaison with the coordinators of the Veterans Summit to participate. However, more information and discussion is needed regarding the ACE processes for providing alternative credit before the Senate can fully endorse integrating this format for alternative credit.

C-ID Advisory Committee Minutes (Draft)

December 5, 2013

Conference Call

In Attendance:

Julie Adams, Executive Director, ASCCC/C-ID

Deanna Abma, City College of San Francisco/ AO Subgroup Member

Julie Bruno, Sierra College/ ASCCC

Michelle Pilati, C-ID Faculty Coordinator

Bob Quinn, Chancellor's Office Project Monitor

Staff:

Lashonda Shannon, Administrative Assistant, ASCCC

I. Descriptor Review Process

Members discussed the proposed descriptor review process. As outlined in the document, members agreed that the review process should initiate on the fourth year after the descriptor approval date. There were concerns with this timeline and how it might affect colleges with curriculum processes that exceed one year. Pilati suggested that FDRGs be asked to complete their work in early spring so that these types of colleges have adequate time to complete curricular changes.

Members also discussed the one year deadline for Articulation Officers to resubmit courses against descriptors that have been substantially changed, including how this deadline would be enforced for courses that are *in progress* or *conditionally approved* in the C-ID system. Members also discussed how this one year timeline could be problematic as major curriculum changes (such as prerequisites and unit modifications) take a substantial amount of time for colleges to complete. Members suggested ideas for addressing these issues including an end-date extension, temporary C-ID numbers, and establishing a grace period policy. The group concluded that these concerns needed further discussion and the Articulation Officer subgroup should be consulted.

Action: Pilati to make changes to document and distribute the final descriptor review process to members for email vote/approval.

II. Future Agenda Items and Next Meeting Time/Place

The following are agenda items for the next meeting:

- o Revised descriptor review process
- o C-ID appeal process

The next meeting is scheduled for Friday, December 13, 2013

III. Adjournment

Respectfully submitted by
Lashonda Shannon
Administrative Assistant

Intersegmental Curriculum Workgroup Minutes (Draft)

December 10, 2013

Academic Senate Office—9th Floor Conference Room
555 Capitol Mall, Suite 525, Sacramento

In Attendance:

Julie Adams, Executive Director, ASCCC/C-ID

Deanna Abma, Articulation Officer, City College of San Francisco

Kevin Baaske, Faculty Affairs, CSU Academic Senate/CSU Los Angeles

Julie Bruno, ICW Meeting Facilitator, Secretary, ASCCC/Sierra College

Diana Guerin, Chair, ASCSU

Sheila Lau, Articulation Officer, College of Alameda

Sally Montemayor Lenz, Dean, CCCCCO

Ken O'Donnell, Senior Director, Student Engagement and Academic Initiatives and Partnerships, CSU Office of the Chancellor

Michelle Pilati, C-ID Faculty Coordinator, ASCCC/Rio Hondo College

Bob Quinn, C-ID Project Monitor, Transfer and Articulation Coordinator, CCCCCO

Erik Shearer, Professor of Art, Napa Valley College

Beth Smith, President, ASCCC/Grossmont College

Jeff Spano, Dean, CCCCCO

Barbara Swerkes, Consultant, CSU System Office

Mary K. Turner, Vice President of Instruction, Sacramento City College

Mark Van Selst, Professor of Psychology, San Jose State University

Staff:

Krystinne Mica, Administrative Assistant, ASCCC

I. Announcements and Approval of the Agenda

Agenda was approved with no modifications. Lau, Pilati (MSC).

II. Approval of the Minutes

The minutes were approved as amended.

Shearer, Smith (MSC).

III. TMC Processes

A. TMC for other languages – *Postma*

Baaske provided the report on behalf of Postma. He enumerated Postma's proposal to have foreign languages model their TMCs in a manner consistent with Spanish's approved TMC, with a suggestion to modify the TMC process to allow the use of locally articulated courses between CCC and CSU campuses instead of statewide course descriptors. Members raised concerns about the proposal, including identifying what, if any, guarantees of SB 1440 would be given to the TMCs developed in this manner, as well as concerns with altering the criteria of the TMCs (the removal of statewide descriptors in favor of local articulation, and the possible creation of TMCs for degrees with less than 200 student transfers and three or more CSUs with that degree). Members suggested that prior to moving forward with the creation of the language TMCs, more

research be conducted on the amount of transfer students in each language program, as well as the cost analysis for the creation of each subsequent language TMC.

ACTION:

- Members proposed that Postma bring forth research on how many students are currently in each language program, and to conduct a cost benefit analysis.

B. TMC Posting and CCCCCO Template Availability – Pilati

Pilati brought forth a document addressing the need to formalize when a TMC is “final” in light of new SB 440 legislation. The document recommends that a TMC is considered final when a CCCCCO template is made available for the TMC on September 1 of the academic year. The document specifies that the availability of the CCCCCO template, which signals the beginning of degree development for local colleges, should be used as the date at which the TMC is “final” with respect to legislated mandates for degree development.

It was suggested that the additional date of February 1 be included on the document, and the members agreed. Additional language was included on the last sentence to state, “Therefore, it is proposed that TMCs be posted on the C-ID website for review and consideration as they are accepted by the ICFW with a note clearly indicating degree submission will not be possible until September 1 *or February 1, depending on when the template is made available.*”

A motion was made to approve the document by Swerkes. The group approved the document with the inclusion of the additional date and language.

C. TMC Definitions

Pilati and Bruno reported that they continued to work on the development of the new proposed acronyms for the model curriculum as discussed at the last meeting. Based on feedback from the last meeting, a movement away from similar letter arrangements to “TMC” was taken into account, thereby developing the proposed acronyms on the document presented to the group.

There was disagreement on the necessity of distinguishing between *intersegmentally* developed versus *intra*segmentally created model curriculum. Members on one side argued that it is not necessary to emphasize that a model curriculum was intersegmentally created; rather, the emphasis should be whether or not the transfer pathway can have SB 1440 benefits. The opposition to this suggestion was that a delineation is necessary between those intersegmentally created and those intra

segmentally created, so that faculty will know whether both segments (CCC/CSU) had input on the initial creation of the model curriculum. The example of Nursing and Engineering was given, where both CCC and CSU faculty were present in the development of the model curriculum (intersegmental) as it is intended for transfer in the future. It was argued that future model curriculum that are meant for transfer should be noted as such and separated from

those that are not meant for transfer [such as some of the Career Technical Education (CTE) model curricula being developed under SB 70].

Members discussed branding and creating one unified message to the public. The question of whether the proposed document is an internal or external document was posed. A member suggested defining the difference between intersegmental and intrasegmental by proposing MCIS (intersegmental) or MCCCC (intrasegmental) for the acronyms. It was further stated that the suffix should be "-MC" to better align with the acronym already available to the field. The body moved to adopt the following:

- CCCMC – intrasegmental model curriculum
- ICMC – intersegmental model curriculum

Smith, Baaske (MSC).

A concern was expressed on listing Nursing and Engineering model curricula on the adegreewithaguarantee.com website. The concern was that students and legislators may get confused on whether or not Nursing and Engineering will also give students the same guarantees as an AD-T. It was suggested that both disciplines should be listed on the website with a link redirecting the public to a different website that highlights the difference with the two degrees. A related concern is public misconception of overstepping boundaries of what degrees should have been created under the SB 1440 legislation. It was argued that the development of high-unit model curricula for Engineering and Nursing were not included in legislation. There was a counterargument stating that legislation did recognize that some disciplines require higher units and will not fit into the 60+60 model. Members suggested getting ahead of legislation and presenting the need to have the high-unit model curricula in place for other disciplines in the future. A proposal to IOC was suggested that would outline the guarantees of the model curricula that do not fit the 60+60 model, and identify steps that need to be taken to implement the guarantees. It was proposed that ICW would continue to have the conversation on high-unit model curricula and advantages and disadvantages of high-unit degrees.

ACTION:

- ICW will continue to have conversation about guarantees for high-unit degrees and will bring forth ideas at the next meeting.
- Once Nursing and Engineering are listed on the adegreewithaguarantee.com website, there will be a link redirecting the public to an alternate site with information on high-unit degrees and guarantees.

IV. IGETC for STEM- language

Pilati presented a document and explained that it is brought forth as a means to clarify confusion from the field regarding whether students have the option to take any GE pattern (CSU GE, IGETC, or once available, IGETC for STEM), and if it is the campus's responsibility to offer a pathway that graduates students within 60 units. It was asked whether the document was intended as an internal or external document. If the eventual outcome is an external document, it was recommended that the opening paragraph should explain the section of Title 5 instead of

using a direct quote. It was further stated that the second paragraph may need to be separated, as there are two issues at hand: the use of either GE patterns and the 60-unit limitation on degrees.

Spano illuminated a challenge with the proposal. He claimed that there is potential for confusion if a student chooses a GE pattern in a particular major that did not get them out in 60-units since the legislation states that AD-Ts guarantee students will graduate in 60-units. Students and parents may not understand the nuance of the legislation saying that the 60-unit limitation is tied to the degree and not the student, and that students may have more than 60 units upon graduation. It was reiterated that the current interpretation of the legislation is that students can choose which GE pattern they want to use, but the requirement is that colleges provide a pathway that will graduate students in 60 units. A suggestion was made to speak with the CCCCO attorney Michelle Goldberg regarding the interpretation of the Title 5 language. Pilati will rework the document based on the clarifications requested by the ICW members, as well as bring back examples of issues from the field to the next meeting.

ACTION:

- Lenz will speak with Michelle Goldberg regarding the interpretation of the regulation and the document proposed by Pilati.
- Pilati will clarify the second paragraph of the proposed document and bring it forth at the next meeting, along with examples from the field.

V. Discipline Updates and Discussion

A. Computer Science – Turner

Turner reported that there are five degrees available to date according to the CCC Curriculum Inventory report. It was postulated that the low degree submissions might be an indicator of the viability of the way the TMC was designed. As it has been suggested that the use of IGETC for STEM might enable more colleges to create TMC-aligned computer science degrees, but the use of IGETC for STEM might result in a loss of similar determinations, O'Donnell was asked to explore what impact IGETC for STEM would have on determinations of similar.

ACTION:

- O'Donnell will gather information regarding the impact of IGETC for STEM for Computer Science on determinations of similar.

B. Information Systems – ICT Model Curriculum Development

The FDRG is finalizing the IS descriptors and working towards re-vetting their model curriculum.

C. Agriculture

Agriculture's three TMCs were accepted by the ICFW and are now posted on the C-ID website. The descriptors have been revised in accordance with 5-year review process and will soon be vetted. Most of the 140 descriptors will be removed, as they are not included on the three recently accepted TMCs. It is anticipated that the Agriculture template will be made available in September 2014.

D. Economics

The Economics TMC was accepted by the ICFW and will be posted on the C-ID website. Conversation between the members revolved around the recently approved CCCCCO template document, which highlighted the addition of the February 1 date. Pilati indicated that she would communicate with the FDRG Lead to determine whether this release date will work for them. *Note: Pilati was able to reach the Economics FDRG Lead during the meeting, who indicated that the February 1 timeline for the template release is acceptable.*

E. Child and Adolescent Development

The Child and Adolescent Development TMC posted on the C-ID website on December 10, 2013. It was reported that the FDRG was thoughtful in ensuring that this TMC is separate from Early Childhood Education. Vetting for the TMC will remain open until February 10, 2014.

F. Nutrition

The Nutrition TMC will be ready for vetting in the very near future. Pilati noted that both Child and Adolescent Development and Nutrition are very interdisciplinary, with very few courses coming from the discipline for which the TMC was created.

G. Biology – TMC, descriptors, and prerequisites

Pilati indicated that there has been difficulty with communicating with the FDRG Lead, as it is the end of the school year, and schedules are impacted. She will continue to facilitate communication with the Lead to get the necessary documents to ICW for acceptance.

H. Nursing

The Nursing model curriculum will extend the vetting period to February of 2014. The FDRG will need to meet after the vetting period is over. This will need to be coordinated with the Lead and the members.

ACTION:

- C-ID staff will follow up with Nursing FDRG Lead to schedule a meeting after the close of the vetting period.

I. Social Work

Pilati has communicated with the current FDRG members regarding the need to have FDRG CCC faculty with MSW. Only one member has responded so far. Pilati will continue to follow up with the members regarding the MSW requirement.

J. Public Relations

After researching this discipline, Pilati indicated that a TMC does not make sense for this degree. Members accepted this finding without comment.

VI. Reports

A. Senate updates

1. Areas of Emphasis – *Smith*

The Areas of Emphasis taskforce met and mulled over possible guidelines and criteria on the definition of areas of emphasis. Smith began by providing the group with a handout that showed the research on all final TMCs and the number of core courses in the given discipline. It was brought for consideration to ICW that an area of emphasis criteria could be TMCs that have 6 or less required units in the discipline, subject to change based on what ICW feels is an appropriate number of units and whether this is a criteria they want to adopt.

Swerkes and Pilati conducted research on Health Science and Exercise Science. There are two different tracks with regard to health science: one that is science based, and one that is community health based. They found that most science based Health Science careers had similar requirement with their lower division preparation courses, and most required graduate level courses. Chemistry, Bio Statistics, Intro to Psychology, General Biology, Personal Health, Anatomy, Physiology were all courses listed as required for CSU. Swerkes alluded that Health Science may be a good option to begin the work of areas of emphasis based on their research.

The group discussed what areas of emphasis could look like based on the information given by Smith, Pilati, and Swerkes. It was suggested that ICW consider using Ethnic Studies as a test discipline for areas of emphasis and convene a group of faculty members in various disciplines to determine whether areas of emphasis could work. ICW agreed that they must tread carefully to avoid presenting areas of emphasis as a marginalization for particular disciplines. Members also discussed the potential negative impression of turning existing TMCs into areas of emphasis, specifically because letters were written by both system offices stating vehement disagreement with the inclusion of areas of emphasis in SB 440.

Members discussed the difference between intentionally creating areas of emphasis as opposed to looking at current TMCs to see if they fit into a definition of areas of emphasis. Some believed that there is a difference between the two (intentional or not) and leaned towards the creation of areas of emphasis with intentionality. Articulation Officers in the group mentioned that some community colleges use broad areas of emphasis to capture those students who did not have a clearly defined pathway during their study at the campus. As discussed previously, a degree with an undefined 18-unit area of emphasis is unlikely to serve as adequate preparation for a CSU to deem it "similar" and graduate a student in 60 additional units. Van Selst proposed a working definition of areas of emphasis, containing multiple pathways but with more constrained course offerings.

Two suggestions were made to move forward: that Swerkes and Pilati convene the FDRG for the science based Health Science discipline and see if they can work on offering an areas of emphasis in that discipline; and that Van Selst will conduct research on creating an areas of emphasis for Social Sciences using his proposal of more constrained course offerings and bring back his research at the next meeting. The group was amenable to both suggestions.

ACTION:

- The FDRG for the science based Health Science will be convened. They will be tasked with looking at the creation of a health science area of emphasis.
- Van Selst will look into the creation of a Social Science area of emphasis, using a more constrained set of courses. The research will be brought back at the next meeting.
- More research will be conducted on Ethnic Studies by Shearer, Abma, and Pilati to see if this would be a viable area of emphasis. The research will be brought forth at the next meeting.

B. IOC Report

Smith reported on the IOC meeting at the end of October and stated that the meeting primarily revolved around the budget. IOC asked ICW to develop a plan for TMC development that includes a timeline for future TMC development and the all expenses, including development and maintenance costs. Spano noted that Adams completed significant work previously on preparing the budget and advocated that Adams look at the current budget to see if recommendations can be made based on it. Swerkes offered to review a draft MOU to identify a list of issues that influence the budget, with the goal of getting a commitment from the CSU Executive Vice Chancellor (EVC) Smith and faculty recommendations to EVC Smith.

ACTION:

- Adams will provide budget information regarding commitments that are already in place for TMC development.
- Swerkes will review a draft MOU to identify a list of issues that impact the budget and bring this forth at the next meeting.

C. CCC CO Report – Lenz

The Chancellor's Office reached the 1000 degree mark on November 15, 2013. Currently, there are 1013 degrees approved. ICW was reminded that the data posted on the Chancellor's Office website is a snapshot in time of the CO degree approval progress.

D. CSU CO Report – O'Donnell/Swerkes

O'Donnell reviewed the monthly snap shot. He reported that their focus currently is on incentivizing students to opt-in to the transfer programs. O'Donnell was asked to provide a report on the 4,000 students who graduated using an AD-T but did not apply to the CSU. He postulated that the misalignment between the fall application deadline and degree conferral at the CCC may have affected the transfer numbers and expects that more will come in the next round.

VII. Prepare for Future IOC Meeting

The following were identified tasks prior to the next IOC meeting:

- Adam's research on the budget will be brought to the next ICW meeting
- A publicity conversation will be brought forward at the next IOC

VIII. Local TMC Development Conversation – *Postma*

Baaske lead the discussion on behalf of Postma. He stated that Postma would like ICW to consider a proposal for TMC development in a discipline that only exists on two to three CSU campuses. Postma proposed that faculty are chosen for the FDRG not by having Discipline Input Group (DIG) meetings, but instead by picking local faculty between CCC/CSU sister campuses and designing a TMC based on already existing curriculum between the campuses. The members asked whether there was really a need to create these types of TMCs as local campuses can do this already. It was suggested that this item be brought forth again at the next meeting, when Postma is available to elaborate.

ACTION:

- This item will be brought back and discussed at the next meeting.

IX. Future Agenda Items and Next Meeting Time/Place

The next ICW meeting is scheduled for Thursday, January 30, 2014 at the Academic Senate Office.

X. Adjournment

Respectfully submitted by
Krystinne Mica
Administrative Assistant

Final Minutes
EXECUTIVE COMMITTEE MEETING
The Irvine Marriot Hotel- Irvine, CA
Wednesday, November 6, 2013

I. ORDER OF BUSINESS

A. Roll Call and Welcome Guests

President Beth Smith called the meeting to order at 12:50 p.m. and welcomed members and guests.

Members present: Julie Bruno, Dianna Chiabotti, Dan Crump, Dolores Davison, John Freitas, Michelle Grimes-Hillman, Kim Harrell, Lesley Kawaguchi, David Morse, Wheeler North, Cynthia Rico, Phil Smith, and John Stanskas.

Guests present: John Frazer, Student Senate for California Community Colleges (SSCCC); John Smith, California Community Colleges Independents (CCCI); Dennis Frisch, Faculty Association for California Community College (FACCC); Holly Macriss, Senate Associate Director.

B. Approval of the Agenda

The following items were added:

VI. F. California Community Colleges Association for Occupational Education – North
Non-Credit Task force – Harrell
Distance Education Task force – Freitas

The President informed members that all future meetings of the Executive Committee would be subject to the Bagley-Keene Act. Future meetings will be modified to be in alignment with the Act. This will be an item on the January Executive Committee agenda for discussion and official adoption of the act compliance. She distributed a handout describing the Act and requested that members' review it prior to the next meeting as practices of the Executive Committee may need to be adjusted.

President Smith distributed a communication survey. This survey will be used to develop a baseline for evaluating the executive director's communication skills as part of her performance evaluation. She noted that Grimes-Hillman would facilitate the distribution and collection of the survey and mail it directly to the attorney. The attorney will compile the results and share with both the president and executive director.

MSC (North) to approve the agenda as amended.

C. Oral Communication from the Public

No communication from the public.

D. Calendar

The Executive Committee was reminded of the upcoming deadline for Academic Academy and Accreditation Institute, as well as the upcoming deadline for the January 2014 *Rostrum*, which is January 13, 2014. The Executive Committee was informed that the November *Rostrum* is in progress and will be available to the public in the near future.

E. Action Tracking list

President Smith noted that the action-tracking list is a mechanism to document the progress of items assigned to Executive Committee members, committees, task and forces. She commented that many items have actually made progress than are reflected on the list. Members should email updates to Adams by the next agenda deadline.

F. Dinner Arrangements

No dinner arrangements were planned for the Executive Committee after the meeting. Members were reminded that a placeholder for a meeting is available on Friday, should there need to be any urgent resolutions.

II. CONSENT CALENDAR

A. October 4-5, 2013 Minutes

P. Smith pulled the minutes from the consent agenda and requested that the delay of 40 minutes in the start time for the October meeting be recorded in the minutes. It was noted, however, that what is included in the minutes should be what occurred at the meeting and that the president did not announce a reason for the delay. P. Smith requested that the reason for the delay be recorded in the minutes for this meeting and include that the vice president, secretary, and treasurer requested to confer with the president prior to the official start of the meeting.

Other changes small edits to the minutes were discussed.

MSC (Chiabotti) to approve as amended.

III. LEGISLATION

A. Legislative Activities, Morse

Morse noted that there has been no recent activity on bills given that the Legislature has not been in session. He informed members about a meeting with Vice Chancellor Stewart and other leaders to develop a community college legislative agenda to include a stabilization package; concurrent enrollment; professional development funding; and continuous appropriation. Community College League of California (CCLC) is also bringing forth a legislative package, which community college constituent groups were in support of, that includes student fees (cap at 10 units), reforming CalGrants, and changing auditing fees to make them proportional to regular fees. Morse indicated he would send a list of the proposals discussed to the Executive Committee.

Members discussed AB 806, Community colleges: salaries of classroom instructors (Wilk) and its intent to eliminate the 50% law. Members had a lengthy discussion about

the 50% law and suggested that the Executive Committee include an article in the next *Rostrum* to address this issue.

Action:

- Morse will forward a list of proposals discussed by the Chancellor's Office Legislative group to the Executive Committee.
- Morse will draft an article on AB 806 and issues of concern for the next *Rostrum*.

IV. ORGANIZATIONAL ACTION ITEMS

A. Accreditation Institute

P. Smith presented the tentative program for the Accreditation Institute. Members discussed the draft outline of the program and requested that the chair further develop the program including descriptions and possible presenters for the next agenda. P. Smith encouraged members to send suggestions prior to the finalizing the program in January.

MSC (Davison) to approve the program with the provision that more details will be provided by the next meeting prior to approval.

B. Academic Academy

Harrell presented the Academic Academy Institute program, which reflected the changes requested at the last Executive Committee meeting. It was suggested that the number of breakouts (currently three) be increased because of the invitations sent to CSU General Education Advisory Committee (GEAC) and to the senate presidents of CSU and UC may encourage additional participants. Previous Academic Academy registrations reflect that number of participants who actually attend in response to the invitations to GEAC is smaller than anticipated. A note was made that the panel discussion at the end for CSU/UC was mistakenly dropped from the program and should be included in the final program.

The Executive Committee reflected on the value of general education (GE) and emphasized that the theme of the event is GE. Members discussed the potential role of C-ID (Course Identification) System descriptors in GE and decided that it would be premature to mention C-ID during the February program since discussions are still pending regarding the role of C-ID in GE. Members agreed that it is important to communicate the importance of GE, not only to faculty but also to students. Members' suggestions will be considered by the committee as they continue planning the event.

MSC (North) to approve the program as amended.

Action:

Harrell will update the program to include any suggestions or changes from the Executive Committee and bring back to the next meeting with descriptions and potential presenters.

C. Joint Advocacy Communication

Morse informed members of his discussion with the FACCC Executive Director on a joint monthly communiqué to faculty and the public to highlight the relationship between

FACCC and ASCCC. Members considered the potential pros/cons to the proposal, which included the potential for conflicts between the ASCCC and FACCC because of adopted positions of the Senate, the need to resolve who should receive information given that FACCC is a paid membership organization, and other issues that should be considered prior to any arrangement. Crump reminded members that the Senate has an existing MOU with FACCC and urged them to consider revisiting the MOU in light of the current request. B. Smith noted that communication with FACCC is often mentioned in the President's Update and it may not be necessary to duplicate the work. Members suggested that the MOU between FACCC and ASCCC be researched and that Morse continue conversations with FACCC about how the two organizations could potentially collaborate.

Action:

- Bring the MOU between ASCCC and FACCC to the next Executive Committee meeting.
- Morse to continue conversations with FACCC about joint communication.

D. Reinstatement of Local Senate Visits

Morse reminded members about the past practice of local senate visits and noted that the Executive Committee decided to discontinue participating in local senate visits because of costs, local campuses disinterest and various other reasons. Members discussed the value of local senate visits and ways to improve the process to ensure that senates see the visits as a resource. By consensus, members felt that the local senate visits should be reinstated with an updated policy and advertisement.

MSC (Davison) to reinstate local senate visits.

Action:

- Kawaguchi will send to members the general practices document used during previous local senate visits.
- B. Smith will consider a plan for reinstating the local senate visits including the development of a master document to be used with local senate visits.

E. Budget Augmentation

Members reviewed the proposed budget change and questioned where the additional funding of \$14,670 came from. North noted that the reallocation of the \$14,670 is expenditure above the proposed budget they approved in August, which would decrease the outcome of the Senate's bottom line. He stated that C-ID funds for this year have been expended within the first four months of the grant and funds from Statewide Career Pathways (SCP) are being leveraged to continue C-ID work in the CTE area. B. Smith provided that conversations are currently being held regarding the future funding of C-ID.

MSC (Harrell) to approve the amended budget.

V. REPORTS

A. Chancellor's Office Liaison Report

No report was given.

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

a. AAUP Liaison

No report was given.

b. CCA Liaison

No report was given.

c. CCCI Liaison, John Smith

J. Smith reported on recent activities of CCCL.

d. CFT Liaison

No report was given.

e. FACCC Liaison, Dennis Frisch

Frisch reported on recent FACCC activities.

f. Part-time Faculty Liaison

No report was given.

g. Student Senate Liaison, John Frazer

Frazer updated members about recent adopted Student Senate resolutions, status of their current leadership, and their search for an executive director.

VI. EXECUTIVE COMMITTEE DISCUSSION ITEMS

A. ASCCC Audit

North noted that the agenda item background mistakenly says that the officers made the recommendation, which is incorrect. The Budget and Finance Committee is making the recommendation. He then provided background information about this year's audit.

The conversation segued into a conversation about accountability. Chiabotti raised concern about the emerging culture across the state of blaming the Accrediting Commission for Community and Junior Colleges (ACCJC) for issues and deflecting campus accountability. She was concerned that colleges are no longer taking responsibility for their own actions. B. Smith noted that the message to the field is that the Academic Senate has concerns about ACCJC, but the role of the Senate is to help colleges meet the standards. The Senate has offered several resolutions on accreditation stating this message. She noted that representatives from the ACCJC will speak on the Thursday general session and it is important to lay groundwork to be courteous hosts during the general session.

B. Consultation Council

B. Smith shared a conversation that Chancellor Harris participated in about the role of the Consultation Council. Chancellor Harris made note that the taskforce convened to consider the potential for CCC to award baccalaureate degrees is a preemptive response to legislation,

as other states are now also discussing community colleges awarding baccalaureate degrees. Topics for the next meeting include the League vetting the report on baccalaureate degrees, budget, and FON. A question was raised regarding the report on Accreditation and if the report is ready for dissemination. B. Smith noted that the report was finished in July 2013, but the release date of the report was delayed so the report would not get lost in the shuffle in the midst of the ACCJC findings on City College of San Francisco (CCSF). Rico inquired about whether Chancellor Harris has looked at the community college mission and its alignment with the proposal to award bachelor degrees. B. Smith stated that the report coming out from Chancellor Harris is only a report and not his recommendations. There is no official position yet.

B. Smith informed the group that she and Morse would make a presentation before the Board of Governors next week on how the Senate is helping them achieve their goals. The presentation will focus on student success, transfer, career and technical education. It was noted that the Board of Governors re-elected Manuel Baca as the Board President.

C. C-ID/TMC Update

The Program Specialist position for C-ID is currently vacant as Holly Demé moved to ASSIST to be the new Program Manager. The biggest concern now is the passage of SB 440 and how this will interact with SB 1440 and the currently established system. B. Smith attended the Intersegmental Oversight Committee (IOC) meeting and spoke with the group about the direction of C-ID and TMC work. Bruno updated members on the current projects of C-ID, including model curriculum development for career technical education programs, certificates, and leveraging SB 70 dollars to fund C-ID work.

The conversation evolved to SB 440 and implications of how to lay this layer on top of the existing system. SB 440 did not come with money attached, posing an extra layer of difficulty with developing the proposed areas of emphasis. B. Smith noted that a plan is being developed to outline the costs of Transfer Model Curriculum (TMC) and SB 440 and will be presented to IOC. Members discussed the issue of counselors not having enough training about TMCs and C-ID, resulting in confusion from the field.

An agenda item was proposed regarding the Academic Senate's role in C-ID, which clearly delineated what C-ID is and is not (myth busting). Other concerns were noted including the perceived secrecy of the faculty discipline review groups (FDRG), and the indirect way the public can contact primary reviewers and FDRG leads. It was stated as an option that Executive Committee members do not serve as course reviewers or primary reviewers in C-ID. Chiabotti noted that C-ID review is not in the Executive Committee reassigned time letters and members are not paid the stipend for reviewing.

Action:

- Agendize for a future meeting C-ID and relationship with Senate

D. Fall Session Planning

Members discussed the potential impact of the ACCJC presentation about the new Standards during the first general session. They noted that if not enough time was available for the

collection of feedback surveys, they could use the Area Meetings on Friday to collect more feedback. B. Smith mentioned that not many resolutions were brought forth; therefore, Saturday may be a shortened day.

It was stated that Julie Adams was not at the session as she is attending a conference on women's leadership to support her work on her dissertation.

E. 2013 Institute for Equity, Effectiveness, and Excellence at Hispanic Serving Institutions

Chiabotti informed the group of the two-day conference, and stated that the first day was reserved for college teams to review data. Chiabotti attended a breakout on Statway and reported they are gaining momentum. There is talk that a resolution will come in spring to ensure that the Title 5 graduation requirement for intermediate algebra is met with a transfer level mathematics course. CMC³ North and South have each taken this position.

F. California Community Colleges Association for Occupational Education (CCCAOE)

North updated members on the recent California Community College Association of Occupational Educators (CCCAOE) conference and the issues discussed at the conference on student transfer from high school to community college, and subsequently to a four-year institution. He noted that the current expectation of the Legislature and public is to get a job, instead of going to a four-year school. Tech Prep, which was funded by Perkins and supported by the Chancellor's Office, is running out of funding. The Chancellor's Office *Doing What Matters* campaign extended the money for a regional transition coordinator to two and a half years. Eleven colleges are in the process of applying for RFAs. AB 86 gave \$250 million to California Department of Education to spend money on programs.

G. Noncredit Task force

Harrell updated members on the work of the Noncredit Task Force.

H. Distance Education Task Force

Freitas noted that the draft minutes for Distance Education were sent to the Executive Committee. There will be two surveys out soon, with a deadline of November 24, 2013.

VII. ASCCC Written Reports

A. Executive Director

B. Foundation Report

C. Committee Reports

a. Internal Process Committee, Bruno

b. Organizational Oversight Committee, Bruno

D. Task Force Reports

a. Credit by Exam Task Force, Kawaguchi

b. General Education Task Force, Harrell

c. Integrity Task Force, Davison

d. Professional Development College Task Force, Grimes-Hillman

E. Liaison Reports

a. CalWORKs Work for Student Workgroup, Crump

F. Grant and Project Reports

G. Approved Minutes

a. August 22-24, 2013

Respectfully submitted by
Krystinne Mica, Administrative Assistant
Julie Bruno, Secretary