



Friday, March 6, 2015 Meeting

Riverside College

4800 Magnolia Ave, Riverside, CA 92506

11:00 a.m. – 11:30 a.m. Lunch

11:30 p.m. to 5:30 p.m. Meeting

Saturday, March 7, 2015

Mission Inn Hotel & Spa

3649 Mission Inn Ave, Riverside, CA 92501

8:30 a.m. to 9:30 a.m. Meeting

9:30 a.m. – 11:30 p.m. Closed Session: Board of Governors Faculty Interviews

11:30 p.m. – 12:00 p.m. Lunch

12:00 p.m. – 3:00 p.m. Closed Session: Board of Governors Faculty Interviews Resumes

The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at info@asccc.org or contacting Tonya Davis at (916) 445-4753 no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.

Public Comments: A written request to address the Executive Committee shall be made on the form provided at the meeting. Public testimony will be invited at the beginning of the Executive Committee discussion on each agenda item. Persons wishing to make a presentation to the Executive Committee on a subject not on the agenda shall address the Executive Committee during the time listed for public comment. Public comments are limited to 3 minutes per individual and 30 minutes per agenda item. Materials for this meeting are found on the Senate website at: http://www.asccc.org/executive_committee/meetings.

I. ORDER OF BUSINESS

A. Roll Call

B. Approval of Agenda

C. Public Comment

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

D. Calendar

E. ASCCC Action Tracking

F. Dinner Arrangements

II. CONSENT CALENDAR

A. February Executive Committee Meeting Minutes, Stanskas

B. ASCCC Open Meeting Policy, Rutan

C. Technical Assistance Curriculum Visits, Grimes-Hillman

D. ASFCCC Foundation – Research Development, Grimes-Hillman

E. Bylaw Changes, Rutan

F. Rules Changes, Rutan

G. Executive Committee Meeting Schedule, Adams

H. Local Senates Handbook, Braden

I. ASCCC Strategic Planning, Morse/Adams

J. Professional Development College Technology, Adams

III. REPORTS

A. President's/Executive Director's Report, Morse/Adams – 20 mins.,

B. Foundation President's Report, Bruno – 10 mins.,

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

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

IV. ACTION ITEMS

A. Legislative Activities, Bruno – 20 mins.

The Executive Committee will be updated on current legislative measures and take action as necessary.

B. Spring Session Planning – 20 mins., Morse/Adams

The Executive Committee will approve the final preliminary program for the 2015 Spring Session.

C. ADT Paper – 15 mins., Bruno

The Executive Committee will consider for approval the Associate Degree for Transfer paper to forward to the Spring Plenary Session for discussion and possible adoption.

D. Curriculum Institute – 15 mins., Grimes-Hillman

The Executive Committee will consider for approval the draft outline for the 2015 Curriculum Institute.

E. Executive Committee Evaluation for Periodic Evaluation of ASCCC – 10 mins., Rutan

The Executive Committee to consider for approval an evaluation tool to be used in evaluating the Executive Committee oversight of the ASCCC.

F. Policy for Removal of a Member of the Executive Committee – 10 mins., Rutan

The Executive Committee will consider for approval a proposed policy on the removal of a member of the Executive Committee for cause.

G. Supplemental Instruction Survey and Glossary – 15 mins., Freitas

The Executive Committee will provide feedback to the Educational Policies Committee on addressing resolution 13.20 F11 and consider for approval future direction.

H. ASCCC Regional Noncredit Meetings: Mileage PT Faculty – 10 mins., Crawford

The Executive Committee will consider for approval providing mileage reimbursement for part-time faculty attending the noncredit curriculum regional meetings.

I. Vocational Education Institute – 10 mins., North/Adams

The Executive Committee will consider for approval the topics for the 2015 Vocational Leadership Institute.

J. Executive Committee Resolutions Fall 2014, 2.5 hours, Freitas

The Executive Committee will consider for approval resolutions to forward to pre-session Area meetings for discussion.

K. Board of Governors Faculty Nomination Interviews – 4 hours, Morse

The Executive Committee will interview the candidates for the faculty seat on the Board of Governors Faculty in closed session.

V. DISCUSSION

A. Chancellor's Office Liaison Discussion – 15 mins., (Time Certain 12:15 p.m. Friday)

The Executive Committee will be updated on system-wide issues and projects.

B. Consultation Update – 10 mins., Morse/Bruno

The Executive Committee will receive an update on the recent Consultation meeting.

VI. REPORTS (if time permits, additionally Executive Committee announcements and report may be provided)

A. Committee Reports

1. Curriculum Committee, Grimes-Hillman
2. Educational Policies Committee, Freitas
3. Online Education Committee, Freitas

B. Task Force Reports

1. Institutional Effectiveness Partnership Initiative

C. Liaison Reports

1. CAI, Rutan
2. SACC, Grimes-Hillman
3. WICHE, Davison

D. Senate Grant and Project Reports

1. C-ID, Bruno

E. Local Senate Reports

VII. ADJOURNMENT

March 06, 2015

Friday

12:00 AM - 12:00 AM

Executive Meeting

March 07, 2015

Saturday

12:00 AM - 12:00 AM

Executive Meeting

Please See Above

March 12, 2015

Thursday

12:00 AM - 12:00 AM

Academic Academy -- South

March 13, 2015

Friday

All Day

Academic Academy -- South

Please See Above

March 14, 2015

Saturday

12:00 AM - 12:00 AM

Academic Academy -- South

Please See Above

March 16, 2015

Monday

12:00 AM - 12:00 AM

Board of Governors Meeting -- Sacramento

The California Community Colleges Board of Governors will hold a meeting in Sacramento, CA.

March 17, 2015

Tuesday

12:00 AM - 12:00 AM

Board of Governors Meeting -- Sacramento

Please See Above

March 25, 2015

Wednesday

All Day

Due -Curriculum -Agenda -- ASCCC Office

March 25, 2015 Continued

Wednesday

All Day

Due- Curriculum Institute Program Outline -- ASCCC Office

1. Meet with your committee to develop theme and specifications for the events
 - a. Specifications include start and ending times and number of breakouts
 - b. Theme is not absolutely necessary but might help to focus the breakouts
 - c. Brainstorm ideas about general sessions, breakouts, presenters, facilitators for events.
 - i. Please note that facilitators can only be Executive Committee or committee members
 - d. Draft blurb, with input from your committee, for the website. This blurb is used for marketing purpose and should broadly provide what the event is about this year. After you have a draft program, you will revise this blurb to include more details.

All Day

Due- Curriculum Preliminary Speaker List -- ASCCC Office

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

All Day

Executive Committee Agenda Deadline -- Senate Office

March 27, 2015

Friday

8:00 AM - 12:00 AM

Area Meeting

March 28, 2015

Saturday

12:00 AM - 8:30 AM

Area Meeting

Please See Above

All Day

Resolutions Due Area A & B

March 29, 2015

Sunday

All Day

Resolutions Due Area C & D

April 08, 2015

Wednesday

All Day

Session Executive

April 09, 2015

Thursday

12:00 AM - 12:00 AM

Spring Pleanry Session

April 10, 2015

Friday

All Day

Spring Pleanry Session

Please See Above

April 11, 2015

Saturday

12:00 AM - 12:00 AM

Spring Pleanry Session

Please See Above

April 19, 2015

Sunday

All Day

Rostrum Deadline

April 20, 2015

Monday

All Day

Preliminary Speakers List Curriculum Institute

April 27, 2015

Monday

All Day

Final Program Due Faculty Leadership

All Day

Presenters, Travel, Hotel and AV Requests Faculty Leadership

May 07, 2015

Thursday

12:00 AM - 12:00 AM

Vocational Education -- South

May 08, 2015

Friday

All Day

Vocational Education -- South

Please See Above

May 09, 2015

Saturday

12:00 AM - 12:00 AM

Vocational Education -- South

Please See Above

May 12, 2015

Tuesday

All Day

Program to Print Faculty Leadership

May 13, 2015

Wednesday

All Day

Executive Agenda Items Deadline -- Senate Office

All Day

Final Program Due Curriculum Institute

May 18, 2015

Monday

12:00 AM - 12:00 AM

Board of Governors Meeting -- Sacramento

The California Community Colleges Board of Governors will hold a meeting in Sacramento, CA.

May 31, 2015

Sunday

12:00 AM - 12:00 AM

Executive/Orientation

June 01, 2015

Monday

All Day

Due -Final Draft Program - Academic Academy -- ASCCC Office

1. Draft final program to Executive Director by June 1st, 201.

June 08, 2015

Monday

All Day

Final Program to Printer -Academic Academy -- ASCCC Office

June 11, 2015

Thursday

12:00 AM - 12:00 AM

Faculty Leadership Institute -- North

June 12, 2015

Friday

All Day

Faculty Leadership Institute -- North

Please See Above

June 13, 2015

Saturday

12:00 AM - 12:00 AM

Faculty Leadership Institute -- North

Please See Above

June 22, 2015

Monday

All Day

Due -Materials -Academic Academy -- ASCCC

1. Digital materials for the CD/Flash drive, breakout materials, general session materials due to Tonya by June 22nd, 2015 (today).

June 29, 2015

Monday

All Day

Registration Ends Today -Academic Academy -- ASCCC Office

July 09, 2015

Thursday

12:00 AM - 12:00 AM

Curriculum Institute -- South

July 10, 2015

Friday

All Day

Curriculum Institute -- South

Please See Above

July 11, 2015

Saturday

12:00 AM - 12:00 AM

Curriculum Institute -- South

Please See Above

July 20, 2015

Monday

12:00 AM - 12:00 AM

Board of Governors Meeting -- Sacramento

The California Community Colleges Board of Governors will hold a meeting in Sacramento, CA.

July 21, 2015

Tuesday

12:00 AM - 12:00 AM

Board of Governors Meeting -- Sacramento

Please See Above

Executive Committee

ing Record of agenda items -- 2014 - 2015

date of meeting	agenda item	responsibility	due	completed	agenda item	further action/status
Sept. 2014	ADT Draft Paper	Bruno	Future		IV. C.	Another draft will return to the next meeting for possible approval. On March Agenda.
Sept. 2014	Senate/Union relations Paper				IV. G.	The chair of the Education at Policies Committee will bring back an outline for the paper to another Executive Committee meeting for consideration for approval.
Oct. 2014	C-ID Future	Adams		15-Feb	IV. A.	Adams to develop a grant packet to send to all colleges who submitted a request for interest providing what the Senate is willing to provide in support of the C-ID System. Completed and sent to 5 colleges. The deadline for grants is March 13th to the Chancellor's Office.
Oct. 2014	C-ID Future	Morse/Adams			IV. A.	Senate leadership to work with the CO to provide for short-and long-term fiscal stability of C-ID.
Oct. 2014	Local Senate Survey	Bradén			IV. G.	Develop two questions with the Area Reps. And the executive director to inform how best to respond to this resolution.
Oct. 2014	Current (Recency) Survey from S&P Committee	Rutan	Future		IV. H.	Rutan will follow up with the CO's to determine whether or not adding recency is legal and bring this item back to the EC for further discussion.
Oct. 2014	Accreditation Paper Outline	Stanskas	Future		IV. I.	A draft paper will be presented at a future EC meeting for discussion.
Oct. 2014	ASCCC Certification	Adams/Davison	Future	15-Feb	IV. K.	Adams in collaboration with Professional Development Committee Chair Davison, to explore developing a credentialing program for consideration by the EC. February Meeting
Oct. 2014	Committee Communication	Adams	Future		IV. L.	Adams will work on revising the policies and drafting some guidelines for consideration by the EC at a future meeting.
Oct. 2014	Associate Degree for Transfer (ADT) Draft Paper	Bruno	Future		IV. N.	1. The Senate Leadership team will work with the CO's to obtain answers to the questions above. 2. Once the questions are answered, the authors of the ADT paper will bring this item back to the EC for discussions and possible approval.
Nov. 2014	Supplemental Instruction Survey and Glossary	Freitas	Jan. 15		IV. G.	Freitas will clarify with Sanchez the target audience and whether or not the group drafting the survey is willing to collaborate with the Executive Committee. This item will return in January for further discussion and possible action. Sanchez was not available to join the DE committee meeting. This item will come back to a future agenda once questions requested by Exec can be clarified. March 2015 Agenda.
Nov. 2014	Revision to Rule for Referring Resolutions	Freitas	Jan. 15		IV. D.	By consensus, members commented that more clarity of the process is needed and requested that this item return to the January meeting for further discussion. Based on comments made by the EC, the Resolutions chair determined that the current process will be maintained until further conversations can be had with the parliamentarian and the Resolutions committee.
Nov. 2014	President and Executive Director's Job Descriptions	Adams	ASAP		IV. E.	The revised job descriptions will be inserted into the policies.
Nov. 2014	SB 967 Student Safety. Sexual Assault	Todd	Future		V. E.	Equity and Diversity Action Committee (EDAC) will have a conversation about how to assist local senates and make a recommendation to the Executive Committee on how to assist local senates.

Jan. 2015	Board of Governors Faculty Nomination Interview	Adams	ASAP	15-Feb	Il. E.	Office staff sent out another call for Board of Governors nominations to the field for interviews in March. Manual Baca was notified that he will be forwarded to the Governor without an interview. The Governor's Office was also notified that the process has been continued. Interviews on March Agenda. Adams will bring back to a future meeting a recommended process for creating a compendium of still relevant <i>Rostrum</i> articles including funding for its publication.
Jan. 2015	The Best of the <i>Rostrum</i>	Adams	Future		Il. F.	The Online Education paper will be deprioritized until action progress and results of the Online Education Initiative (OEI) can be evaluated. The current version of the paper will be divided into three <i>Rostrum</i> articles as noted in the agenda item.
Jan. 2015	De-prioritizing Work on the DE Paper	Frelas	Future		Il. G	Morse and Adams will consider a joint report as appropriate. A joint report has been submitted on the February agenda. Morse and Adams will see how this works to inform future items. A joint report was made on the February report. This is complete.
Jan. 2015	Reports	Morse/Adams	Feb. 2015	15-Feb	Ill. A. & B.	

EXECUTIVE COMMITTEE MEETING

February 6 - 7, 2015 Meeting

I. ORDER OF BUSINESS

A. Roll Call

President Morse called the meeting to order at 12:30 p.m. and welcomed members and guests.

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

Liaisons: Sharon Vogel, FACCC.

Guests: Byron Breland, President, San Jose City College; Doug Dildine, Diablo Valley College; Duncan Graham, San Jose City College; Danny Hawkins, Board of Governors member; Larry Harric, San Jose City College; Margaret Muench, San Jose City College; Eric Narveson, Evergreen Valley College; David Yancy, San Jose City College

Byron Breland, San Jose City College president and Jesus Covarrubias, senate president welcomed the Executive Committee and guests to San Jose City College.

B. Approval of Agenda

The agenda was approved by consensus.

C. Public Comment

No public comment.

D. Calendar

The next *Rostrum* articles are due on April 19, 2015.

E. Dinner Arrangements

Members discussed dinner arrangements.

II. CONSENT CALENDAR

A. December Strategic Planning Meeting Summary Minutes, Stanskas

B. January Executive Committee Meeting Minutes, Stanskas

C. Honoring Faculty – Emeritus, Rutan

D. CIO Curriculum Event, Grimes-Hillman

E. ASCCC Legislative Website, Bruno

F. ASCCC Annual Report, Adams

G. Survey on College Grants Processes, Freitas

H. ASCCC Open Meeting Policy, Rutan

I. Technical Assistance Provider—Career Pathways Design, Adams

Item II. H. was pulled from the consent calendar.

MSC (Braden/Rutan) to approve the consent calendar as amended.

Action:

- Item C: The rights of the emeritus senators will be included in policy.
- Item D: The chair of the Curriculum Committee will work with the CIOs to hold a CIO workshop on Tuesday, April 14 prior to the CIO conference
- Item E: Staff will work on creating a Legislative and Advocacy Committee webpage.
- Item F: Members will submit paragraphs as noted in the annual report and others as appropriate for the annual report by February 27th.
- Item G: The chair of the Educational Policies Committee will send the final survey to Adams for formatting and posting.
- Item I. Staff will work with others to submit a proposal for the Technical Assistance provider for Career Pathways design.

H. ASCCC Open Meeting Policy

In 2014, the Executive Committee requested that the Internal Process Committee (a newly formed committee to address internal policy issues) to draft an open meeting policy that outlined the process and procedures for conducting Executive Committee meetings, which was subsequently codified in a request by the body under resolution 1.03 S14. Specifically, resolution 1.03 asked the Executive Committee to review its bylaw to incorporate the requirements of the Brown Act to the extent possible for all of the Executive Committee meetings. While revising the bylaws, the Standards and Practices Committee added a section that requires that all Executive Committee meetings adhere to the California Open Meeting Law. However, during the January 2015 Executive Committee meeting, members felt that strict adherence to the Brown Act would prevent the Executive Committee from holding interviews for Board of Governors faculty nominations, as well as other critical activities. The draft policy document included in this agenda acknowledged the requirements of the Brown Act while making minimal allowances for the uniqueness of the ASCCC Executive Committee needs to conduct its business.

Resolution 1.03 S14 was directed towards the Executive Committee and not its committees or task forces. The ASCCC Open Meeting Act was attempting to follow the direction of the resolution. The Chancellor's Office legal counsel informed members last year that the ASCCC is not under the Brown Act or Bagley Keene because it was not created by a legislative body but instead by its own membership. One member raised concern about the Chancellor's Office expertise to make the determination about whether or not the Senate is under Bagley Keene Act or Brown Act.

Recently, the Intersegmental Committee of Academic Senates was asked about whether or not their senate was guided by the California Open Meeting Act. The CSU reported that the CCC is different because of how we were created. Members suggested that the ASCCC attorney be contacted for advice.

MSC (Davison/Grimes-Hillman) to approve the open meeting policy.

Action:

Morse will contact the Senate's attorney for a written opinion to clarify the ASCCC status related to Brown Act and Bagley Keene Act. If the attorney does not have experience in this area, Morse will inquire about recommendations of attorneys who do have experience with open meeting laws.

III. REPORTS

A. President's/Executive Director's Report

Morse reminded members that our meeting should adhere as much as possible to the Brown Act as directed by resolution. Thus, conversation under the reports section should be limited to clarification only and not a discussion or debate of issues noted in the reports. He then updated members on the following recent activities:

- Attendance at the CCLC Legislative event; the event was very welcoming with the opportunity to connect with a number of legislators and staff including Kevin DeLeón, Jose Medina, Marty Block, and Rocky Chavez. The event also had an excellent speaker on equity, Manuel Pastor from USC, to whom we might consider extending a presentation invitation for a future ASCCC event.
- Meeting with Thuy Nguyen (interim CEO/President of CCLC) regarding revamping the technical visit and updating the scenarios.
- Discussions about legislative activities on auditing change. Morse has had conversations with CCLC and the CO regarding the pursuit of changes to the auditing fee. It has been suggested that this year might not be the best time to pursue legislation to increase the auditing fee because of the current debate about the UC fees increases.
- Meeting with the Success Center Board chaired by Paul Steenhausen.
- Meeting of CCC Accreditation Task Force.
- Discussion about new movement on Prop 13 Reform for businesses and corporations.
- Morse commented about the upcoming elections in spring. He suggested that contested elections are normal for a democratic process; however, he recommended that members consider sharing with others that they are contemplating running for a position and cited an example from last year between Braden and Todd.

Adams augmented Morse's report above and provided additional information regarding her statewide conversations including:

- Discussions with Saddleback regarding the CAI Professional Development. The Saddleback Professional Development team is now led by a faculty member who understands the role of the ASCCC in faculty professional

development. We have proposed to host several regional meeting for instructional and counseling faculty to assist faculty in understanding the Common Assessment tool. The first meeting of the CAI Professional Development Committee will be held in April.

- Discussions with Butte regarding stipends for faculty serving on the three technology initiatives. Representatives of the ASCCC and the Initiatives agreed in May the criteria and amount for faculty stipends. However, Butte and the Chancellor's Office are now debating the amount of the stipends and who should receive a stipend. The Senate leadership is still working on resolving the issue with stipends.
- Staffing and event updates.
- Attendance of Morse and Adams at a CEO Symposium hosted by the American Society of Association Executives. This event provides chief of staff and volunteer leader the chance to explore priorities for the year and determine how best to work together in addressing priorities for the association. The hope of attendance at this symposium is a greater understanding of the roles and responsibility of staff and the board to continue to form a strong organization built on trust and respect.

B. Foundation President's Report

President Bruno informed members about the annual Foundation Spring Fling scheduled to be held on Friday night during the upcoming Spring Plenary Session. She noted that the registration for the Spring Fling and donation webpages are now available for individuals to purchase tickets or donation items for the silent auction. Members were encouraged to solicit donations from their campuses as soon as possible.

C. Legislative Activities, (Action, as necessary)

The chair of the Legislative and Advocacy Committee updated members on legislative activities. No action was taken.

D. Chancellor's Office Liaison Report

President Morse shared with members a written report from Vice Chancellor Pam Walker. It was noted that after July 1, ADTs will only be considered if all C-ID descriptors have been approved. This is a change from current practice that permits courses to be in review for C-ID. New ADT templates have been released for Chemistry, Biology, Film and TV, Agriculture, and Dietetics.

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

Vogel provided members with a FACCC update including upcoming events.

IV. ACTION ITEMS

A. Academic Academy Draft Program

Members were updated on the planning for the Academic Academy and provided feedback.

MSC (Freitas/Davison) to approve the Academic Academy Draft Program.

Action

- The final program will be posted on the website and sent to the office by February 13, 2015.

B. Norbert Bischof Faculty Freedom Fighter Award (NBFFF)

The Norbert Bischof Faculty Freedom Fighter Award is an Executive Committee award, which is given occasionally to those that meet the following purpose of the award:

The **Norbert Bischof Faculty Freedom Fighter Award (NBFFF)** is presented to faculty leaders who have exhibited exceptional leadership skills by helping to maintain a healthy and functional system of governance or by having demonstrated exceptional courage and effectiveness in support of the adopted principles and positions of the Academic Senate.

The Standards and Practices Committee has discussed recommendations for the NBFFF and raised questions about the criteria used to make the best determination for who should receive this award. The original intent of the award is to recognize individuals who have made an impact both locally and statewide. It was clarified that there are two different awards under the NBFFF. A scholarship to the Faculty Leadership Institute is provided to individuals who demonstrate exceptional leadership in response to challenges at the local level. The other NBFFF award recognizes those individuals who demonstrate faculty leadership in responding to challenges that impact faculty governance at the statewide level via a presentation at the Faculty Leadership Institute.

MSC (Bruno/Davison) to request that the Standards and Practices Committee (S&P) discuss criteria and a brief process that the Executive Committee might use to grant this award.

Action:

- Adams will research the history of this award to inform the work of S&P.
- S&P will develop criteria and brief summary process for consideration by the Executive Committee.

C. Revision to the Disciplines Lists

Members discussed the Disciplines List Revision summary report and raised concern with the Supply Chain Technology proposal. One member noted that the proposal on the Supply Chain Technology appears to be limited to only a few colleges which does not demonstrate a statewide need. Members were reminded that their role is to confirm that the application is complete and not to offer advice about areas that the discipline should determine. It is the opinion of the Standards and Practices Committee that the Supply Chain Technology proposal is complete based on the newly revised Disciplines List Revision process. There was also an opportunity to raise any issues regarding the proposal when the Executive Committee received the proposals last year as well as when the proposal was

heard at the first hearing in fall. If members had concerns at that time, any issues should have been raised so that the Chair of the Standards and Practices Committee could have alerted the proposer. If the proposal is not sent forward at this point, the proposer would have to wait another two years before bringing back the proposal for consideration. By consensus, the proposal should be brought to the body for discussion and debate.

MSC (North/Bruno) to move the three disciplines list revisions forward to the body for discussion and debate.

MSC (Todd/North) to move the Supply Chain Technology forward to the body for discussion and debate.

D. Spring Noncredit/Curriculum Regional Meetings

Members discussed the regional meeting for noncredit and curriculum. Concern was raised regarding how the program was packaged. Historically, when the ASCCC held events focused on noncredit, only those who currently have noncredit programs attended. If the intent of the regional meetings is to also attract individuals who are considering programs because of AB86 or noncredit funding changes, then the program should be packaged to attract those who do not have noncredit programs. Members agreed that the presentation should be changed to attract the broadest audience possible.

Members also discussed providing part-time faculty with a stipend to cover travel to attend the regional meetings. Some felt that by providing a stipend would encourage more part-timers, who teach many of the noncredit classes, to attend the meetings. Others felt, however, that by providing a stipend might limit the number of part-time faculty because only a few part-time faculty members would receive the funding. Another alternative is to encourage faculty leaders to work with their unions, CEOs, AB86 Regional Consortia, and others to provide funding for their part-time faculty to attend these meetings. Adams noted that the budget item for regional meetings would not be sufficient to pay for the upcoming regionals meetings and provide stipends for part-time faculty, particularly given that there is no estimate about how much would be expended.

MSC (Stanskas/Davison) to approve the program with improved packaging.

MSF (Crawford/Klein) to provide mileage to PT faculty to attend the regional meetings.

MSC (Bruno/North) to reach out to CEOs, CIOs, and AB86 Consortia to provide monetary support to encourage part-time faculty to attend this event.

Action

- Members will assist Klein with packaging of the final program prior to sending to the listservs.
- Morse will reach out to CEOs, CIOs, and AB86 Consortia to provide

monetary support to encourage part-time faculty to attend this event.

E. ASCCC Certification

At the October meeting, the Executive Committee approved an exploration of a credentialing program for the Senate. The executive director and the Chair of the Professional Development Committee developed a draft process which includes the program goals, course curriculum development, mode of delivery, course content and assessments, marketing, and cost.

MSC (Bruno/Todd) to approve the ASCCC certification process and to back date to allow CTE Academic Academy to use the certification.

Action

- The executive director in collaboration with the Professional Development Committee chair to implement the credentialing program.

F. Spring Session Planning

The Executive Committee discussed the preliminary program for the 2015 Spring Session.

MSC (Rutan/Grimes-Hillman) to approve the preliminary program for the 2015 Spring Plenary Session.

G. Local Senates Handbook

Members discussed the draft Local Senates handbook and provided feedback to the Relations with Local Senates Committee chair. This item will return to the next meeting for consideration to forward to the Spring Plenary Session for possible discussion and debate.

H. NISOD Conference

The ASCCC policy is to approve all out-of-state travel for Executive Committee members. NISOD (National Institute for Staff and Organizational Development) has accepted a presentation proposal for C-ID and SCP. Bruno, Pilati, and Costa would need to travel to Austin, Texas to make the presentation.

MSC (Davison/Rutan) to approve out-of-state travel for Bruno, Pilati, and Costa to attend the NISOC conference.

I. Explore Joint ASCCC/CFT/CCC/CCCI Senate-Union Relations Paper

The Educational Policies Committee discussed how to approach updating the 1996 senate-union relations paper. The committee is recommending that union leadership be involved in the development of any future publication about senate-union relationship similar to the development of the Senate's joint paper with the Community College League of California and in line with Resolution 17.04 S09. The proposed paper would be about building effective relationships between

senates and unions and would not address bargaining issues.

MSC (Todd/Rutan) to direct Morse to explore with CoFO the idea of developing a joint paper.

J. Ad Hoc Committee on Bachelor's Degree Requirements

The Intersegmental Committee of Academic Senates (ICAS) had a brief discussion in December regarding the CCC bachelor degree, particularly issues related to upper level general education. ICAS suggested that this issue be discussed with the CSU General Education Advisory Committee (GEAC). The issue was discussed at the January 20th GEAC meeting where they agreed to establish a subgroup to collate the upper division GE expectations based on Title 5, CSU Executive Orders, and CSU guiding notes content as well as a synthesis of campus approaches. The goal is for this task force to report out at the March meeting of GEAC and possibly their plenary session.

The Executive Committee discussed the idea of forming an ad hoc committee to discuss the parameters for the CCC bachelor's degree including the components of CCC upper level general education. In the past, the Senate has been significantly involved in defining the CCC degrees – see the many resolutions related to the Associate Degree. Members were concerned that the pilot colleges are naturally looking at the needs of their colleges and not at the statewide implications, which emphasizes the need for the ASCCC involvement in developing the CCC bachelor degree.

MSC (Freitas/Grimes-Hillman) to create an ad hoc committee to explore some of the issues discussed.

V. DISCUSSION

A. Board of Governors/Consultation Update

Morse briefly updated members on the Board of Governors and Consultation Council meeting including the conversations on accreditation, CCC bachelor's degrees, ASCCC Exemplary Awards, and other issues.

B. Educational Planning Initiative Update

Members were updated on the Educational Planning Initiative.

C. Resolution Writing Deadline

Freitas reminded members of the resolution process.

D. WICHE

The Executive Committee discussed the role of the Academic Senate in the Western Interstate Commission on Higher Education Interstate Passport Initiative. The goal of this initiative is to reduce repetition of academic work by students after they transfer from one postsecondary institution to another, particularly when the students transfer across state lines.

E. Institutional Effectiveness Grant

Members were updated about activities related to the Institutional Effectiveness Partnership Initiative (IEPI), which will function within the Chancellor's Office Institutional Effectiveness under Vice Chancellor Theresa Tena. The goal of this initiative is to help advance colleges' institutional effectiveness and in the process significantly reduce the number of accreditation sanctions and audit issues. Under this structure, there are three major components: 1) develop a statewide indicator system; 2) make subject matter expert teams; and 3) enhance professional development. Four workgroups will be created on indicators, technical assistance, development, and policies changes. Members will be updated regularly on the progress of this initiative.

VI. REPORTS *(if time permits, additionally Executive Committee announcements and report may be provided)*

A. Committee Reports

1. Professional Development Committee, Davison
2. Standards and Practices Committee, Rutan

B. Task Force Reports

C. Liaison Reports

1. Basic Skills Advisory Committee, Klein
2. California Community Colleges Association of Occupational Educators, North
3. Chief Instructional Officers, Grimes-Hillman
4. System Advisory Committee on Curriculum, Grimes-Hillman
5. Telecommunication and Technology Advisory Committee, Braden/Freitas

D. Senate Grant and Project Reports

1. C-ID Report, Bruno

E. Local Senate Reports

VI. ADJOURNMENT

Meeting adjourned at 12:00 noon.

Respectfully submitted by

Julie Adams, Executive Director
John Stankas, Secretary



Executive Committee Agenda Item

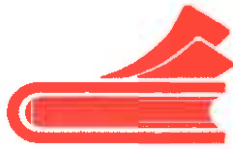
SUBJECT: Senate Open Meetings Policy		Month: March	Year: 2015
		Item No. II. B	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will approve changes to the Open Meeting Policy	Urgent: NO	
		Time Requested: 5 minutes	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Senate’s Open Meeting Policy was adopted at the February 2015 Executive Committee meeting. Following the meeting, some questions were raised about areas that were not clear. Additional clarifications have been added and previous typographical errors have been removed.

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



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Academic Senate Policy on Open Meetings

[\(Approved on February 6, 2015\)](#)

ASCCC Philosophical Statement for Open Meetings

The Executive Committee of the Academic Senate for California Community Colleges shares and enacts the values that are important to the organization including dedication to the public good and accountability to the public. The Executive Committee members' interactions, deliberations, and decision-making are guided by the core values of respect, ~~trustworthiness (or should it be "trust")~~, trust, honesty, openness, and transparency. The Executive Committee enacts these values and shows its commitment to meeting its obligations to the organization by engaging in genuine and responsible behavior as defined in its policies and procedures.

Executive Committee Meetings

The Academic Senate staff will publish a calendar of all Executive Committee meetings by August 1st of each year. The agenda for each meeting will be posted to the Senate's website and distributed to member senates using the senate presidents' listserv at least three working days prior to the beginning of the meeting. Agendas will include the location of the meeting, the start and end times for the meeting, and contact information for those seeking additional information about the meetings.

A conference call can be established at any meeting with prior notice. Any individual requiring the availability of a conference call for an Executive Committee meeting must notify the senate office at least 48 hours prior to the beginning of the meeting.

The Academic Senate will choose meeting locations that are capable of accommodating individuals with disabilities. Individuals that may need special assistance should contact the senate office at least 48 hours before the meeting for staff to make arrangements. Additionally, documents included in the agenda can be made available in alternative formats. Requests for alternative formats should be submitted to the senate office at least 48 hours prior to the meeting.

Executive Committee Meeting Agendas

All items to be discussed at Executive Committee meetings will appear on the published agenda. Each agenda item will be submitted on an approved agenda form that will include a brief description of the item, the action required, and the approximate time for the discussion. All agenda forms must be submitted to the senate office prior to the agenda deadline, which is typically 17 days prior to the Executive Committee meeting. Any agenda item submitted with an incomplete or incorrect agenda form will be returned to the requestor.

Urgent agenda items may be added to the agenda if 2/3 of the Executive Committee members present agree. An urgent agenda item must require an action by the Executive Committee prior to the next scheduled meeting. Items that are deemed to not be urgent may be included on the next meeting's agenda.

Executive Committee Decision Making

All items requiring action by the Executive Committee will be listed as such in the agenda. A motion and a second is required prior to any Executive Committee action. The approval by a majority of voting members present is required for the approval of any motion.

Voting is normally done by a voice vote. For any vote, a member of the Executive Committee may request a roll call. The requestor of the roll call vote and the votes of each individual member will be recorded in the minutes.

Discussion items do not require a motion and consensus will be used when providing guidance on discussion items.

First and second readings

Most items require only one reading before the Executive Committee takes action. Items that require a first and second reading are Senate papers being considered for adoption and programs for plenary sessions, institutes, and regional meetings. **Other items may require a first and second reading at the discretion of the Executive Committee.**

Closed Session of Executive Committee

While the majority of the discussions and decisions of the Executive Committee should be held in public, under certain circumstances the Executive Committee will meet in closed session. The Executive Committee may go into closed session to discuss personnel matters, to interview candidates for the Board of Governors, to discuss possible, pending, or current legal action, and for the discussions of removal of a member of the Executive Committee pursuant to the Senate policy on the Removal of a Member of the Board of Directors.

Any item to be discussed in closed session must be listed as a closed session item on the meeting agenda. Should a circumstance that warrants a closed session be identified

outside of the regular meeting schedule, a Special Closed Session meeting will be called and properly noticed with the Closed Session as the only agenda item.

Any individuals involved in an item being discussed during a closed session will be notified when the agenda is posted and no later than 5 working days prior to the meeting. All members of the Executive Committee, as specified in Article IV, Section I of the Academic Senate's Bylaws, will be invited to participate in closed session discussions. Any individual involved in a closed session matter may request an open meeting hearing or ask to be included in the closed session. Requests to move a closed session item into an open meeting requires a simple majority vote of the Executive Committee members present.

Due to the nature of items discussed during a closed session, the procedure for the taking and reporting of minutes is different than during open session. The secretary will select a minute taker that is not part of the Executive Committee. If the secretary is the subject of the closed session discussion, the executive director will select the minute taker. Printed copies of the minutes will be reviewed and approved at the next meeting of the Executive Committee as a closed session item. All copies of the minutes will be collected and maintained by the Secretary or Executive Director.

Any action taken during closed session will be reported during an open session at the Executive Committee meeting where the action took place.

Minutes

Minutes are recorded by staff to document the information provided on salient issues as well as the deliberations of and actions taken by the members of the Executive Committee. The minutes are descriptive in nature and provide an explanation of the issues. Additional comprehensive detail may be provided on policy and action items. Members may request that more detail be included at any time during deliberation on an item.

Draft minutes are distributed to the Executive Committee with the current meeting agenda. The draft minutes will be disseminated as a Word document to facilitate edits. Members may submit typographical errors and edits to the secretary or executive director, which will be corrected immediately unless the edit significantly changes the meaning or content of the section. Any substantive changes, including additional information or details to provide context or intent, will be submitted to staff. Staff will merge all changes and comments submitted by Executive Committee members into one document to facilitate discussion at the next meeting when the minutes are scheduled for approval.

Public Comment

The "public" is defined as any member of the Academic Senate for California Community Colleges who that is not a member of the Executive Committee. as well as individuals not

affiliated with the organization. Individuals serving as liaisons to system partners and other organizations are not considered “public” and may be called upon to provide information necessary to the Executive Committee’s deliberation of an issue.

The public may comment on agenda items at the time the items are entertained. Public comments on an item will only be taken at the beginning of the discussion to ensure appropriate time management of the agenda item. The president has the discretion to allow the public to speak, if and when appropriate. Generally, public comments will not be entertained once the Executive Committee begins deliberation on the agenda item. However, an Executive Committee member may make a motion to suspend the rules to allow comment from the public during the Executive Committee’s deliberation on an agenda item.

The public may comment on items not included on the agenda during the “Public Comments” agenda item only. The Executive Committee may not discuss nor may they take action on public comments associated with items not on the agenda. If an Executive Committee member determines that the issue needs further discussion, the member may submit an agenda item dedicated to the issue at a subsequent meeting.

Public Comments are typically limited to 3 minutes per individual and 30 minutes per agenda item; however, the president may allow further time as necessary. Executive Committee members may make a motion to extend the time for public comments for individuals and per agenda item.

Any individual wishing to make public comments will submit a comment card with his or her name and the organization or entity that he or she represents, which will be included in the minutes. A summary of public comments will be captured in the minutes. Written documentation of oral comments and written documents submitted to the Executive Committee at a meeting will be noted in the minutes and will be included in an addendum or an appendix to the minutes on the website.

Executive Committee Agenda Item

SUBJECT: Technical Assistance Curriculum Visits		Month: March	Year: 2015
		Item No: II. C.	
		Attachment: NO	
DESIRED OUTCOME:	Approve the idea of providing technical assistance visits on local curriculum issues jointly with CIOs	Urgent: No	
		Time Requested: 20 minutes	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Grimes-Hillman	Consent/Routine	X
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC and Community College League conduct Technical Assistance Visits to enhance effective participation in district and college governance. The Executive Committee is asked to consider a partnership with the California Community College Chief Instructional Officers (CCCCIO) to create a similar process for technical assistance visits involving curriculum issues.

Adapted from the current shared governance technical assistance visit information from the ASCCC website (<http://asccc.org/services/technical-assistance>), the following draft process is presented for consideration by the Executive Committee.

ASSISTANCE TO ASSURE EFFECTIVE PARTICIPATION IN DISTRICT AND COLLEGE CURRICULUM APPROVAL PROCESSES

(A Joint Program of the Academic Senate and California Community College Chief Instructional Officers (CCCCIOs)) The Academic Senate for California Community Colleges and the California Community College Chief Instructional Officers have joined together to offer a program of assistance for local colleges and districts. The purpose of the program is to help districts and colleges successfully implement state law and regulations involving curriculum. The services offered will be most effective if used before major conflicts arise and prior to a heightened level of local unilateral action by any the parties involved in the local curriculum processes. The jointly-sponsored program does not replace the individual services offered by the CCCCIO to chief instructional officers and by the Academic Senate to local faculty. Yet it is recognized that challenges to improve curriculum processes can be aided by the mutual support of the statewide organizations. Because the services are carried out by volunteers of the CCCCIO and Academic Senate, the services will not always be available on short notice and scheduled assistance should be arranged well in advance. The program

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

includes four distinct services that are available. Local college and district CIOs and faculty leaders who are interested in assistance should meet together to consider the services and to agree mutually on what assistance would be most beneficial. Although the program is intended to be flexible so that a mix of the four services or optional services may be available, the CCCCIO and Academic Senate may not be able to help with some requests which vary too much from the four defined services or from the goal of improving the effectiveness of curriculum processes. The president of the Academic Senate and the president of the CCCCIO are available at this early stage to answer questions and to help in identifying the best approach. These two persons will reach agreement as to whether the mutual request for assistance can be carried out. No joint service will be provided unless there is a written request for assistance signed by the college president or district chancellor and local academic senate president. This joint program is coordinated and implemented by the President of the CCCCIO and President of the Academic Senate under policies established by their respective boards. Each district or college using the service is expected to reimburse the travel expenses for the assistance team members. The following provides a summary of the four services available within the assistance program: 1) informational presentation, 2) advisory assistance, 3) issue resolution and 4) special workshops and presentations.

INFORMATION PRESENTATION

The informational presentation service is intended to provide a basic overview of the state law, state regulations, and guidelines concerning curriculum. The presentation is done by a representative of the CCCCIO and Academic Senate and takes approximately two hours. Handouts are provided, good practices highlighted, and questions answered. This service is best used at a college or district where there are no significant issues of conflict but a recognition that many participants in local shared governance roles are new and need an orientation or refresher on the required processes.

ADVISORY ASSISTANCE

The advisory assistance service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences. The service is conducted by one to two representatives of the Academic Senate and the CCCCIO over four to six hours. The time includes a basic overview presentation for all interested parties and separate meetings with the faculty and with the administration. A written advisory report is provided by the assistance team to the district or college within six weeks of the visit. The advisory report seeks to clarify the key issues identified by the team during its visit, makes recommendations for addressing the issues, and suggests who might be responsible for embarking on the solutions.

ISSUE RESOLUTION

The purpose of the issue resolution service is to provide mediation assistance to a college or district when the parties have reached a stalemate and are unable to resolve their differences on a major issue. This service will not be provided unless the CIO and academic senate agree in advance and are committed and open to address seriously the recommendations of the assistance team. Prior to the six to eight hour visit of one to two representatives from the CCCCIO and Academic Senate, focused discussions and investigation occur to clearly delineate in writing the issue to be resolved and the approach to be used. During the visit there will be focused interviews with individuals and groups. A written advisory report is provided by the assistance team within eight weeks of the visit. Prior to the formal presentation of the written report, the local parties involved will be given an opportunity to clarify, correct or refine the recommendations or statements in the report. The assistance team will return to the college or district to present the report and to answer questions publicly. In addition a follow-up training session to provide guidance on implementing the recommendations will be provided if requested.

SPECIAL WORKSHOPS AND PRESENTATIONS

The fourth service involves special workshops and presentations on topics that help local personnel better understand particular issues and various aspects of effective curriculum processes. These jointly presented workshops are designed under the direction of the President of the Academic Senate and the CCCCIO, working with local college representatives.

COSTS

In an effort to offset travel costs associated with the CCCCIO and ASCCC President participation in these events, colleges will be charged a small fee of \$1,000 per visit.



Executive Committee Agenda Item

SUBJECT: ASFCCC Foundation – Research Development		Month: March	Year: 2015
		Item No: II. D.	
		Attachment: NO	
DESIRED OUTCOME:	Approval of ASFCCC Research Development division	Urgent: No	Time Requested: 20 minutes
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Grimes-Hillman	Consent/Routine	X
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Many ASCCC resolutions call for research and investigation. However, resolutions calling for research are generally assigned to committees that may or may not have the expertise or sufficient time to conduct research needed to respond to the resolution. External organizations conduct and publish research that can be limited in scope or not address faculty concerns, which at times requires the ASCCC to be reactive rather than proactive. Included in the ASFCCC bylaws is the role of the ASFCCC in conducting research. Specifically, the ASFCCC Bylaws (See ASFCCC.com revised in 6.2012) include the following purpose statement:

Purpose. The specific purposes of this corporation are to benefit, support, and enhance the excellence of California community colleges; to support, design and implement professional development for California community college faculty; **to research**, develop and communicate effective practices to promote effective teaching and learning in the California community colleges; and to promote a variety of activities and strategies to advance teaching and learning.
[Emphasis added.]

At its recent meeting, the directors discussed developing a research component of the Foundation in an effort to seek more funding for research for ASCCC resolutions. The Executive Committee will discuss the creation of an ASFCCC research plan to provide support for resolution driven research and other research opportunities to advance the academe and support effective learning and teaching practices. If approved, the Foundation would bring back a research plan for how to address resolutions priorities, as well as a process for conducting research.

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

Executive Committee Agenda Item

SUBJECT: Academic Senate Bylaws		Month: March	Year: 2015
		Item No. II. E.	
		Attachment: YES	
DESIRED OUTCOME:	Executive Committee will approve sending the bylaws to the spring plenary session for adoption.	Urgent: YES	
		Time Requested: 30 min	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Following the January Executive Committee meeting, a draft of the revised Academic Senate bylaws was distributed to senate presidents for feedback. Very few comments were included in the feedback, so it is not clear whether additional changes need to be made to the bylaws prior to the spring plenary session. The Executive Committee must determine if there are any additional changes necessary and approve sending the revision forward to the spring plenary session for adoption.

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

Bylaw Changes Survey Results

Survey Summary:

The Standards and Practices Committee is in the process of reviewing and revising the Bylaws to ensure they are compliant with current legal requirements, that they accurately reflect the current Academic Senate and how it operated, and to add sections to allow the Senate to operate more effectively. The survey "Bylaw Changes" sought feedback about these revisions. It asked 10 questions, and received a total of 19 responses.

ARTICLE I: Definitions

Section 1. Definitions

The following terms are to be understood in the restrictive and technical sense herein defined.

C. Member Senate: A local academic senate or equivalent faculty organization certified by the **Board of Directors (also known as the Executive Committee)** of the Academic Senate for California Community Colleges.

D. Equivalent Faculty Organization: Any organization of faculty members which, where a local academic senate does not exist, has among its primary purposes those enumerated for an academic senate under Title 5 of the Administrative Code, and has been certified as a Member Senate by the **Board of Directors** of the Academic Senate for California Community Colleges.

E. Delegate: An individual who, (1) by reason of election as an officer or member of the **Board of Directors** or, (2) by selection by a Member Senate, enjoys full voting rights at both regular and special general sessions of the Academic Senate for California Community Colleges. Any individual claiming Delegate status must also be in compliance with the provisions of Article II, Section 2.

F. Board of Directors: The officers and representatives elected by Delegates as defined by California law (See Corporations Code Section 7210).

G. Officers: President, Vice President, Treasurer, Secretary, and the Executive Director.

H. Senator Emeritus: A title conferred by the Academic Senate for the purpose of recognizing the meritorious service of a faculty member upon or after retirement.

I. Plenary Session: The biannual event at which the Academic Senate conducts its business for a **minimum of three days**.

J. General Session: A single scheduled meeting held during the plenary session. The number of General Sessions during a plenary session will be based on need.

When asked if there are any concerns regarding the bolded changes in the sections above, 16 respondents said "No." However, a few participants would prefer to use a term other than "Board of Directors." Another participant is concerned that the ASCCC is becoming a non-profit corporation that follows Corporations law, and worries about ramifications that would diminish the power of the faculty Senate leadership in consultations at all levels and with the Board of Governors. It was also suggested that the Senate revise the language in F and G because the Executive Director is not elected by the body.

ARTICLE II: Membership

Section 1. Membership

The academic senate of each of the California Community Colleges and the district academic senate of multi-college districts, or their equivalents, are Member Senates.

Any academic senate recognized by its local governing board as representing its faculty in academic and professional matters (as defined in Title 5 §53200) may apply for status as a Member Senate. The **Board of Directors** will certify such academic senates as Member Senates upon verification of the following:

1. A majority of full-time faculty members of a college or recognized center have voted in favor of forming an academic senate (Title 5 §53202 (a)).
2. The applying senate has a constitution and/or bylaws approved by the faculty it represents.
3. The governing board of the college or recognized center recognizes that organization as representing its constituency in academic and professional matters.
4. **A district academic senate will be recognized as a Member Senate if the local governing board has recognized it as representing faculty in academic and professional matters on district issues.**

Section 2. Delegates

Each Member Senate is entitled to designate any of its faculty members, in whatever manner it wishes, to be its one Delegate, who shall have full voting rights at each plenary session. The Delegate may transfer the responsibility for voting on resolutions, but not on elections **after the elections have begun**, to a faculty member from the same district. **Board of Directors members may not delegate any of their responsibilities or rights as a member of the Board except as is specifically permitted by law or these Bylaws.** No Delegate shall be entitled to more than one vote, and a vote cannot be cast by proxy. In the event of a challenge, the **Board of Directors** shall be the sole judge of the credentials of a Delegate.

Section 3. Plenary Sessions

The Academic Senate for California Community Colleges shall meet in plenary session **biannually** during each academic year.

When asked if there are any concerns regarding the bolded changes in the sections above, 17 participants said "No." However, one participant is concerned that Article II, Section 3 limits plenaries to *only* twice a year. This participant prefers the previous language that stated the Academic Senate will meet in plenary session *at least* two times biannually during each academic year. A second participant is concerned with how Article II, Section 1, #4 will be proven.

ARTICLE III: Officers

Section 1. List of Officers

The officers of the Academic Senate shall include the President, Vice President, Secretary, Treasurer, **and the Executive Director.** **The President, Vice President, Secretary, and Treasurer** shall be elected at a general session of the Academic Senate for California Community Colleges for one-year terms. The term of all **elected** officers shall be **June 1 to May 31.** **The Board of Directors will appoint the Executive Director.**

Section 4: Officers' Powers and Duties

A. The President shall

1. **Oversee the preparation of the agenda for all plenary sessions and all meetings of The Board of Directors.**
2. **Preside over all plenary sessions and meetings of the Board of Directors.**
3. **Represent and act as the spokesperson for the Academic Senate and its Board of Directors.**
4. **Oversee the authorization of expenditures for the Academic Senate.**

5. **Appoint a parliamentarian who shall serve at the pleasure of the President.**
6. **Assign duties and tasks to the members of the Board of Directors.**
7. **Perform any other function normally thought to be within the realm of a presiding officer that is otherwise not denied by the Bylaws, Senate Rules, or Senate Policies.**

B. The Vice President shall

1. **Act as President in the absence of that officer.**
2. **Succeed to the Presidency in the event of the vacancy of that office.**
3. **Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.**

C. The Secretary shall

1. **Oversee the keeping of the records of actions by the Board of Directors, including overseeing the taking of minutes at board meetings and plenary sessions.**
2. **Ensure the accuracy and presentation of minutes of all plenary sessions and Board of Directors meetings and their dissemination.**
3. **Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.**

D. The Treasurer shall

1. **Serve as an authorized signatory on all accounts.**
2. **Shall, in conjunction with the Executive Director, oversee the budget preparation and shall ensure that appropriate financial reports are made available to the Board of Directors on a timely basis or as may be required by the Board of Directors.**
3. **Oversee and keep the delegates and the Board of Directors informed about the financial condition of the organization and of audit or financial review results.**
4. **Chair a committee for the purpose of drawing up the annual budget and hiring the auditor.**
5. **Perform such functions as the President assigns in carrying out the purposes and policies of the Academic Senate.**

E. The Executive Director

1. **The Board of Directors shall appoint an Executive Director to conduct day to day management of the Senate.**
2. **The Board of Directors shall appoint an Executive Director pursuant to a majority vote at a regularly scheduled or special meeting.**
3. **The Board of Directors may terminate an Executive Director pursuant to a majority vote at a regularly scheduled or special meeting. Prior to any such decision, the Board of Directors must review the contract with the Executive Director and receive advice from a qualified attorney as to any legal consequences of this decision.**
4. **The official duties of the Executive Director shall be listed in a job description that is adopted by a majority vote of the Board of Directors at a regularly scheduled or special meeting.**

When asked if there are any concerns regarding the bolded changes in the sections above, 16 participants said "No." One participant suggested that the Senate clarify which officer will succeed to Presidency if the Vice President is unable. Others are concerned that the Executive Director, a non-faculty member, is an officer, and that the voting status of the Executive Director is not defined.

ARTICLE IV: Board of Directors

Section 1. Membership

The **Board of Directors** shall consist of the officers and ten representatives **based upon the geographic**

distribution of Member Senates. All elected Board of Directors members must retain their faculty status to continue in office.

Section 2. Selection and Term

All candidates for election to the **Board of Directors** shall meet at least one of these criteria: 1) is a Delegate or a local senate president 2) has within the last three years immediately preceding the election been a local senate president or a **Board of Directors** member or officer or 3) has been nominated by a resolution of a Member Senate. The minutes of the meeting at which that resolution was adopted must be submitted to the Elections Committee chair with the nomination of the individual. All members of the **Board of Directors**, except the officers, shall be elected by the plenary session on the basis of geographic representation as prescribed in the Senate Rules and shall serve for two-year staggered terms. Terms of office shall commence on **June 1** and end on **May 31**.

Section 3. Voting

All **elected** members of the **Board of Directors** shall have full voting privileges on the **Board of Directors**. **Proxies shall not be permitted. The Executive Director serves on the Board of Directors as a non-voting ex officio member.**

Section 5. Meeting

The **Board of Directors** shall meet no fewer than five times each academic year. **All meetings of the Board of Directors will be held in compliance with the Academic Senate's Open Meetings Policy.**

Section 6. Powers and Duties

The **Board of Directors** shall adopt procedures, implement policies adopted at the plenary sessions, transact business, and perform other functions that are consistent with the intent, purposes, and provisions of the Bylaws and Senate Rules.

Section 7. Recall

Recall of a member of the Board of Directors shall follows procedures outlined in the Senate Rules.

Section 8. Removal

An elected member of the Board of Director may be removed from office for cause following the process outlined in the Academic Senate's Policy for the Removal of a Member of the Board of Directors.

When asked if there are any concerns regarding the bolded changes in the sections above, 17 participants said "No." One participant asked the Senate to consider assigning the Executive Director an independent position—such as non-voting "Advisor"—on the Senate Executive Committee that is separate from the elected faculty. A second participant suggested that "follows" be corrected to "follow" in Section 7.

ARTICLE V: Committees and Appointments

Section 1. Standing Committees

Standing committees shall be specified in the Senate Rules. Subject to the approval of the **Board of Directors**, the President shall make appointments to all **standing** committees.

Section 2. Faculty Appointments to Other Groups

The President, in consultation with the Vice President and Executive Director, makes appointments to all other groups requiring faculty participation. When a new President is elected but has not taken office, the newly elected President will make appointments for faculty that will serve past May 31. These appointments are subject to approval by the appointee's Member Senate President.

Section 3. Standing Committee Chair

The President shall select a member of the Board of Directors to serve as the Chair of each standing committee.

Section 4. Terms and Removal

The terms of all persons appointed to **standing** committees or **other faculty groups** shall be for one year or any shorter period specified by the President. Any appointee can be removed by a simple majority vote of the **Board of Directors**.

When asked if there are any concerns regarding the bolded changes in the sections above, 17 participants said "No." However, one concerned participant suggested that the Senate include the reasons that would justify removal of appointees in Section 4. A second participant would like Section 2 to state that a new President will make appointments *before* a new term has begun.

ARTICLE VI: Caucus

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

The **Board of Directors** shall establish **written policies**, procedures, and guidelines for caucuses.

When asked if there are any concerns regarding the bolded changes in the sections above, all participants said "No."

ARTICLE VII: Action

Section 1. Quorum

A quorum for the **Board of Directors** and all other committees is the majority of the voting **members**. A quorum for a plenary or special session of the Academic Senate for California Community Colleges is a majority of the Delegates registered. **Quorum is required for any action to be taken.**

Section 3. Referendum

A. **Any action taken by the Board of Directors** or any resolution adopted during a plenary session may be rescinded by a referendum of the Member Senates, (see Article I, Section 1.C). The Academic Senate must receive proposals to rescind within 30 days after the **action at the Board meeting or the** plenary session at which the resolution in question was adopted. A proposal to rescind must be in the form of a Member Senate resolution signed by the Member Senate president. Such a referendum shall be held if at least one-fifth (1/5) of the Member Senates request it within 30 days after the **distribution** of the **approved minutes** or adopted resolutions packet of the session at which the resolution was adopted.

B. Upon receipt of such requests from at least 1/5 of the Member Senates, the President shall **distribute** ballots on the referendum to each Member Senate within **15** days of receiving the needed number of requests.

C. Ballots must be returned within **30** days from the day the ballots were **distributed**. The referendum shall pass if **2/3** of all the Member Senates vote in favor of it.

A. If the referendum is approved, then the **Board action or** resolution of the plenary session is rescinded and becomes null and void.

Section 4. Communications

In order to provide adequate communication with the faculty of the California Community Colleges, the Academic Senate shall make available to all faculty agendas and minutes of its meetings, committee reports and other pertinent information on pending matters, **except to the extent that said materials are privileged or confidential and not subject to disclosure pursuant to law.**

When asked if there are any concerns regarding the bolded changes in the sections above, 18 participants said "No." One participant suggested that Section 3, Referendum C clarify whether the 2/3 vote includes all who received the ballots or just the returned ballots. Another participant suggested that all local senates adopt Section 1 as a policy.

ARTICLE VIII: Amendments of the Bylaws

Section 1. Proposal

Proposed amendments to these Bylaws shall become part of the plenary session agenda upon receipt by the President of a resolution in the form of:

- A. A petition of one-fifth (1/5) of the Member Senates, or
- B. A petition of the majority of the **Board of Directors**, or
- C. A petition presented at any of the first four general sessions and signed by a majority of registered Delegates present at the general session at which it was proposed.

A petition under A or B above must be received in time to be noticed in writing to the Member Senates for discussion at pre-plenary session area meetings.

When asked if there are any concerns regarding the bolded changes in the sections above, all participants said "No." One participant suggested that the Senate use the term "Executive Board" rather than "Board of Directors."

ARTICLE IX: Senate Rules

Section 2. Adoption

Senate Rules may be adopted, amended or rescinded by action of the Academic Senate acting in plenary session.

When asked if there are any concerns regarding the bolded changes in the sections above, 18 participants said "No." However, one concerned participant suggested that the Senate follow a 2/3 vote policy when adopting, amending, or rescinding Senate rules.

ARTICLE X: Emergency Action

Section 1. Emergency Action

The Board of Directors or elected Officers (Article III) may, as permitted by Corporations Code Sections 7140 and 7151, take actions or conduct business as necessary to protect the interests of the Academic Senate and its membership in the event of an emergency. A written record of all actions

taken shall be maintained, and all such actions shall be subject to review by the Academic Senate at its plenary session.

When asked if there are any concerns regarding the bolded changes in the sections above, 16 participants said "No." One concerned participant feels the addition of this section applies Corporations Code to a faculty body of democratically elected representatives. A second participant is concerned this addition is an effort to remove any restriction on the Executive Board and checks and balances that are in place.

Full survey results can be found using the following link:
<https://www.surveymonkey.com/results/SM-27YMPMD7/>

BYLAWS AFTER CHANGES

ARTICLE I

Definitions

Section 1. Definitions

The following terms are to be understood in the restrictive and technical sense herein defined.

- A. Faculty Member: Any employee of a community college district who is employed in an academic position that is not designated as supervisory or management.
- B. Academic Senate: As defined in Title 5 "An Academic Senate for California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters" (Title 5, Section 53206, California Code of Regulations).
- C. Member Senate: A local academic senate or equivalent faculty organization certified by the Board of Directors (also known as the Executive Committee) of the Academic Senate for California Community Colleges.
- D. Equivalent Faculty Organization: Any organization of faculty members which, where a local academic senate does not exist, has among its primary purposes those enumerated for an academic senate under Title 5 of the Administrative Code, and has been certified as a Member Senate by the Board of Directors of the Academic Senate for California Community Colleges.
- E. Delegate: An individual who, (1) by reason of election as an officer or member of the Board of Directors or, (2) by selection by a Member Senate, enjoys full voting rights at both regular and special general sessions of the Academic Senate for California Community Colleges. Any individual claiming Delegate status must also be in compliance with the provisions of Article II, Section 2.
- F. Board of Directors: The officers and representatives elected by Delegates as defined by California law (See Corporations Code Section 7210).
- G. Officers: President, Vice President, Treasurer, Secretary, and the Executive Director.
- H. Senator Emeritus: A title conferred by the Academic Senate for the purpose of recognizing the meritorious service of a faculty member upon or after retirement.
- I. Plenary Session: The biannual event at which the Academic Senate conducts its business for a minimum of three days.
- J. General Session: A single scheduled meeting held during the plenary session. The number of General Sessions during a plenary session will be based on need.

ARTICLE II

Membership

Section 1. Membership

The academic senate of each of the California Community Colleges and the district academic senate of multi-college districts, or their equivalents, are Member Senates.

Any academic senate recognized by its local governing board as representing its faculty in academic and professional matters (as defined in Title 5 §53200) may apply for status as a Member Senate. The Board of Directors will certify such academic senates as Member Senates upon verification of the following:

1. A majority of full-time faculty members of a college or recognized center have voted in favor of forming an academic senate (Title 5 §53202 (a)).
2. The applying senate has a constitution and/or bylaws approved by the faculty it represents.
3. The governing board of the college or recognized center recognizes that organization as representing its constituency in academic and professional matters.
4. A district academic senate will be recognized as a Member Senate if the local governing board has recognized it as representing faculty in academic and professional matters on district issues.

Section 2. Delegates

Each Member Senate is entitled to designate any of its faculty members, in whatever manner it wishes, to be its one Delegate, who shall have full voting rights at each plenary session. The Delegate may transfer the responsibility for voting on resolutions, but not on elections after the elections have begun, to a faculty member from the same district. Board of Directors members may not delegate any of their responsibilities or rights as a member of the Board except as is specifically permitted by law or these Bylaws. No Delegate shall be entitled to more than one vote, and a vote cannot be cast by proxy. In the event of a challenge, the Board of Directors shall be the sole judge of the credentials of a Delegate.

Section 3. Plenary Sessions

The Academic Senate for California Community Colleges shall meet in plenary session biannually during each academic year.

ARTICLE III

Officers

Section 1. List of Officers

The officers of the Academic Senate shall include the President, Vice President, Secretary, Treasurer, and the Executive Director. The President, Vice President, Secretary, and Treasurer shall be elected at a general session of the Academic Senate for California Community Colleges for one-year terms. The term of all elected officers shall be June 1 to May 31. The Board of Directors will appoint the Executive Director.

Section 2. Vacancy in Office

A vacancy in office shall be filled in accordance with the Senate Rules.

Section 3. President's Term

The President shall serve no more than two consecutive elected one-year terms.

Section 4: Officers' Powers and Duties

A. The President shall

1. Oversee the preparation of the agenda for all plenary sessions and all meetings of The Board of

Directors.

2. Preside over all plenary sessions and meetings of the Board of Directors.
3. Represent and act as the spokesperson for the Academic Senate and its Board of Directors.
4. Oversee the authorization of expenditures for the Academic Senate.
5. Appoint a parliamentarian who shall serve at the pleasure of the President.
6. Assign duties and tasks to the members of the Board of Directors.
7. Perform any other function normally thought to be within the realm of a presiding officer that is otherwise not denied by the Bylaws, Senate Rules, or Senate Policies.

B. The Vice President shall

1. Act as President in the absence of that officer.
2. Succeed to the Presidency in the event of the vacancy of that office.
3. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.

C. The Secretary shall

1. Oversee the keeping of the records of actions by the Board of Directors, including overseeing the taking of minutes at board meetings and plenary sessions.
2. Ensure the accuracy and presentation of minutes of all plenary sessions and Board of Directors meetings and their dissemination.
3. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.

D. The Treasurer shall

1. Serve as an authorized signatory on all accounts.
2. Shall, in conjunction with the Executive Director, oversee the budget preparation and shall ensure that appropriate financial reports are made available to the Board of Directors on a timely basis or as may be required by the Board of Directors.
3. Oversee and keep the delegates and the Board of Directors informed about the financial condition of the organization and of audit or financial review results.
4. Chair a committee for the purpose of drawing up the annual budget and hiring the auditor.
5. Perform such functions as the President assigns in carrying out the purposes and policies of the Academic Senate.

E. The Executive Director

1. The Board of Directors shall appoint an Executive Director to conduct day to day management of the Senate.
2. The Board of Directors shall appoint an Executive Director pursuant to a majority vote at a regularly scheduled or special meeting.
3. The Board of Directors may terminate an Executive Director pursuant to a majority vote at a regularly scheduled or special meeting. Prior to any such decision, the Board of Directors must review the contract with the Executive Director and receive advice from a qualified attorney as to any legal consequences of this decision.
4. The official duties of the Executive Director shall be listed in a job description that is adopted by a majority vote of the Board of Directors at a regularly scheduled or special meeting.

ARTICLE IV

Board of Directors

Section 1. Membership

The Board of Directors shall consist of the officers and ten representatives based upon the geographic distribution of Member Senates. All elected Board of Directors members must retain their faculty status to continue in office.

Section 2. Selection and Term

All candidates for election to the Board of Directors shall meet at least one of these criteria: 1) is a Delegate or a local senate president 2) has within the last three years immediately preceding the election been a local senate president or a Board of Directors member or officer or 3) has been nominated by a resolution of a Member Senate. The minutes of the meeting at which that resolution was adopted must be submitted to the Elections Committee chair with the nomination of the individual. All members of the Board of Directors, except the officers, shall be elected by the plenary session on the basis of geographic representation as prescribed in the Senate Rules and shall serve for two-year staggered terms. Terms of office shall commence on June 1 and end on May 31.

Section 3. Voting

All elected members of the Board of Directors shall have full voting privileges on the Board of Directors. Proxies shall not be permitted. The Executive Director serves on the Board of Directors as a non-voting *ex officio* member.

Section 4. Vacancy in Office

A vacancy in office shall be filled in accordance with the Senate Rules.

Section 5. Meeting

The Board of Directors shall meet no fewer than five times each academic year. All meetings of the Board of Directors will be held in compliance with the Academic Senate's Open Meetings Policy.

Section 6. Powers and Duties

The Board of Directors shall adopt procedures, implement policies adopted at the plenary sessions, transact business, and perform other functions that are consistent with the intent, purposes, and provisions of the Bylaws and Senate Rules.

Section 7. Recall

Recall of a member of the Board of Directors shall follow procedures outlined in the Senate Rules.

Section 8. Removal

An elected member of the Board of Director may be removed from office for cause following the process outline in the Academic Senate's Policy for the Removal of a Member of the Board of Directors.

ARTICLE V

Committees and Appointments

Section 1. Standing Committees

Standing committees shall be specified in the Senate Rules. Subject to the approval of the Board of Directors, the President shall make appointments to all standing committees.

Section 2. Faculty Appointments to Other Groups

The President, in consultation with the Vice President and Executive Director, makes appointments to all other groups requiring faculty participation. When a new President is elected but has not taken office, the newly elected President will make appointments for faculty that will serve past May 31. These appointments are subject to approval by the appointee's Member Senate President.

Section 3. Standing Committee Chair

The President shall select a member of the Board of Directors to serve as the Chair of each standing committee.

Section 4. Terms and Removal

The terms of all persons appointed to committees or special assignments shall be for one year or any shorter period specified by the President. Any appointee can be removed by a simple majority vote of the Board of Directors.

ARTICLE VI

Caucus

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

The Board of Directors shall establish written policies, procedures, and guidelines for caucuses in policies.

ARTICLE VII

Action

Section 1. Quorum

A quorum for the Board of Directors and all other committees is the majority of the voting members. A quorum for a plenary or special session of the Academic Senate for California Community Colleges is a majority of the Delegates registered. Quorum is required for any action to be taken.

Section 2. Resolution Process

The Academic Senate shall establish and maintain means by which to adopt resolutions

Section 3. Referendum

- A. Any action taken by the Board of Directors or any resolution adopted during a plenary session may be rescinded by a referendum of the Member Senates, (see Article I, Section 1.C). The Academic Senate must receive proposals to rescind within 30 days after the action at the Board meeting or the plenary session at which the resolution in question was adopted. A proposal to rescind must be in the form of a Member Senate resolution signed by the Member Senate president. Such a referendum shall be held if at least one-fifth (1/5) of the Member Senates request it within 30 days after the distribution of the approved minutes or adopted resolutions packet of the session at which the resolution was adopted.
- B. Upon receipt of such requests from at least 1/5 of the Member Senates, the President shall distribute ballots on the referendum to each Member Senate within 15 days of receiving the needed number of requests.
- C. Ballots must be returned within 30 days from the day the ballots were distributed. The referendum shall pass if 2/3 of all the Member Senates vote in favor of it.
- D. If the referendum is approved, then the Board action or resolution of the plenary session is rescinded and becomes null and void.

Section 4. Communications

In order to provide adequate communication with the faculty of the California Community Colleges, the Academic Senate shall make available to all faculty agendas and minutes of its meetings, committee reports and other pertinent information on pending matters, except to the extent that said materials are privileged or confidential and not subject to disclosure pursuant to law.

ARTICLE VIII

Amendments of the Bylaws

Section 1. Proposal

Proposed amendments to these Bylaws shall become part of the plenary session agenda upon receipt by the President of a resolution in the form of

- A. A petition of one-fifth (1/5) of the Member Senates, or
- B. A petition of the majority of the Board of Directors, or
- C. A petition presented at any of the first four general sessions and signed by a majority of registered Delegates present at the general session at which it was proposed.

A petition under A or B above must be received in time to be noticed in writing to the Member Senates for discussion at pre-plenary session area meetings.

Section 2. Ratification

The resolution for amending the Bylaws shall require a 2/3 vote of the registered Delegates present and voting.

ARTICLE IX

Senate Rules

Section 1. Senate Rules

The Academic Senate for California Community Colleges shall adopt Rules to implement the intent and purposes of these Bylaws. In cases not provided for in the Senate Rules, the procedures contained in Robert's Rules of Order, Newly Revised, shall govern the meetings of the plenary sessions and Senate committees.

Section 2. Adoption

Senate Rules may be adopted, amended or rescinded by action of the Academic Senate acting in plenary session.

ARTICLE X

Emergency Action

Section 1. Emergency Action

The Board of Directors or elected Officers (Article III) may, as permitted by Corporations Code Sections 7140 and 7151, take actions or conduct business as necessary to protect the interests of the Academic Senate and its membership in the event of an emergency. A written record of all actions taken shall be maintained, and all such actions shall be subject to review by the Academic Senate at its plenary session.



Executive Committee Agenda Item

SUBJECT: Academic Senate Rules		Month: March	Year: 2015
		Item No. II. F.	
		Attachment: YES	
DESIRED OUTCOME:	Executive Committee will approve sending the rules to the spring plenary session for adoption.	Urgent: YES	
		Time Requested: 30 min	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Following the January Executive Committee meeting, a draft of the revised Academic Senate rules was distributed to senate presidents for feedback. Very few comments were included in the feedback, so it is not clear whether additional changes need to be made to the rules prior to the spring plenary session. The Executive Committee must determine if there are any additional changes necessary and approve sending the revision forward to the spring plenary session for adoption.

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

Changes to Senate Rules

Survey Summary:

The Senate Rules need to be updated to align with changes in the Senate Bylaws and to ensure that the Executive Committee is able to advocate for the faculty and the positions adopted at Plenary Sessions. The “Changes to Senate Rules” survey was designed to gather feedback about the updates made to the Senate Rules by the Standards and Practices Committee. It consisted of 5 questions, and received a total of 14 responses.

I. Election Rules and Procedures

A. Election of Officers

1) Officers. The President, Vice President, Secretary, and Treasurer will be elected to the **Board of Directors** by balloting from all Delegates.

B. Elections of Representatives

1) Area Representatives. Each Area Representative shall represent one of the geographical areas designated as Area A, B, C, or D in the current Academic Senate directory. **The Academic Senate shall publish a list of community colleges and districts comprising each area.** Each Area Representative will be elected to the **Board of Directors** by balloting only from Delegates from their respective Area colleges.

2) Two North Region representatives. The North Region consists of all those community colleges and districts comprising Areas A and B. North Region Representatives will be elected to the **Board of Directors** by balloting only from Delegates from the North Region.

3) Two South Region representatives. The South Region consists of community colleges in Areas C and D. South Region Representatives will be elected to the **Board of Directors** by balloting only from Delegates from the South Region.

4) Two At-Large representatives. At-Large Representatives will be elected to the **Board of Directors** by balloting from all Delegates and may be a pool of all candidates who have not prevailed for other offices who indicate their intent to be a candidate as well as all candidates specifically nominated for the At-large Representative positions.

D. Schedule

2) If there is a vacancy on the **Board of Directors**, a special election to fill that vacancy may be held on the last day of the Fall or Spring Plenary Session. Any special election will be held following all regularly scheduled elections.

E. Nominations

4) The Academic Senate Office shall provide, at the time of the elections, an announcement board that indicates the Elected Officers and **other members of the Board of Directors**. This announcement board will be updated as new **Board of Directors** members are elected, and as vacancies occur.

When asked if there are any concerns regarding the bolded changes in the section above, 13 participants answered “No.” However, one concerned participant stated that he/she did not like the use of “Board of Directors.” This participant would prefer to use a less corporate term, such as “Executive Board.”

II. Vacancies on the Board of Directors

A. If the Presidency is vacant, the Vice President will become the President.

B. Vacancies for all other positions on the Board of Directors may be filled by interim appointment. Appointees shall be selected from nominations submitted by Member Senates specified in Sections I.A and I.B of the Senate Rules. Nominees must meet the requirements for serving on the Board of Directors as defined in Article IV, Section 2 of the Bylaws.

C. Any vacancy filled in accordance with these rules shall be filled by election at the next plenary session.

D. Failure to attend either two successive meetings or six days total of Board of Directors meetings per year may be deemed a resignation, pending review by the Board of Directors and subject to the Academic Senate's Policy on the Removal of a Member of the Board of Directors.

("Section III. Officer's Powers and Duties" has been moved into the bylaws.)

When asked if there are any concerns regarding the bolded changes in the section above, 13 participants answered "No." The fourteenth participant did not provide a response.

III. Recall of a Member of the Board of Directors

A. A proposal to recall an elected member of the Board of Directors must be in the form of a resolution from a Member Senate that satisfies the eligibility requirements in sections I.A and I.B of the Senate Rules.

B. The resolution must include a signature of support from 1/3 of the delegates eligible to vote for the Board member being recalled.

C. Upon receipt of the recall resolution, the Executive Director shall distribute ballots on the recall to each eligible delegate within 15 days of receiving the resolution requesting removal.

D. Ballots must be returned within 30 days from the day the ballots were distributed. The recall shall be approved if 2/3 of eligible delegates vote in favor of it.

E. If the recall is approved, then the Board vacancy may be filled in accordance with the section II of the Senate Rules.

When asked if there are any concerns regarding the bolded changes in the section above, 13 participants answered "No." The fourteenth participant did not provide a response.

IV. Relationship between the Academic Senate and the Academic Senate Foundation

A. The Foundation shall exist at the will of the Academic Senate Board of Directors.

B. The Academic Senate shall serve as the sponsoring association for the Foundation, and any action undertaken by Academic Senate Foundation may be reviewed and discussed by the Academic Senate Board of Directors.

C. The Foundation shall report at each regularly scheduled meeting of the Academic Senate Board of Directors.

D. The Foundation shall submit an annual fiscal report to the Academic Senate Board of Directors.

F. No section of these **rules** shall be construed to authorize or acknowledge any control by the Academic Senate over actions taken by the Foundation or to impose any responsibilities or duties upon the Academic Senate of the actions taken by the Foundation or its members during their terms in office.

When asked if there are any concerns regarding the bolded changes in the section above, 13 participants answered "No." The fourteenth participant did not provide a response.

V. Committees

A. There shall be standing committees for topics related to accreditation, curriculum, educational policy, professional development, standards and practices, and other topics as identified by the Board of Directors.

B. There shall be three operational committees: Budget and Finance, Elections, and Resolutions Committees.

C. The Board of Directors may create other committees, task forces, and ad hoc groups as needed to address the adopted positions of the Academic Senate.

When asked if there are any concerns regarding the bolded changes in the section above, 13 participants answered "No." The fourteenth participant did not provide a response.

Full survey results can be found using the following link:
<https://www.surveymonkey.com/results/SM-Z9R39MD7/>

Senate Rules After Changes

I. Election Rules and Procedures

A. Election of Officers

- 1) Officers. The President, Vice President, Secretary, and Treasurer will be elected to the Board of Directors by balloting from all Delegates.

B. Elections of Representatives

- 1) Area Representatives. Each Area Representative shall represent one of the geographical areas designated as Area A, B, C, or D in the current Academic Senate directory. The Academic Senate shall publish a list of community colleges and districts comprising each area. Each Area Representative will be elected to the Board of Directors by balloting only from Delegates from their respective Area colleges.
- 2) Two North Region representatives. The North Region consists of all those community colleges and districts comprising Areas A and B. North Region Representatives will be elected to the Board of Directors by balloting only from Delegates from the North Region.
- 3) Two South Region representatives. The South Region consists of community colleges in Areas C and D. South Region Representatives will be elected to the Board of Directors by balloting only from Delegates from the South Region.
- 4) Two At-Large representatives. At-Large Representatives will be elected to the Board of Directors by balloting from all Delegates and may be a pool of all candidates who have not prevailed for other offices who indicate their intent to be a candidate as well as all candidates specifically nominated for the At-large Representative positions.

C. Terms of Office

- 1) Terms for Officers shall be one year.
- 2) Terms for representatives shall be two years.
- 3) Terms for representatives shall be staggered as follows. Even-numbered year elections will select the Area B and C representatives, one representative each from the North and South regions, and one of the At-Large representatives. Odd-numbered year elections will select the Areas A and D representatives, one representative each from the North and South regions, and one of the At-large representatives.

D. Schedule

- 1) The annual election shall take place on the last day of the Spring Plenary Session.
- 2) If there is a vacancy on the Board of Directors, a special election to fill that vacancy may be held on the last day of the Fall or

Spring Plenary Session. Any special election will be held following all regularly scheduled elections.

- 3) The time at which balloting will begin shall be announced in the printed agenda. The first ballot shall not be held earlier than the announced time.

E. Nominations

- 1) Nominations may be made in two ways:
 - a. In writing and delivered to the Academic Senate Office;
 - b. From the floor at a general session designated for such floor action. The general session for floor nominations should be published in the agenda, and all nominations are closed at the end of that general session.
- 2) Nominations may be made only with the consent of the nominee.
- 3) Nominees shall indicate whether they wish to stand for other positions for which they are eligible if they do not prevail for the office nominated.
- 4) The Academic Senate Office shall provide, at the time of the elections, an announcement board that indicates the Elected Officers and other members of the Board of Directors. This announcement board will be updated as new Board of Directors members are elected, and as vacancies occur.

F. Delegates Registration

- 1) Delegates must sign in by Saturday morning no later than 8:15 a.m.

G. Elections Procedures

- 1) The process by which the election will be conducted shall be distributed in writing prior to the day of the election.
- 2) Each ballot shall proceed as follows: Tellers shall distribute ballots to those Delegates eligible to vote for the specific office being contested.
 - a. The Delegate shall mark the ballot, seal it, sign it, and return it to the tellers.
 - b. The tellers shall retire to another room and shall compare the signatures on each ballot against the signatures on the list of Delegates eligible to vote, setting aside any ballots not submitted by a Delegate eligible to vote. Then, all ballots shall be counted.
 - c. The specific process by which the election will be conducted, including the grounds and process for appeal of specific ballot results, shall be distributed in writing prior to the day of the election.
- 3) To be elected, a candidate must receive a vote from a majority of those delegates present and voting.
- 4) In the event no candidate for a position receives a majority, the run-off will be limited to the top two candidates with the largest number of votes, including all ties.

- 5) The order of the election shall be as follows: President, Vice-president, Secretary, Treasurer, Area Representatives, North Representative, South Representative, and At-Large Representative.
- 6) Any candidate may observe or select someone to observe the counting of votes for the ballot or ballots on which the candidate's name appears.
- 7) A candidate for election may not chair the Elections Committee or participate in the distribution, collection, or tallying of votes.
- 8) If a candidate runs unopposed, the candidate may be elected by acclamation. The motion to be elected by acclamation must be moved and seconded by Delegates from the floor and must be approved by the body.
- 9) Ballots shall be kept in the Senate archives until the next election.

II. Vacancies on the Board of Directors

- A. If the Presidency is vacant, the Vice President will become the President.
- B. Vacancies for all other positions on the Board of Directors may be filled by interim appointment. Appointees shall be selected from nominations submitted by eligible Member Senates specified in Sections I.A and I.B of the Senate Rules. Nominees must meet the requirements for serving on the Board of Directors as defined in Article IV, Section 2 of the Bylaws.
- C. Any vacancy filled in accordance with these rules shall be filled by election at the next plenary session.
- D. Failure to attend either two successive meetings or six days total of Board of Directors meetings per year may be deemed a resignation, pending review by the Board of Directors and subject to the Academic Senate's Policy on the Removal of a Member of the Board of Directors.

III. Recall of a Member of the Board of Directors

- A. A proposal to recall an elected member of the Board of Directors must be in the form of a resolution from a Member Senate that satisfies the eligibility requirements in sections I.A and I.B of the Senate Rules.
- B. The resolution must include a signature of support from 1/3 of the delegates eligible to vote for the Board member being recalled.
- C. Upon receipt of the recall resolution, the President shall distribute ballots on the recall to each eligible delegate within 15 days of receiving the resolution requesting removal.
- D. Ballots must be returned within 30 days from the day the ballots were distributed. The recall shall be approved if 2/3 of eligible delegates vote in favor of it.
- E. If the recall is approved, then the Board vacancy may be filled in accordance with the section II of the Senate Rules.

IV. Relationship between the Academic Senate and the Academic Senate Foundation

- A. The Foundation shall exist at the will of the Academic Senate Board of Directors.
- B. The Academic Senate shall serve as the sponsoring association for the Foundation, and any action undertaken by Academic Senate Foundation may be reviewed and discussed by the Academic Senate Board of Directors.
- C. The Foundation shall report at each regularly scheduled meeting of the Academic Senate Board of Directors.
- D. The Foundation shall submit an annual fiscal report to the Academic Senate Board of Directors.
- E. The Foundation may seek and utilize administrative support from the Academic Senate.
- F. No section of these rules shall be construed to authorize or acknowledge any control by the Academic Senate over actions taken by the Foundation or to impose any responsibilities or duties upon the Academic Senate of the actions taken by the Foundation or its members during their terms in office.
- G. In the event that the Academic Senate terminates the Foundation, all the remaining assets and property of the Foundation, after payment of all liabilities and necessary expenses, shall be distributed to such organizations consistent with the purposes stated in its bylaws, and subject to statutory or other legal requirements of the State of California. Such final distribution shall be made by a majority vote of the Foundation Board.

V. Committees

- A. There shall be standing committees for topics related to accreditation, curriculum, educational policy, professional development, standards and practices, and other topics as identified by the Board of Directors.
- B. There shall be three operational committees: Budget and Finance, Elections, and Resolutions Committees.
- C. The Board of Directors may create other committees, task forces, and ad hoc groups as needed to address the adopted positions of the Academic Senate.

Executive Committee Agenda Item

SUBJECT: Executive Committee Meeting Dates 2015-2016		Month: March	Year: 2015
		Item No. II. G.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Executive Committee meeting and event dates.	Urgent: YES	
		Time Requested: 15 Minutes	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Adams	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Tonya Davis	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

This fiscal year 2014-2015, the Executive Committee held all Executive Committee meetings on various California Community Colleges across the state. The Executive Committee will be updated about the concept of holding the Executive Committee meetings on California Community Colleges campuses across the state for 2015-2016.

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



**2015-2016 EXECUTIVE COMMITTEE
MEETING DATES**

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

Meeting Type	Date	Location	School Contact
Executive Meeting	August 21 – 22, 2015	South, TBD (LAX)	
Executive Meeting	September 11– 12, 2015	South, TBD	
Executive Meeting	October 9 – 10, 2015	North, TBD	
Area Meetings	October 23 – 24, 2015	Various	
Session Executive	November 4, 2015	Irvine College	
Fall Session	November 5 – 6, 2015	Marriott Irvine	
Executive Meeting	January 8 – 9, 2016	North, TBD	
Executive Meeting	February 4 –5, 2016	South, TBD	
Executive Meetings	March 6 – 7, 2016	North, TBD	
Area meetings	March 25 – 26, 2016	Various	
Session Executive Spring Session	April 19-23, 2016	Sacramento Convention Center (TBD)	
Executive/Orientation	May 27 – 29, 2016	Catalina Island, Location TBD	
EVENTS²			
Accreditation	February 19 – 20, 2016	South	TBD
Academic Academy	March 11 – 12, 2016	North	TBD
Vocational Leadership	May 6 – 7, 2016	North	TBD
Faculty Leadership	June 9 – 11, 2016	South	TBD
Curriculum	July 7 – 9, 2016	North	TBD

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

² Executive Committee members are not expected to attend these events.

Executive Committee Agenda Item

SUBJECT: ASCCC Strategic Planning		Month: March	Year: 2015
		Item No. II I	
		Attachment: YES /	
DESIRED OUTCOME:	Approve ASCCC Plan to send forward to plenary	Urgent: YES /	
		Time Requested: 10 Min.	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse / Julie Adams	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: The ASCCC Strategic Plan was sent out electronically for vetting and input. We received very little critique and no clear or specific direction from the field that any aspect of the plan needed to be changed. The plan is therefore being returned to the Executive Committee for approval to send it forward to the body at the Spring Plenary.

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

ASCCC Strategic Plan - Goals and Objects **General Call for Comments**

Survey Responses Summary:

The ASCCC Strategic Plan survey asked the Senate Presidents to provide feedback about the three-year draft plan for our organization to ensure it reflects the directions desired by our member senates. The survey consisted of 30 questions and received between 40 and 42 responses, depending on the question.

GOAL: *Assert the faculty voice and leadership in local, state, and national policy conversations.*

All of the respondents agreed that this goal supports our mission and provides a good direction for the Senate. Nearly all respondents (41) also believe this is a priority for the organization. However, one respondent felt its priority level is dependent on the establishment of other goals.

OBJECTIVES:

- 1. Develop and strengthen strategic relationships between the Executive Committee and at least five legislators, system partners, or organizations involved in statewide or national education policy.*
- 2. Establish multiple training opportunities in matters of advocacy and leadership for faculty and senates.*

When asked how well the proposed objectives serve to accomplish this goal, 19 participants said “very well,” 20 said “well” and three said “fair.” Most participants (36) did not suggest any changes for these objectives. Suggestions from the other participants include:

- Why five? Change the word “five” to “several” in Objective 1.
- Consider fiscal responsibility.
- More inclusive and diverse leadership with greater involvement from local presidents and faculty.
- More participation from faculty working in remote regions via Skype or Google Hangouts.
- Establish direct contact with Senates that have the least interaction with the state-level Academic Senate as a means of increasing participation.
- Add an objective for the local level – Provide further support to local Senates that struggle to have their faculty voice heard, particularly in the 10+1.

STRATEGIES:

- 1. Establish relationships between ASCCC Executive Committee members and legislators and aides.*
- 2. Develop a legislative agenda aligned with the goals of the ASCCC and actively pursue bills of*

interest.

3. Develop a public relations campaign to promote the visibility and work of the ASCCC.

4. Research and attend state and national conferences related to academic and professional matters.

5. Cultivate relationships and work with the legislative lobbyists and representatives of FACCC, CFT, and CTA higher education to discuss common interests and how we may mutually advance the critical policies of CCC.

6. Include legislative advocacy topics at appropriate ASCCC Events.

When asked how well these strategies help us to reach our objectives and achieve this goal, 24 respondents replied “very well,” 14 replied “well” and four replied “fair.” One respondent stated that these strategies will help the ASCCC take the lead on statewide issues. A second respondent proposed the development of a media committee tasked with sharing messages that resonate with different constituencies. Most participants (32) did not suggest any changes for the strategies. Other suggestions include:

- Encourage/invite local union leaders to attend ASCCC events in order to improve/foster the relationship between senates and unions.
- More Senators to support these efforts.
- Include strategies that assist Senate’s on campuses where faculty are struggling to be heard.
- Explore additional models for decision making and how the organization can more rapidly respond to statewide issues, accreditation, and external influences.
- More regional meetings where recommendations can be made to the Executive Committee.
- More communication with lawmakers to show the public wants what the organization is proposing.
- More professional development and training.
- Involve K-12, CSU, and UC representatives.
- Strategy #3 is unnecessary.

GOAL: Engage and empower diverse groups* of faculty at all levels of state and local leadership.

Nearly all respondents (38) agreed that this goal supports our mission and provides a good direction for the Senate. When asked if this goal is a priority for the organization, 33 participants said “yes.” Of the eight concerned respondents, several noted that the Senate should engage and empower *all* faculty members. Others felt this goal is already represented in the Senate mission and many other priorities rank higher.

OBJECTIVES:

1. Increase leadership development opportunities for diverse faculty such that they are prepared to participate in and lead local and statewide conversations.

2. Increase the diversity of faculty representation on committees of the ASCCC, including the

Executive Committee, and other system consultation bodies to better reflect the diversity of California.

When asked how well the proposed objectives serve to accomplish this goal, 22 respondents said “very well,” 13 said “well,” five said “fair” and one said “poor.” Most respondents (34) did not suggest any changes for the objectives. However, a few respondents noted that leadership development opportunities should be addressed at the local level before addressing the statewide Senate. Another felt the organization should increase these opportunities for *all* faculty, unless data suggests certain faculty members are not given the same opportunity to serve in leadership positions. Other suggestions include:

- Make the statement diversity-blind.
- Reach out to the colleges that are not the majority and listen to their concerns.
- Add an objective that specifically focuses on helping local Senates diversify their membership and leadership.
- Distinguish that the organization will actively recruit diverse faculty rather than just increase opportunities.
- Assure that diversity is inclusive of ALL of the populations listed in the ASCCC Inclusivity Statement – not just a single population or two.
- Diversity does not stop with race and ethnicity – More attention to groups that are often overlooked by legislators and the Chancellor’s Office.

STRATEGIES:

- 1. Lead professional development opportunities designed to promote recruitment of diverse faculty for participation in local and statewide senate activities.*
- 2. Develop a cultural competency plan.*
- 3. Increase outreach activities to promote recruitment of diverse faculty.*
- 4. Identify resources to fund, and thus increase, the attendance of diverse faculty at ASCCC events.*

When asked how well these strategies help us to reach our objectives and achieve this goal, 23 respondents said “very well,” 12 said “well,” four said “fair” and two said “poor.” Most participants (30) did not suggest any changes for these strategies. However, several respondents were concerned with how the organization defines diversity. Suggestions from the remaining participants include:

- Focus on encouraging local Senates to engage in aforementioned practices.
- Clarify cultural competency and its goals.
- Rescript Strategies 1, 3, and 4 to engage and empower *all* faculty.
- Replace “diversity” with “inclusive” – diversity is not consistently defined statewide or locally.
- Funding diverse faculty (Strategy 4) creates a divide and fiscal disadvantage for others.
- Add training about what the organization means by diversity and why it matters.

GOAL: *Lead faculty professional development for the California Community College System.*

Nearly all respondents (39) agreed that this goal supports our mission and provides a good direction for the Senate. However, one respondent feels this goal is too bureaucratic and would like more to see more respect for local development. Most respondents (38) also thought this goal is a priority for the organization. One respondent noted that progress in the other goal areas will provide movement for this goal.

OBJECTIVES:

- 1. Ensure that all system-wide faculty professional development in California Community Colleges occurs in collaboration with the ASCCC.*
- 2. Design and implement a comprehensive ASCCC professional development plan.*

When asked how well the proposed objectives serve to accomplish this goal, 27 respondents answered “very well,” 10 answered “well” and three answered “fair.” Most respondents (38) did not suggest any changes. A few respondents noted that these objectives are essential and of utmost importance. Others, however, are concerned that valuable professional development opportunities will be excluded if they do not align with the ASCCC interests. Other suggestions include:

- Consider the difficulty in defining “system-wide faculty professional development” – might be unrealistic for the ASCCC to become involved with discipline-specific groups and their professional development.
- Ensure local control over faculty professional development. Support discipline expertise, distance learning/technology expertise, leadership, student success and equity as foundations for faculty professional development.

STRATEGIES:

- 1. Increase outreach to organizations and individuals regarding ASCCC professional development activities by developing partnerships and collaborations.*
- 2. When grant opportunities for system initiatives are released, immediately contact applicants and urge inclusion of the ASCCC in grant applications.*
- 3. Consult with the Chancellor’s Office on methods to ensure the ASCCC’s primacy in faculty professional development.*
- 4. Develop relationships and collaborate with other groups on professional development activities for faculty.*
- 5. Establish a conference attendance budget for Executive Committee members and ASCCC staff to attend conferences relevant to their ASCCC committee assignments or job descriptions.*

When asked how well these strategies help us to reach our objectives and achieve this goal, 23 participants replied “very well,” 15 replied “well” and two replied “fair.” Most participants (34) did not suggest any changes. A few participants applauded these objectives, especially Objective 2. Another suggested that the organization craft and manage messages that are directed at specific groups. Other suggestions include:

- Add a strategy that focuses on working with local Senates to ensure that faculty are taking a leadership role in faculty development and determining the local faculty development agenda.
- Remove the word “immediately” in Strategy 2 to show it is not a desperate attempt to take control of system initiatives.
- Define which grants will be included in Strategy 2.

GOAL: *Enhance engagement, communication, and partnerships with local senates, system partners, and other constituent groups.*

Nearly all respondents (39) agreed this goal supports our mission and provides a good direction for the Senate. However, one participant noted that faculty and colleges need more ASCCC support, especially with accreditation. Most participants (36) felt this goal is a priority for the organization. Other respondents, however, expressed that this is not a *new* goal and takes a backseat to other goals identified earlier in the survey.

OBJECTIVES:

1. *Increase the participation of official ASCCC representatives at events and meetings conducted by system partners.*
2. *Improve methods of gathering input from faculty, local senates, and system partners.*
3. *Conduct official visits to all California Community colleges.*

When asked how well these objectives serve to accomplish this goal, 24 participants said “very well,” 14 said “well,” one said “fair” and one said “poor.” One respondent particularly liked Objective 1, but a second respondent would like the Senate to include an explanation of why these objectives need to be done. Most respondents (37) did not suggest any changes. However, one participant suggested that the ASCCC visit one Senate meeting at each of the community colleges. Others were concerned about travel time and expenses, and would prefer to see more involvement from colleges at plenary instead.

STRATEGIES:

1. *Create a communication plan.*
2. *Develop short- and long-range plan for local senate visits by ASCCC.*
3. *Create a master calendar of events held by system partners and other relevant constituencies Strengthen partnerships with the Chancellor’s Office divisions.*
4. *Expand the ASCCC presence at other constituent groups’ meetings and conferences to create more faculty presence.*

When asked how well these strategies help us to reach our objectives and achieve this goal, 24 participants said “very well,” 13 said “well,” two said “fair” and one said “poor.” Most participants (32) did not suggest any changes. However, one respondent stated that media-savvy/communications faculty should be involved. Another respondent requested that the Senate clarify which groups will be included in Strategy 4. Other suggestions include:

- Add major characteristic of the plan (Strategy 1) or the purpose/intended outcome of the plan.
- Craft short, rich messages that tell the general public who we are and what we do. Cultivate the public to pressure lawmakers.
- Reduce the number of strategies
- Reduce local visits and travel costs by adding an online component.

GOAL: *Secure resources to sustain and support the mission and the work of the ASCCC.*

Nearly all respondents (39) agreed that this goal supports our mission, provides a good direction for the Senate, and is a priority for the organization. One respondent, however, is concerned about the funds needed to complete this goal. Another would like the goal to state that these are *ongoing* resources.

OBJECTIVES:

- 1. Realize a minimum increase in Academic Senate Foundation (ASFCCC) funding of \$25,000 per year.*
- 2. Realize a minimum increase in the governor's base funding to the ASCCC of \$XXX per year.*
- 3. Maintain and when possible increase resources to sustain and expand as appropriate ASCCC grant-funded activities.*

When asked if these objectives serve to accomplish this goal, 23 participants said "very well," 15 said "well" and two said "fair." Most participants (33) did not suggest any changes. However, some thought the "XXX" in Strategy 2 should be replaced with a quantitative measure, such as a minimum *percentage* of the overall Senate budget. Other suggestions include:

- More budget discussions.
- Increase the amount of private funds.
- Demonstrate to local Senates what current funds are being used for, and how additional funds (1) are required versus reallocation of existing funds and (2) how new funds will be used with proposed metrics to demonstrate effects of additional funding.

STRATEGIES:

- 1. Increase applications for appropriate short-term and long-term grants.*
- 2. Secure appropriate resources to implement the ASCCC's comprehensive professional development plan.*
- 3. Enter into conversations with the Chancellor's Office about ways to increase ASCCC funding.*
- 4. Leverage relationships established between Executive Committee members and legislators and system partners to secure increased funding for the ASCCC.*
- 5. Expand fundraising of ASCCC Foundation at events.*

When asked how well these strategies help us to reach our objective and achieve this goal, 25 respondents answered "very well," 12 answered "well" and 3 answered "fair." Most

participants (37) did not suggest any changes. However, one respondent is concerned that Strategy 1 requires a significant time commitment that may not be feasible without a grant coordinator. Another felt budget constraints have limited ability to achieve the proposed goal. Other suggestions include:

- Hire a political consultant.
- More inclusive discussions.
- Consider offering publications that would generate income (e.g. Kindle), such as “best practices” in teaching, administration or course design. Look at academic publishing houses for models.

Entire survey results can be found using this link:

<https://www.surveymonkey.com/results/SM-PWT5DXL7/>



Executive Committee Agenda Item

SUBJECT: Professional Development College Technology		Month: March	Year: 2015
		Item No: II. J.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval using Bizvision for creating the Professional Development College	Urgent: NO	
		Time Requested:	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Adams	Consent/Routine	X
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Professional Development College now has two modules – the Leadership Pilot and the Curriculum Academy. At its last meeting, the Foundation requested that the PDC have an online presence. One resource that has been explored is Bizvision.

Bizvision offers a platform to deliver live, on-demand, or simulive (scheduled rebroadcasts) video, audio, and animation-based online courses/event streaming. Their interactive player is customizable and flexible. The player provides video paired with synchronized slides, downloadable materials, chat room, questions form, attendance verification, quizzing/testing, and automated certification. Members can view the demo course at www.bizvision.com/player.

Bizvision also has a Catalog System, which allows the ASCCC to collect registrations and payments for the courses. The standard catalog is free

([http://adta.bizvision.com/producer/americanandancetherapyassociation\(395\)](http://adta.bizvision.com/producer/americanandancetherapyassociation(395))). An upgraded catalog is available for a one-time customization fee of \$1,000. The upgraded catalog can be designed to more closely reflects the look and feel of the Senate (examples:

<http://horticulturevideos.bizvision.com/>, <http://apa.bizvision.com/>, <http://ifa.bizvision.com/>)

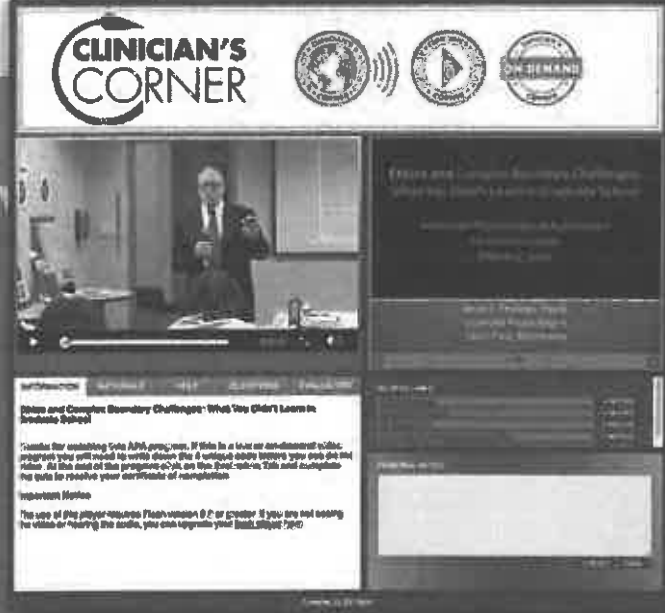
Bizvision does not charge anything upfront, there are no ongoing subscription fees, minimum requirements or long-term commitments. They work on a revenue sharing basis. We would set how much we would like to charge for our courses, and they would retain 15-25% of the registration fee and send the majority of the payment on to us. Their philosophy is to be true partners with their clients in that they are only successful when we are. Revenue sharing is a very low risk venture

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

for us. This revenue share covers video hosting, streaming, 24/7 support for your end-users, interactive player, free catalog system, etc., but does not include video production.

Bizvision has a nationwide network of videographers. They are available for hire to stream live events or capture events for on-demand viewing. They can also work with us to create new content for online delivery. Rates vary by market, but are typically around \$1,200 for a full day. However, video production services are not required to use their streaming platform if we have our own resources. For example, we might work with 3CMedia Solutions to provide the video production.

The Executive Committee will discuss using Bizvision for the Curriculum Academy modules to see how it goes. If approved, the Senate will use \$1000 from the website budget to have the website branded like our website.



Video-Powered Online
 Professional Education
 & Development
 for
**Associations and
 Other Providers**



IF your association is like most we partner with, providing added value for your members and generating non-dues revenues are critical factors for your success. Education and training are offerings that typically enable you to maximize both. The BizVision video-powered platform has been designed specifically to deliver highly engaging educational courses and other online communications within the association environment. Not only does our platform streamline the cost and process of delivering online courses, but it is available without any upfront investment or long-term commitments.



If Video is the Answer, BizVision is the Solution

For many years, associations have used audio-only webinars and conference calls for distance learning and communications. These are good solutions for many applications. However, when you need to make an engaging presentation or visually demonstrate best practices or procedures, there is no substitute for full-motion video. Studies* have shown that people remember 50% of what they see and hear, compared to 30% of what they see, 20% of what they hear and 10% of what they read. Plus, video-based content can be produced faster than just about any other online learning format.

Others have historically sent out DVDs to enable members to have access to video-based content. This approach leverages the power of video, but making sure only the latest and most accurate versions are available is a challenge. Plus, once the DVDs leave your hands, you have no control over who has access to them or how many times they are reproduced.

More recently, many organizations have resorted to posting videos on YouTube and similar sites. YouTube is a great platform for promotional content, but lacks the functionality to register participants, certify who watched or what they learned, show slides, download materials, or interact with the presenter. Also, unless you create a private channel, your content is accessible to anyone. BizVision enables you to leverage the power of video and provide the control and functionality you need to make it an effective professional education solution.

*"Research also suggests that seeing and hearing content is five times more effective than reading." Kelly, T., & Nanjani, N. Video Propels E-Communication. Chief Learning Officer magazine, July 2003: pg. 15



"What we've appreciated most about working with BizVision is their terrific combination of personalism and professionalism, as our partners, they do far more than simply provide a service, they are fully invested in our success."

Greg J. Nejmeyer, Ph.D.
 Director, Office of
 Continuing Education
 in Psychology
 APA Directorate, American
 Psychological Association



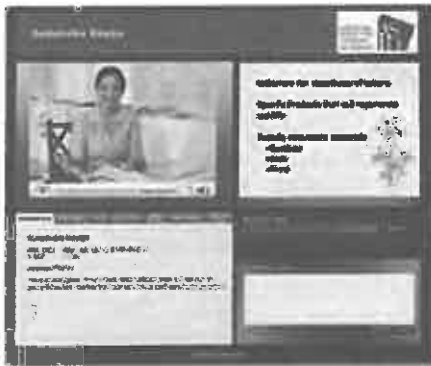
How You Can Use the BizVision Platform

Consider some of the many ways BizVision could be of service to your organization:

- Professional education/development Certification
- Expand the audience for live conferences
- Presentations from association leadership
- Spotlight the expertise and best practices of members
- Virtual vendor expos
- Industry/profession news and trends
- Regulatory/legal updates
- Have other ideas? We'd love to hear your thoughts.

How the BizVision Platform Works

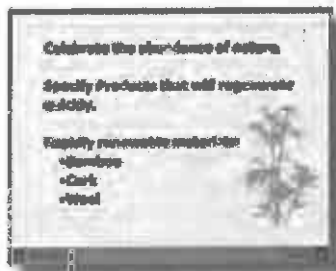
The BizVision platform consists of seven different components: the user player; the presenter controls (for live events); the registration module; the e-commerce engine; the admin/learning management system (LMS), which features a customizable course catalog management system and reporting tool; the content delivery network (CDN); and our support services. We'll give you more details about each of them in the following paragraphs.



The Player

The player is what your members would use to watch your content. It doesn't require any special software or downloads. They can watch on PCs, Macs, and mobile devices, including iPads and Android tablets/phones. The player can easily be customized to reflect your branding and configured to meet your specific needs. You can deliver courses live, on demand or simulated live ("SimuLive"), which allows you to take

previously recorded content and play it as though it were live on a specific date and time.



In addition to being able to deliver full-motion video in the upper left window, you can also incorporate slides that are synched to the presentation in the window on the upper right. The BizVision platform automatically records the slide timings during a live event and can utilize them for later on-demand or SimuLive viewing. This eliminates what is usually a time-consuming, manual process.

"The BizVision platform was very user friendly. It was easy to navigate, and very easy to stop and start the program as time allowed. Even though we could not necessarily see the participants as they asked questions, we could understand their questions. That interactive piece was important."

- International Franchise Association User

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The tabs below the video window can be re-arranged, re-named or disabled. The "Information" tab lets you convey general information about the presentation. The "Materials" tab enables users to download any electronically formatted print materials associated with the presentation. There are

multiple ways participants can interact with the presenter or moderator, including emails, chat, Twitter or by phone. The "Certificate" tab takes you first to the optional or required course evaluation form. Then, participants will be asked to enter in letter codes that can be embedded in the video window.

This is one way you can have participants verify they actually watched the presentation. The customized certificate can either be printed out or stored in the system indefinitely. You can also test participants'

knowledge on the subject by utilizing our automated testing functionality instead of, or in addition to, using the letter codes.

In the bottom right quadrant, you can post links to any websites that may be relevant to your presentation. Participants can even paste those links in the Notes section below and email them to themselves or anyone else, along with any notes they have taken.



The Presenter Controls

BizVision's user-friendly controls enable the presenter, a videographer, or other facilitator to manage a live webcast. These controls include the ability to advance the slides for all connected users, monitor the chat room, and send out emergency or informational notices. The presenter controls also serves as a virtual switcher that allows switching between multiple presenters – even in different locations – as well as switching to pre-recorded video clips or static on-screen graphics. In addition, presenters and others who have access to the controls can see in detail who is actually participating on the webcast, and upload slides and materials.

The Registration Module

BizVision's registration module makes sure that only the people you want to see your content are allowed access. The system captures the registrations of individual users and stores them in our database for you or them to access at any time. If you already have online registration functionality, we can integrate with your system and facilitate the appropriate exchange of information.

The E-Commerce Engine

BizVision's e-commerce engine can handle all transactions, refunds, and can supply you with an easy-to-use reporting tool so you can see exactly what revenues are being generated at any time. Or, if you prefer, we can integrate with your existing e-commerce system.



"BizVision offers a balance of technological innovation, fairness, attention to detail, fresh ideas, personal relationships and... due to our own lack of technological know-how incredible patience"

"With creativity, collaboration and integrity, BizVision has enabled us to take our "CLE Movie" webcasts nationwide and make our dream of business expansion come true!"

– Anna Marie Thatcher, J.D.
Managing Producer
– Graham Thatcher, Ph.D.
Artistic Director
Periaktes Productions, LLC



"BizVision was the perfect partner for 2017's TEDxBYU. Due to their experience and expertise they were able to quickly connect with BYU and create a great website. BizVision was flexible, capable, and dead-on in delivering a great webcast solution for us."

- Todd Manwaring, Managing Director, BYU Ballard Center & Peery Program



The Admin/Learning Management System (LMS)

Our learning management system provides a simple, streamlined way to set up courses and get reports. The catalog management function allows administrators to describe and title a course, enter a bio of the presenter, upload graphics or preview videos, create tests and enter other certification criteria, upload slides and related materials, and indicate whether it will be delivered live, simulated live or on

demand. If you will be using BizVision to deliver many courses, you can set up a custom-branded course library, set up topic categories, schedule email reminders and populate an online calendar for live or SimuLive presentations.

Your members will be able to access their own accounts to see which courses they have taken, for which courses they received credit, and which courses they have registered for but not taken. If you grant permission, they can also return to their account and review courses they have taken previously for as long as you determine.

Our reporting tool is accessible online at anytime and can export a wide variety of both standard and custom reports as Excel or CSV files.

You can set up various levels of admin access which can be determined by role or individual.

The Content Delivery Network (CDN)

Your video-based education and other presentations will be delivered by use of our content delivery network. Utilizing the services of a CDN makes near-unlimited scalability a reality, and provides reassuring redundancy in the delivery and hosting of live and on-demand video. Our CDN also enables your users to access your multimedia content from the closest of hundreds of edge servers, instead of a single server location, which greatly reduces the possibility of bottlenecks.



Our Support Services

As much as the technical components of our platform have to offer, it's our full range of services that really sets BizVision apart. Our help desk is available for any of your member users who may be experiencing technical or other challenges – any hour of the day or night, 365 days a year. Imagine your members being able to call and talk to a real person who actually knows which course they are trying to watch!

Our technical and client support teams are on call to help clients get set up initially, trouble-shoot any platform-related issues, and to monitor all live webcasts.

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Production Services and Nationwide Videographer Network

One issue that often prevents organizations from considering video-based initiatives is the assumption that video production is expensive and complicated. Nothing could be further from the truth. While you can spend a lot of money using high-end studios to create "Hollywood"-type productions, there

are certainly many other high-quality options that cost surprisingly little. Depending on the application, you may even find it adequate to use a webcam, Skype, or a Flip/phone camera, which cost little or nothing to produce.

Many of our clients also choose to invest a little in video production resources so they can produce their own higher quality content. For those who prefer to outsource that function, BizVision maintains a national network of professional videographers who are available on call anywhere in the U.S. you have an event that needs to be streamed live or recorded. Our network can also be used to supplement your internal resources by just capturing video of your remote events. For example, we've arranged for as many as 10 local videographers to record hundreds of hours of education sessions at a single annual conference. We also have facilities at our headquarters or around the country for studio productions and all post-production services.

How BizVision Can Benefit Your Organization

- Generate significant non-dues revenues.
- Increase the value of membership without adding to the size or responsibilities of your staff.
- Expand the reach and life of your educational content without jeopardizing in-person registrations.
- Strengthen relationships with your members and recognize their achievements.
- Help remote members feel more connected and part of the community.
- Attract new members by helping them advance their careers through the latest technologies in distance education and communication.

How BizVision Charges

The best news about BizVision is that you can leverage the power of video for surprisingly little. In fact, the only way we make money is by making sure our platform is generating revenues for you. Once that happens, we then earn a minor share of those monthly revenues. And because there are no upfront license fees or long-term commitments, you can give us a try on just



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one project, risk-free, without any further obligation. If you need assistance with remote production or live webcasting, our videographers typically range between \$100 and \$125 per hour. Please call or email to request a quote.



About BizVision

While BizVision was founded in early 2008, the company has long roots in distance delivery of video-based professional education and other communication – even pre-dating the Internet. BizVision began as a division of a Salt Lake-based satellite communications company. In January of 2009, the company became an independent entity to focus exclusively on Internet delivery.

In the short time since our founding, BizVision has gone from simply hosting a large library of online training videos to expanding our platform to support live and on-demand webcasts with full-motion video, synchronized slides and other complementary functionality. We are now a leading provider of video-powered online professional education, training, and other communications.

Our clients appreciate our approach to business that minimizes risk and maximizes value. With no long-term or exclusive commitments required, we operate as though we have to earn your business every day – because we do!

How to Get in Touch

If you'd like to discuss a specific project or arrange an online demo, please contact Mark Lehnhof, Vice President of Business Development, by phone at 801-567-3248 or by email at markl@bizvision.com.

6952 Hightech Drive
Salt Lake City, Utah 84047
Toll Free: (800) 811-0230
Phone: (801) 567-3248
www.bizvision.com



"BizVision's core competencies and platform refinements fueled sales increases by 70% year-to-date. Their organizational commitment to excellence in technology applications and customer service is a perfect fit for our business. We look forward to continued growth thanks, in large measure, to BizVision's platform."

– Jim Parents, ACPEN
co-founder and COO

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Executive Committee Agenda Item

SUBJECT: Academic Senate Foundation		Month: March	Year: 2015
		Item No. III B	
		Attachment: YES	
DESIRED OUTCOME:	Update the Executive Committee on the activities of the Academic Senate Foundation	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Reports	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: The Academic Senate Foundation is in the process of coordinating our annual Spring Plenary Session fundraising events. The Foundation Board appreciates your help in promoting the Spring Fling and assisting us in soliciting donations for Silent Auction. Thank you.

Spring Fling

The Academic Senate Foundation will hold its Spring Fling event Friday evening on April 10 from 7pm to 11pm. Guests will delight in a dinner buffet and wine while enjoying music by the James Todd Quartet. After dinner, guests will be invited to come dancing in the Bayshore Room to a music program created especially for Session. Individual spring fling tickets are available for \$100. Table sponsors are available at \$1000 for a table of eight. There will be a reception for our table sponsors at 6:30pm with dinner for all our guests beginning at 7:00pm. Cocktail attire and dancing socks, if desired, are suggested for the evening. Tickets may be purchased with plenary registration at or separately through the following link: <http://www.asccc.org/foundation-spring-fling-online-payment>

Silent Auction

The Academic Senate Foundation is soliciting items for the Silent Auction, the companion event to the Spring Fling. Donations will be accepted through the ASCCC office. As the donations come in, a picture, description, and value of the item will be posted to the ASCCC website. Items may be donated through a link on the ASF Get Involved page: <http://asfccc.com/get-involved/silent-auction/>

For additional information on either event or on the AS Foundation in general, please have individuals contact the AS Foundation president, the Executive Director, or an ASF Board member.

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

**AS Foundation
October 27, 2014
ASCCC Offices
One Capitol Mall, Suite 340, Sacramento
9:30am – 1:30pm
Minutes**

Attended: Julie Bruno, James Todd, Michele Grimes-Hillman, Virginia May, Richard Mahon, Julie Adams

Secretary: James Todd

- I. Approval of the agenda - (approved)
- II. Approval of the minutes from the September 24, 2014 meetings – (approved)
- III. Fall Plenary Session Fundraiser – Members agreed that we would have PowerPoint in the background. Richard Mahon would take photos and we need to get photos of the Spring Fling, James' Band, and the Curriculum Institute. Any pictures are due to Julie A by November 5, 2014.

Members discussed the coordination with Executive members and the ASCCC staff for the receptions. Julie A will make the arrangements.

Raffle - Members discussed the logistics of the raffle and the events.

Area Competition – Members discussed the logistics of the Area Competition

Members agreed that Julie B will promote the Professional Development College (PDC) at session on Thursday. PDC folk will be introduced and encouraged to wear their ASCCC shirts. Julie B will provide background and Dolores Davison will discuss the PDC. Members agreed that the CTE leadership committee should be introduced.

Members agreed that a flyer for the 2015 spring fling and auction should be available for distribution at fall session. We have received donations for the 2015 Spring fling including: Carolyn Hanna is making a wine basket and Kathy Oborn is giving a weekend at Big Bear. Maria Biddenback from Napa Valley is giving wine. Jason from Mendocino is giving beer. Julie A will work on the flyer. Julie's staff will check into hotel gifts. Julie B and David will speak to the CCLC. Julie is going to look into the flyer. Julie A will recruit members to be a sub-committee to help us gather auction items at Fall Plenary. Julie A will look for one sub-committee members from each area.

- IV. Communication
Branded message - Members discussed phrasing that will be used on all of our written material: "Advancing Leadership, expanding opportunity, ensuring

excellence. "Richard will record a digital message that can go under "Get Involved", tab on the website.

- V. Foundation Listserv - Julie will work on the list to be in time for Spring Fling.
- VI. Website – Members discussed potential changes to the pages. Members would like to add a history to the Foundation page. Michelle GH will work with Janet Fulks to write up a brief history. Members described the need to finalize conversations about the leadership circle and “annual” donations.” Members agreed that sustainable donations need to be recognized on the website.

Executive Committee Agenda Item

SUBJECT: Legislation Update and Discussion on Dual Enrollment Legislation		Month: March	Year: 2015
		Item No: IV A	
		Attachment: Yes (5)	
DESIRED OUTCOME:	Update the Executive Committee on recent state and federal legislation.	Urgent: NO	
CATEGORY:	Action	Time Requested: 20 minutes	
REQUESTED BY:	Bruno/Freitas/North	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Julie Adams	Consent/Routine	
		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

As anticipated, the Chancellor's Office sponsored legislation on concurrent enrollment (AB 288) and requested the ASCCC support the bill. The Educational Policies Committee investigated the impact of the bill and provides the following analysis for consideration.

The expansion of dual enrollment has become a top priority of the Chancellor's Office recently, including the sponsorship of AB 1451 (Holden, 2014), which was supported by the BOG, but ultimately died in the senate because of CTA opposition. For the 2015 legislative year, the Chancellor's Office has made the expansion of dual enrollment its only legislative priority. A new bill, AB 288 (Holden), has been drafted. While dual/concurrent enrollment has historically targeted high-achieving high school students, the purpose is to expand dual enrollment programs for struggling and at-risk students to create new and seamless pathways for college and career access through district-level partnerships between community college districts and school districts.

Vice Chancellor Vince Stewart joined the Educational Policies Committee meetings by phone on January 13, and then on February 13 after the legislation was drafted, to discuss the intent of the Chancellor's Office pushing for dual enrollment expansion. As stated above, their intent is to expand access for the at-risk student population. The key elements of the legislation are:

- Participating students can enroll in up to 15 units (current cap is 11 units)
- College courses on the high school campus would be restricted to the high school students
- Creation of seamless college and career access pathways
- Students can also take classes on the college campuses
- Prohibit a CCD from receiving state allowance/apportionment for instructional activities that the school district has been/will be receiving allowance/apportionment

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

- Agreements must be approved by all boards involved in open meetings of each board.

Some concerns have been identified, including:

- Will consultation with local senates be required, and if so how will that be verified? (There is nothing in the legislation requiring consultation)
- Will the CCCCCO draft guidelines for implementation and distribute them to the field in a timely manner?
- At the January meeting, Vince Stewart stated that the CCDs could receive apportionment for dual enrollment classes, yet the bill places restrictions that may hamper the ability to offer college readiness basic skills programs at the high schools (for example) because such courses may duplicate the high school courses. This needs clarification.

Given the importance of this legislation to the Chancellor's Office and probable support by the Board of Governors, the Executive Committee should discuss this legislation to determine whether or the body should consider a resolution of support for the bill, conditional support for the bill if changes are made, support for changes to the bill without a position on the bill itself, opposition to the bill, or not bring forward a resolution and instead identify concerns and communicate them to the Chancellor's Office.

Attachments include the ASCCC Legislation Report and AB 288 (Holden). The Chancellor's Office State and Federal Legislative Updates and Tracking Matrix will be forthcoming.

**Legislative Report
February 18, 2015**

Assembly Bills

AB 13 (Chavez) Public Postsecondary Education. AB 13 exempts nonresident students enrolled at a community college using Federal GI bill education benefits to cover the costs associated with enrollment as a community college student. Authorizes community college districts to report students exempted from nonresident tuition for purposes of calculating apportionments to those districts.

Status: [Referred to Committee on Higher Ed and Veterans Affairs Committee 1/16/15](#)

ASCCC Position/Resolutions: The ASCCC has many resolutions urging support for Veterans to assist them in achieving their educational goals. Specifically, Resolution 20.01 Sp09 that states, "Resolved, That the Academic Senate for California Community Colleges work with local academic senates and the Intersegmental Committee of Academic Senates (ICAS) to promote better awareness of the G.I. bill and the best strategies for utilizing and maximizing its benefits for veterans pursuing higher education."

AB 176 (Bonta) Data Collection

Requires the segments of higher education, as well as the State Department of Public Health, to collect data on specified Asian and Pacific Islander subgroups and post the data on their respective websites by July 2016. The bill calls for 10 additional categories. There is discussion around affects of disaggregating the data including concerns around identifying individual students and the loss of data.

Status: [Referred to the Committee on Higher Ed and the Committee on Health 2/02/15](#)

ASCCC Position/Resolutions: The ASCCC has Resolution 2.01 F03 on the protection of privacy and data that stresses adherence to FERPA and the AAUP statement on privacy. There is also Resolution 3.01 F13 that requests the expansion of demographic categories to provide students with choices when choosing identities to illustrate the demographic realities of our colleges and assist in planning. It appears that a balancing act between the two positions may be required depending on the shaping of the bill.

AB 288 (Holden) College and Career Access Pathways Partnership

This bill would authorize a community college district to enter into a CCCAP partnership with a K-12 school district with the goal of developing pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. The bill would require the partnership agreement to outline the terms of the partnership, as specified, and to establish protocols for information sharing, joint facilities use, and parental consent for high school pupils to enroll in community college courses. (CO Sponsored)

Status: [Introduced 2/11/15](#)

ASCCC Position/Resolutions: We have several resolutions that generally support expanding opportunities for dual and concurrent enrollment (4.01 F07 and 4.02 F07). While we do not have anything specifically on this legislation, those resolutions seem to generally apply. We also have a resolution requesting limitations on concurrent enrollment (15.02 S09). Recently, resolution 13.02 F14 requested guidance on regulations and effective practices for dual and concurrent enrollment as well clarifying terminology. We also have two *Rostrum* articles on the concurrent enrollment in the December 2007 issue.

AB 340 (Weber) Campus Climate Report

Declares the intent of the Legislature to enact legislation to require governing bodies of the higher education systems to submit a report once every two years to the legislature on campus climate.

Status: [Introduced 2/17/15](#)

ASCCC Position/Resolutions: This is currently a spot bill.

Senate Bills

SB 42 (Liu) Commission on Higher Education Performance

SB 42 would change the composition of and renames the California Postsecondary Education Commission (CPEC) to the California Commission on Higher Education Performance and Accountability. Recasts and revises its various functions and responsibilities. Deletes obsolete provisions of, and makes numerous nonsubstantive changes to, existing law.

Status: [Referred to Committee on Higher Ed. 1/15/15](#)

ASCCC Position/Resolutions: The ASCCC has no positions relating directly to existence or configuration of an organization that might take the place of CPEC. However, we do have resolution 1.06 Sp94 - CPEC Legislation: The Academic Senate that states, "Resolved that the Academic Senate urge the Executive Committee to take the position that all current and future legislative bills pertaining to CPEC should include legislative language requiring the participation of faculty and the Academic Senate participation in CPEC projects which are authorized by the legislature." One might extrapolate that the ASCCC would strongly support the involvement of faculty in a CPEC-like organization.

SB66 (Leyva) Career Technical Education Pathways Program

Existing law, until June 30, 2015, establishes the Career Technical Education Pathways Program, which requires the Chancellor of the California Community Colleges and the Superintendent of Public Instruction to assist economic and workforce regional development centers and consortia, community colleges, middle schools, high schools, and regional occupational centers and programs to improve linkages and career technical education pathways between high schools and community colleges, as specified. This bill would extend the operation of the program until July 1, 2018. This bill contains other related provisions.

Status: Referred to Committee on Higher Ed. 1/15/15

ASCCC Position/Resolutions: No resolutions directly related to the CTE Pathways Program. Since this is an extension of a program in place and would help coordinate CTE activities, it appears that the ASCCC would support this legislation in its current form.

Higher Education - Watch List

SCA 1 (Lara) University of California: Legislative Control SCA 1 proposes an amendment to the State Constitution to repeal the constitutional provisions relating to the University of California and the regents. This measure subjects the university and the regents to legislative control as may be provided by statute. SCA 1 prohibits the Legislature from enacting any law that restrains academic freedom or imposes educational or curricular requirements on students.

SB 186 (Jackson) Community College Districts: Removal, suspension or expulsion

Existing law prohibits a community college student from being removed, suspended or expelled unless the conduct for which the student is disciplined is related to college activity or attendance. This bill would authorize the governing board of a community college district to remove, suspend, or expel a student for conduct occurring off of the community college district property, as specified. The bill would require the governing board of a community college district, in determining whether to exercise jurisdiction over an instance of student conduct occurring off campus, to consider specified factors.

Secondary Education – Watch List

SB 148 Career Technical Education: Career and Jobs Skills Education Act. Existing law establishes the office of the Superintendent of Public Instruction, and specifies that the Superintendent is the ex officio Director of the State Department of Education. Under existing law, the State Department of Education administers numerous programs relating to elementary and secondary education. This bill would establish the Career and Job Skills Education Act, which would authorize the governing board of a school district that operates any state-approved career technical education sequence of courses to apply to the Superintendent for a grant for the development and enhancement of high-quality career technical education programs in the school district. The bill would require the governing board of a recipient school district to, among other things, adopt certain policies and procedures and establish a career technical education program that satisfies specified criteria. The bill would establish the Career and Job Skills Education Fund in the State Treasury, and would also require the Superintendent to, among other things, administer the fund and distribute awards through an annual application process to the governing boards of school districts that meet certain requirements. The bill would further require the Superintendent and the State Board of Education to incorporate appropriate metrics into state-adopted accountability measures to determine career readiness of California's high school pupils. **Notes:** This bill may have implications for Statewide Career Pathways.

ASSEMBLY BILL

No. 288

**Introduced by Assembly Members Holden and Olsen
(Coauthors: Assembly Members Alejo and Weber)**

February 11, 2015

An act to add Section 76004 to the Education Code, relating to public schools.

LEGISLATIVE COUNSEL'S DIGEST

AB 288, as introduced, Holden. Public schools: College and Career Access Pathways partnerships.

Existing law authorizes the governing board of a school district to allow pupils whom the district has determined would benefit from advanced scholastic or vocational work to attend community college as special part-time or full-time students, subject to parental permission. Existing law requires credit to be awarded to these pupils, as specified, authorizes a school principal to recommend a pupil for community college summer session if the pupil meets specified criteria, and prohibits the principal from recommending more than 5% of the total number of pupils from any particular grade level who completed that grade immediately before the time of recommendation for summer session attendance.

This bill would authorize the governing board of a community college district to enter into a College and Career Access Pathways partnership with the governing board of a school district located within its service area with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. The bill would require the

partnership agreement to outline the terms of the partnership, as specified, and to establish protocols for information sharing, joint facilities use, and parental consent for high school pupils to enroll in community college courses.

The bill would authorize specified high school pupils to enroll in up to 15 units if those units are required for these pupils' partnership programs and specified conditions are satisfied, and would authorize a community college district to exempt special part-time and full-time students taking up to a maximum of 15 units per term from specified fee requirements. The bill would prohibit a community college district from receiving a state allowance or apportionment for an instructional activity for which a school district has been, or will be, paid an allowance or apportionment under a concurrent enrollment partnership agreement. The bill would require, for each partnership agreement entered into under the bill, the affected community college district and school district to provide an annual report, containing specified data, to the office of the Chancellor of the California Community Colleges.

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

The people of the State of California do enact as follows:

- 1 SECTION 1. The Legislature finds and declares all of the
2 following:
- 3 (a) Research has shown that dual enrollment can be an effective
4 means of improving the educational outcomes for a broad range
5 of students.
- 6 (b) Dual enrollment has historically targeted high-achieving
7 students; however, increasingly, educators and policymakers are
8 looking toward dual enrollment as a strategy to help students who
9 struggle academically or who are at risk of dropping out.
- 10 (c) Allowing a greater and more varied segment of high school
11 pupils to take community college courses could provide numerous
12 benefits to both the pupils and the state, such as reducing the
13 number of high school dropouts, increasing the number of
14 community college students who transfer and complete a degree,
15 shortening the time to completion of educational goals, and
16 improving the level of preparation of students to successfully
17 complete for-credit, college-level, courses.

1 (d) California should rethink its policies governing dual
2 enrollment, and establish a policy framework under which school
3 districts and community college districts could create dual
4 enrollment partnerships as one strategy to provide critical support
5 for underachieving students, those from groups underrepresented
6 in postsecondary education, those who are seeking advanced
7 studies while in high school, and those seeking a career technical
8 education credential or certificate.

9 (e) Through dual enrollment partnerships, school districts and
10 community college districts could create clear pathways of aligned,
11 sequenced coursework that would allow students to more easily
12 and successfully transition to for-credit, college-level, coursework
13 leading to an associate degree, transfer to the University of
14 California or the California State University, or to a program
15 leading to a career technical education credential or certificate.

16 (f) To facilitate the establishment of dual enrollment
17 partnerships, the state should remove fiscal penalties and policy
18 barriers that discourage dual enrollment opportunities. By reducing
19 some of these restrictions, it will be possible to expand dual
20 enrollment opportunities, thereby saving both students and the
21 state valuable time, money, and scarce educational resources.

22 SEC. 2. Section 76004 is added to the Education Code, to read:
23 76004. Notwithstanding Section 76001 or any other law:

24 (a) The governing board of a community college district may
25 enter into a College and Career Access Pathways (CCAP)
26 partnership with the governing board of a school district located
27 within its service area for the purpose of offering or expanding
28 dual enrollment opportunities with the goal of developing seamless
29 pathways from high school to community college for career
30 technical education or preparation for transfer, improving high
31 school graduation rates, or helping high school pupils achieve
32 college and career readiness.

33 (b) A participating community college district may enter into a
34 CCAP partnership with a school district partner that is governed
35 by a CCAP partnership agreement approved by the governing
36 boards of both districts. As a condition of, and before adopting, a
37 CCAP partnership agreement, a community college district and a
38 school district, at regularly scheduled open public meeting of their
39 respective governing boards, shall take comments from the public
40 and approve or disapprove the proposed agreement.

1 (c) (1) The CCAP partnership agreement shall outline the terms
2 of the CCAP partnership and shall include, but not necessarily be
3 limited to, the scope, nature, and listing of community college
4 courses to be offered, and criteria to assess the ability of pupils to
5 benefit from those courses. The CCAP partnership agreement shall
6 also establish protocols for information sharing, joint facilities use,
7 and parental consent for high school pupils to enroll in community
8 college courses.

9 (2) The CCAP partnership agreement shall identify a point of
10 contact for the participating community college district and school
11 district partner.

12 (3) A copy of the CCAP partnership agreement shall be filed
13 with the office of the Chancellor of the California Community
14 Colleges and with the department before the start of the CCAP
15 partnership.

16 (d) A community college district participating in a CCAP
17 partnership shall not provide physical education course
18 opportunities to high school pupils pursuant to this section or any
19 other course opportunities that do not assist in the attainment of
20 at least one of the goals listed in subdivision (a).

21 (e) A high school pupil enrolled in a course offered through a
22 CCAP partnership shall not be assessed any fee that is prohibited
23 by Section 49011.

24 (f) A community college district participating in a CCAP
25 partnership may assign priority for enrollment and course
26 registration to a pupil seeking to enroll in a community college
27 course that is required for the pupil's CCAP partnership program
28 that is equivalent to the priority assigned to a pupil attending a
29 middle college high school as described in Section 11300 and
30 consistent with middle college high school provisions in Section
31 76001.

32 (g) The CCAP partnership agreement shall certify that any
33 community college instructor teaching a course on a high school
34 campus has not been convicted of any sex offense as defined in
35 Section 87010, or any controlled substance offense as defined in
36 Section 87011.

37 (h) The CCAP partnership agreement shall certify that any
38 community college instructor teaching a course on a high school
39 campus has not displaced or resulted in the termination of an

1 existing high school teacher teaching the same course on that high
2 school campus.

3 (i) (1) A community college district may limit enrollment in a
4 community college course solely to eligible high school students
5 if the course is offered at a high school campus during the regular
6 school day and the community college course is offered pursuant
7 to a CCAP partnership agreement.

8 (2) For purposes of allowances and apportionments from Section
9 B of the State School Fund, a community college district
10 conducting a closed course on a high school campus pursuant to
11 paragraph (1) of subdivision (j) shall be credited with additional
12 units of full-time equivalent students attributable to the attendance
13 of eligible high school pupils.

14 (j) A community college district may allow a special part-time
15 student participating in a CCAP partnership agreement established
16 pursuant to this article to enroll in up to a maximum of 15 units if
17 both of the following circumstances are satisfied:

18 (1) The units constitute no more than four community college
19 courses per term.

20 (2) The units are part of an academic program that is part of a
21 CCAP partnership agreement established pursuant to this article.

22 (k) The governing board of a community college district
23 participating in a CCAP partnership agreement established pursuant
24 to this article may, in whole or in part, exempt special part-time
25 students described in subdivision (j) from the fee requirements in
26 Sections 76060.5, 76140, 76223, 76300, 76350, and 79121.

27 (l) A community college district shall not receive a state
28 allowance or apportionment for an instructional activity for which
29 a school district has been, or shall be, paid an allowance or
30 apportionment.

31 (m) The attendance of a high school pupil at a community
32 college as a special part-time or full-time student pursuant to this
33 section is authorized attendance for which the community college
34 shall be credited or reimbursed pursuant to Section 48802 or 76002,
35 provided that no school district has received reimbursement for
36 the same instructional activity.

37 (n) For each CCAP partnership agreement entered into pursuant
38 to this section, the affected community college district and school
39 district shall report annually to the office of the Chancellor of the
40 California Community Colleges all of the following information:

- 1 (1) The total number of high school pupils by schoolsite enrolled
- 2 in each CCAP partnership.
- 3 (2) The total number of community college courses by course
- 4 category and type and by school site enrolled in by CCAP
- 5 partnership participants.
- 6 (3) The total number and percentage of successful course
- 7 completions, by course category and type and by schoolsite, of
- 8 CCAP partnership participants.
- 9 (4) The total number of full-time equivalent students generated
- 10 by CCAP partnership community college district participants.
- 11 (o) Notwithstanding Section 10231.5 of the Government Code,
- 12 the annual report required by this subdivision shall also be
- 13 transmitted to all of the following:
- 14 (1) The Legislature, in compliance with Section 9795 of the
- 15 Government Code.
- 16 (2) The Director of Finance.
- 17 (3) The Superintendent.



CALIFORNIA COMMUNITY COLLEGES 2015 FEDERAL PRIORITIES

California Community Colleges comprise the nation's largest system of public higher education and plays a vital role in the state's economy by educating more than 2.1 million students. Operating through 72 districts that oversee 112 colleges and 72 off-campus centers, California's two-year institutions provide primary programs of study and courses, in both credit and noncredit categories that address its three primary areas of mission: education for university transfer, career technical education, and basic skills.

Given the current economic climate, targeted investments in education and job training are key to increasing the nation's competitiveness in the global economy. The California Community Colleges are also the state's largest workforce training provider. The colleges offer more than 175 degree and certificate programs in hundreds of career technical fields. California's community colleges are well positioned to be key players in working with the federal government to continue the economic recovery by preparing a skilled workforce that meets the needs of a changing job market.

This year the California Community Colleges have identified three critical federal advocacy issues:

1. REAUTHORIZE THE HIGHER EDUCATION ACT

In reauthorizing the Higher Education Act (HEA), Congress needs to focus on the unique mission and contribution of community colleges. States must be encouraged to maintain critical funding. Support should be given to institutions and students to advance credential attainment. Consumer information must be pertinent and usable. To ensure accurate measurements of student success a federal student unit record system should be implemented. Appropriate efforts to manage student debt and facilitate on-time repayment under the Direct Loan program must be reexamined, including consolidation of loan repayment options. The Free Application for Federal Student Aid (FAFSA) should be simplified to foster greater participation. Regulatory burden must be minimized, and federal reporting and disclosure requirements should be streamlined. Cohort default rates should be replaced with a metric that recognizes low rates of borrowing to preclude institutions from having to deny future students financial aid. Congress should authorize and fund a program dedicated to supporting and expanding innovative

community college and industry partnerships, such as the proposed Community College Career Fund.

ACTION

The California Community Colleges urges Congress to reauthorize the Higher Education Act, and support critically important HEA issues.

2. FUNDING FOR THE PELL GRANT PROGRAM

Against the backdrop of the continuing economic recovery community colleges are increasingly important engines for entrepreneurial activity and job creation; however, recent cuts to the Pell Grant program have disproportionately hurt community college students. Pell Grants assist more than 3 million low-and moderate-income community college students each year by helping them meet the costs of tuition, course materials and living expenses. Over one-third of all community college credit students receive a Pell Grant. The program must be sustained without any further limitations in student eligibility. Additionally, Congress should restore eligibility for the year-round Pell Grant, “ability-to-benefit” students, and extend the time limit for Pell Grant eligibility to 14 full-time equivalent semesters.

Pell Grants are essential to expanding access and enhancing college completion for low-income community college students. In fiscal year 2012-13 Pell Grants represented more than \$1.59 billion in federal aid to approximately 485,081 California community college students. The maximum award is \$5,730 (an increase of \$85 over the previous year) for fiscal year 2014-15. Congress cut overall program costs last year by changing eligibility rules which effectively reduced the pool of eligible Pell Grant recipients and resulted in a loss of more than 25,000 Pell Grant recipients. This reverses an 8 year trend of Pell Grant participation growth fueled by economic conditions, student demand and increased eligibility due to Pell Grant program participation rules being more responsive to student circumstances.

ACTION

The program must be sustained without any further limitations in student eligibility. Additionally, Congress should restore eligibility for the year-round Pell Grant, “ability-to-benefit” students, and extend the time limit for Pell Grant eligibility to 14 full-time equivalent semesters.

3. SUPPORT OUR COMMUNITY COLLEGE VETERANS

With an estimated 2.2 million veterans residing in California, the state’s veteran population is the largest in the nation. Many of the increasing number of veterans

returning from Iraq and Afghanistan will look to one of the 112 community colleges as the most easily accessible and affordable educational option available. In fact, approximately 70,000 veterans, and active duty service members enrolled at a community college in 2010. California community colleges are providing more services to a growing population of student veterans.

The Securing Success for Veterans on Campus Act was adopted in 2008. This is an important federal program that provides federal funds for competitive three-year grants to develop and establish Centers of Excellence for Veteran Student Success. These centers provide a single point of contact for the coordination of comprehensive support services for students who are veterans. In California three community colleges, Santa Monica, Cerritos, and Citrus received grants to establish Centers of Excellence for Veteran Student Success. Congress should preserve funding for this important program.

ACTION

The California Community Colleges urges Congress to fund more counselors for veteran students, and fund the Centers for Excellence for Veteran Success in the Higher Education Act.

4. OTHER ISSUES

Community College Funding

Federal funding for higher education and workforce training is imperative for millions of students across the country. Any reductions to federal funding, including the return of sequestration in Fiscal Year (FY) 2016 will negatively impact community colleges and their students. Robust funding for higher education and training programs is critical, including funds for the Workforce Innovation and Opportunity Act's (WIOA) job training and adult basic education programs, Federal Supplemental Educational Opportunity Grants; Federal Work Study; Carl D. Perkins Basic State Grants; institutional aid programs such as the Strengthening Institutions (Title III, Part A), Hispanic Serving Institutions (HSIs), Asian American and Native American Pacific Islander Serving Institutions, Tribal Colleges, and Predominately Black Institutions (PBIs); and the National Science Foundation's Advanced Technological Education (ATE) program.

Enhance the Carl D. Perkins Career and Technical Education (CTE) Act

In reauthorizing the Carl D. Perkins CTE Act, Congress should maintain program flexibility, allowing community colleges to effectively tailor funds to address local needs while strengthening CTE programs. The reauthorization should enhance provisions in current law that provide students with clear pathways to college and career readiness, and strengthen ties between educational institutions and local

businesses. Update the act to better support student success by including dual enrollment, work experiences, integrated delivery of basic skills, and stackable postsecondary credentials. Where appropriate, the federal accountability reporting requirements for Perkins, Workforce Investment and Opportunity Act (WIOA) and other programs should be identical or, at a minimum, closely aligned.

Pass the Development, Relief and Education for Alien Minors (DREAM) Act

The Development, Relief and Education for Alien Minors (DREAM) Act provides a path to legal status for thousands of undocumented students who were brought to the U.S. as children, worked their way through high school, and the face an uncertain future regarding higher education. The DREAM Act returns to states the authority to decide whether or not to extend in-state tuition to undocumented students. The passage of the Deferred Action for Childhood Arrivals (DACA) program marked a step in the right direction, but Congress must now finish the job of allowing these students to be full contributors to our economy and society.

For more information on the California Community Colleges Federal Priorities, please contact: Vincent Stewart at (916) 323-5951 or vstewart@cccco.edu

February 18, 2015

OVERVIEW

The February 27, 2015, deadline to introduce legislation is fast approaching, and we have about 40 bills affecting community colleges currently listed on our legislative matrix. Recent history has shown that we should see four or five times the number of bills currently on our matrix by the time all of the bills have been introduced.

To meet the bill deadline, many members will introduce bills that have minor changes to current statute or are nearly void of language that would change state law. These measures are called “spot” bills and may be used to address issues very different than what is currently in the bill. For example, a bill by Senator Walters was introduced with minor changes to statute affecting the Board of Governors. The changes are not substantive, and Senator Walters’ seat is now vacant with her election to Congress last November. The measure was likely introduced for use by the minority caucus and/or her replacement. Because the bill uses current law, and would make only minor changes, it passes the Legislative Counsel’s Office review without delay, ensuring it meets the bill introduction deadline.

Please find the attached legislative matrix which lists bills in priority order. Brief summaries are provided below for selected measures in our top priority level, Tier 1. For details and copies of any bill, please contact the Governmental Relations division of the Chancellor’s Office or visit the Legislative Counsel’s website at: <http://www.leginfo.ca.gov> or its new website at: <http://leginfo.legislature.ca.gov/>. The new website allows you to compare prior versions of the measure, the law as amended, etc.

ACADEMIC PROGRAMS

- **AB 288 (Holden) Public Schools: College and Career Access Pathways (CCAP) Partnerships.** AB 288 encourages a modest expansion of voluntary dual enrollment partnerships by reducing fiscal penalties and policy barriers that currently limit such collaborations. The bill authorizes a community college district and K-12 school district to enter into a formal CCAP partnership with the goal developing seamless pathways from high school to community college for career technical education or preparation for transfer, or helping high school students achieve college and career readiness, or improving high school graduation rates.
 - Position: Sponsor/Support
 - Status: Introduced

CAREER TECHNICAL EDUCATION, CONTRACT EDUCATION, ECONOMIC DEVELOPMENT

- **SB 66 (Leyva) Career Technical Education Pathways Program.** SB 66 would extend until July 1, 2018, the CTE Pathways Program originally established by SB 70, a bill by Senator Jack Scott that was chaptered in 2005, and extended by SB 1070 (Steinberg), chaptered in 2012.
 - Status: Assigned to the Senate Education Committee

- **SB 148 (McGuire) Career Technical Education: Career and Jobs Skills.** SB 148 establishes the Career and Job Skills Education Act. This measure authorizes the governing board of a school district that operates any state-approved career technical education sequence of courses to apply to the Superintendent for a grant for the development and enhancement of high-quality career technical education programs in the school district. The establishes the Career and Job Skills Education Fund in the State Treasury and appropriates \$600,000,000 from the general fund to the fund in the Treasury. The bill also requires the Superintendent to administer the fund and distribute awards through an annual application process to the governing boards of school districts that meet certain requirements. The bill would further require the Superintendent and the State Board of Education to incorporate appropriate metrics into state-adopted accountability measures to determine career readiness of California's high school pupils. School districts that receive a grant or accept funds shall consult with community colleges within their district regarding course alignment.
 - Status: Introduced

FACILITIES

- **AB 6 (Wilk) Bonds: Transportation: School Facilities.** AB 6 details that no further bonds shall be sold for high-speed rail purposes pursuant to the Safe, Reliable High-Speed Passenger Train Bond Act for the 21st Century. This measure requires that the net proceeds of other bonds be made available to fund construction of school facilities for K-12 and higher education.
 - Status: Assigned to both the Assembly Transportation and Education Committees
- **AB 148 (Holden) Kindergarten-University Public Education Facilities Bond Act of 2016.** AB 148 places an initiative on the November 2016 statewide election ballot for a bond to fund facilities projects. The scope and dollar amount are unspecified at this time.
 - Status: Introduced
- **SB 114 (Liu) Kindergarten-University Public Education Facilities Bond Act of 2016.** Similar, to AB 148, this measure places an initiative on the November 2016 statewide ballot for a bond to fund facilities projects at K-12 schools, community colleges, CSU and UC. SB 114 does not specify a dollar amount.
 - Status: Assigned to both the Senate Education and Governance and Finance Committees

GOVERNANCE

- **SB 42 (Liu) Commission on Higher Education Performance.** SB 42 amends statute referring to the California Postsecondary Education Commission (CPEC) and replaces CPEC with the California Commission on Higher Education Performance and Accountability. SB 42 revises various functions and responsibilities assigned to CPEC. CPEC no longer functioned after Governor Brown eliminated its funding in the State budget. Additionally, the bill amends statute to replace the CPEC appointee to the Commission on Teacher Credentialing (CTC) with an appointee from the new Commission and deletes the provision that established an appointee on the CTC by the Chancellor of the California Community Colleges.
 - Status: Assigned to the Senate Education Committee
- **AB 280 (Brown) Small Claims Court.** This bill increases the maximum amount a public agency (including community college districts) can sue for in small claims court. Currently the limit is \$10,000 for a private party and \$5,000 for a public agency. The increase will allow for public agencies to use small claims court rather than a higher court which can provide cost savings to the public agency.
 - Status: Introduced

- **SCA 1 (Lara) University of California: Legislative Control.** SCA 1 proposes an amendment to the State Constitution to repeal the constitutional provisions relating to the University of California and the regents. This measure subjects the university and the regents to legislative control as may be provided by statute. SCA 1 prohibits the Legislature from enacting any law that restrains academic freedom or imposes educational or curricular requirements on students.
 - Status: Assigned to both the Senate Education and Elections and Constitutional Amendments Committees

MISCELLANEOUS

- **AB 12 (Cooley) State Government: Administrative Regulations: Review.** AB 12 requires each state agency after a noticed public hearing, to review and revise that agency's regulations to eliminate any inconsistencies, overlaps, or outdated provisions in the regulations, to adopt the revisions as emergency regulations, and report the Legislature and Governor.
 - Status: Assigned to the Assembly Accountability and Administrative Review Committee
- **AB 19 (Chang) State Government: Regulations.** AB 19 requires state agencies and departments to review existing regulations for relevance, redundancy, and impact on the business community.
 - Status: Introduced
- **AB 147 (Dababneh) Animal Research: Euthanasia.** AB 147 requires any campus of the University of California, the California State University, or the California Community Colleges, or an independent institution of higher education that confines dogs or cats for science or research purposes and intends to destroy the dog or cat used for those purposes to first offer the dog or cat to an animal adoption organization. The bill would not apply to animals suffering from a serious illness or severe injury, or to newborn animals that need maternal care and have been impounded without their mothers. Currently there are less than 10 community colleges that maintain dogs and cats on campus for academic purposes (typically a veterinary technician program). These colleges have already implemented adoption policies and the type of research they do (basic veterinary care) and small number of animals they keep enables them to easily find homes for animals.
 - Status: Assigned to the Assembly Higher Education Committee
- **AB 176 (Bonta) Data Collection.** AB 176 requires the segments of higher education, as well as the State Department of Public Health, to collect data on specified Asian and Pacific Islander subgroups and post the data on their respective websites by July 2016.
 - Status: Assigned to both the Assembly Committee on Higher Education and the Assembly Committee on Health
- **AB 280 (Brown) Small Claims Court.** AB 280 increases the maximum amount a public agency, including community college districts, can sue for in small claims court. Currently the limit is \$10,000 for a private party and \$5,000 for a public agency. The increase will allow for public agencies to use small claims court more often which can provide cost savings to the public agency.
 - Status: Introduced

STUDENT SERVICES

- **AB 5 (Nazarian) Foster Youth: Transition from High School.** AB 5 is currently a spot bill; however, the bill expresses the intent of the Legislature to enact legislation that would facilitate the transition of foster youth from high school to postsecondary education.
 - Status: Introduced

- **SB 12 (Beall) Foster Youth.** SB 12 is currently a spot bill; however, the bill expresses the intent of the Legislature to enact legislation that would require that a placement order for a person who is in the custody of a juvenile facility remain in place until the person attains a specified age and is released from custody, in order to help ensure that the person may be eligible for foster youth benefits upon his or her release from custody.
 - Status: Introduced
- **SB 23 (Mitchell) CalWORKs: Eligibility.** SB 23 would repeal an exclusion for purposes of determining a family's maximum aid payment under the CalWORKs Program. Prohibits a denial of aid or the denial of an increase in the maximum aid payment, if a child, on whose behalf aid or an increase in aid is being requested, was born into an applicant's or recipient's family while the applicant's or recipient's family was receiving aid under the program.
 - Status: Assigned to the Senate Human Services Committee
- **AB 80 (Campos) Status of Boys and Men of Color Interagency Task Force.** AB 80 would create a multiagency body that would aid department agencies and systems leaders in coordinating action in dealing with issues that face boys and men of color in California. This body would include the Chancellor of the California Community Colleges or a designee. The bill would require an assessment of state program alignment with the objectives of the My Brother's Keeper program and the Assembly Select Committee on the Status of Boys and Men of Color in California, and the development of strategies to enhance positive outcomes and eliminate or mitigate negative outcomes for boys and men of color in the state. This bill would establish the Boys and Men of Color Task Force Fund, to carry out the bill's requirements in support of the task force, upon appropriation by the Legislature. University in Stockton.
 - Status: Assigned to the Assembly Accountability and Administrative Review Committee
- **AB 340 (Weber). Postsecondary Education: Campus Climate Report.** AB 340 declares the intent of the Legislature to enact legislation to require governing bodies of the higher education systems to submit a report once every two years to the legislature on campus climate.
 - Status: Introduced
- **SB 186 (Jackson) Community College Districts: Removal, Suspension, or Expulsion.** SB 186 authorizes the governing board of a community college district to remove, suspend, or expel a student for conduct occurring off of the community college district property. SB 186 requires the governing board to consider factors including the severity of the crime and the likelihood of the crime occurring again. Current law prohibits a community college district from disciplining a student for an incident that is not related to the college. That is, if the incident did not occur on campus and did not involve another student or employee, the college district cannot take action to remove, suspend or expel the student. The University of California and California State University systems do not have such restrictions and have expanded their authority recently to address issues related to campus safety. The author's intent in expanding this authority for community college districts is to aid districts in enforcing Title IX.
 - Status: Introduced

TUITION, FEES, FINANCIAL AID

- **AB 25 (Gipson) Financial Aid: Cal Grant Program: Renewal.** AB 25 requires the Student Aid Commission to establish an appeal process for an otherwise qualified institution that fails to satisfy the 3-year cohort default rate and graduation rate requirements under the Cal Grant program. AB 25 is similar to AB 640 (Hall) from the last legislative session. That measure was held in the Senate Appropriations Committee.
 - Status: Assigned to the Assembly Higher Education Committee

- **AB 42 (Kim) Public Postsecondary Education: Funding and Fees.** AB 42 would prohibit mandatory systemwide fees or tuition charged to students of the California State University from exceeding the level of the mandatory systemwide fees or tuition charged for a specified fiscal year. Prohibits same for the California Community Colleges and the University of California for specified fiscal years. Prohibits a student success fee unless approved by students in a prescribed manner.
 - Status: Assigned to the Assembly Higher Education Committee
- **AB 82 (Garcia) US Selective Service: Financial Aid Ineligibility.** Substantially similar to last year's AB 2201 (Chavez), AB 82 establishes a program through the Department of Motor Vehicles to register males between 18 and 26 years old for Selective Service when they submit an application for an original or a renewal of a driver's license. AB 82 requires the Department of Motor Vehicles to implement the provisions of this bill by a certain date only if the first year operating costs do not exceed \$350,000 and federal funding in an amount sufficient to pay for those costs has been provided.
 - Position: Support
 - Status: Assigned to the Assembly Transportation Committee
- **AB 200 (Alejo) Student Financial Aid: Competitive Cal Grants Awards.** AB 200 would increase the total number of Competitive Cal Grant A and B awards granted annually over a period of three years from 22,500 awards up to a maximum of 100,000 awards by 2018-19. Currently, AB 200 does not specify the degree of incremental increase to occur in the first two years of the three year plan.
 - Status: Assigned to the Assembly Higher Education Committee
- **SB 15 (Block) Postsecondary Education.** SB 15 would increase Competitive Cal Grant A and B awards from 22,500 to 30,000 annual awards.
 - Status: Assigned to the Senate Education Committee

VETERANS

- **AB 13 (Chavez) Public Postsecondary Education.** AB 13 exempts nonresident students enrolled at a community college using Federal GI bill education benefits from paying out of state tuition to align state law with the federal law, the Veterans Access to Care Act (VACA). AB 13 authorizes community college districts to report these students who are exempted from nonresident tuition for purposes of calculating apportionments.
 - Position: Support
 - Status: Assigned to both the Assembly Higher Education and Veterans Affairs Committees
- **AB 27 (Chavez) Postsecondary Education: Non-Resident Tuition Exemption.** AB 27 requires the California State University and requests the University of California to exempt from paying nonresident tuition a student or prospective student of their respective segments who is using, or is intending to use, GI Bill educational benefits, while enrolled as a student of that segment. This measure is intended to align state law with VACA for the UC and CSU systems.
 - Position: Support
 - Status: Assigned to the Assembly Higher Education Committee

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California Community College Chancellor's Office Legislative Tracking Matrix
2014 Legislative Session: 2/23/2015

BILL	AUTHOR	SUBJECT	First House		Second House		Concurrence	STATUS
			Policy Cmte	Fiscal Cmte	Floor	Policy Cmte		
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2								
AB 12	Cooley	State Government: Administrative Regulations: Review	X					Asm. Acct. & Adm.
AB 19	Chang	State Government: Regulations (Spot)						Introduced
AB 147	Dababneh	Postsecondary Education: Animal Research	X					Asm. Higher Ed.
AB 206	Stone	Student Financial Aid: DREAM Work-Study Program		X				Asm. Higher Ed.
AB 266	Cooley	Medical Marijuana						Introduced
AB 280	Brown	Small Claims Court jurisdiction: community college districts		X				Introduced
SB 222	Block	School bonds: School facilities - Statutory Lien						Introduced
SB 247	Lara	Dream Centers: Educational Support Services						Introduced
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3								
AB 17	Bonilla	Personal Income Tax: Credit: Qualified Tuition Program	X					Asm. Rev. & Tax
AB 30	Alejo	School or Athletic Team Names: California Racial Mascots Act	X					Asm. Ed.
AB 38	Eggman	California State University: Stockton Campus.	X					Asm. Higher Ed.
AB 83	Gatto	Information Practices Act of 1977						Introduced
AB 145	Gomez	Public Benefits Reports	X					Asm. L & E
AB 184	Garcia E.	Small Business Technical Assistance Act of 2015	X					Asm. J, E.D., & E.
AB 204	O'Donnell	Redevelopment: County of Los Angeles	X					Asm. L. Gov.
AB 209	Patterson	Tax Deductions: 529 College Savings Plans	X					Asm. Rev. Tax
AB 351	Jones-Sawyer	Public Contracts: Small Business Participation	X					Introduced
AB 403	Stone	Foster Youth: Caregiver Training						
SB 62	Pavley	Student Financial Aid: Assumption of Loans for Education	X					Sen. Ed.
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 4								
AB 103	Weber	Budget Act of 2015						Introduced
SB 69	Leno	Budget Act of 2015						Introduced

Status

California Community College Chancellor's Office Legislative Tracking Matrix
2014 Legislative Session: 2/23/2015

BILL	AUTHOR	SUBJECT	First House		Second House		Concurrence	STATUS
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules		
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1								
AB 5	Nazarian	Foster Youth: Transition from High School to Postsecondary Education						Introduced
AB 6	Wilk	Bonds: Transportation - School Facilities	X					Asm. Trans.
AB 13	Chavez	CC: Veterans Exemptions From Nonresident Tuition (Support)	X					Asm. Higher Ed.
AB 25	Gipson	Financial Aid: Cal Grant Program: Renewal	X					Asm. Higher Ed.
AB 27	Chavez	UC/CSU: Veterans - Exemption From Nonresident Tuition (Support)	X					Asm. Higher Ed.
AB 42	Kim	Public Postsecondary Education: Funding And Mandatory Fees	X					Asm. Higher Ed.
AB 80	Campos	Status of Boys and Men of Color Interagency Task Force						Introduced
AB 82	Garcia	Vehicles: Driver's License: Selective Service (Support)	X					Asm. Trans.
AB 148	Holden	School Facilities: General Obligation Bond Measure (Spot)						Introduced
AB 176	Bonta	Data Collection: API Ethnic Groups	X					Asm. Higher Ed.
AB 200	Alejo	Student Financial Aid: Competitive Cal Grant Awards	X					Asm. Higher Ed.
AB 288	Holden	Public Schools: College and Career Access Pathways (Sponsor)						Introduced
AB 340	Weber	Campus Climate Reports						Introduced
AB 343	Melendez	Academic Credit for Prior Military Experience						Introduced
AB 393	Herrandez	Veteran Resource Centers Grant Program						Introduced
AB 404	Chiu	Community Colleges: Accreditation						Introduced
AB 421	Calderon I	Community Colleges: Veterans Counselor						Introduced
HR 7	Lopez	Adult Education						Introduced
SB 8	Hertzberg	Taxation						Introduced
SB 12	Beall	Foster Youth (Spot)						Introduced
SB 15	Block	Postsecondary Education: Financial Aid	X					Sen. Ed.
SB 42	Liu	Commission on Higher Education Performance	X					Sen. Ed.
SB 54	Walters	CCC Board of Governors (Spot)						Introduced
SB 66	Leyva	Career Technical Education Pathways Program	X					Sen. Ed.
SB 114	Liu	Kindergarten-University Public Education Facilities (Support)	X					Sen. Ed.
SB 148	McGuire	Career Technical Education: Career and Jobs Skills						Introduced
SB 186	Jackson	Community College District: Removal, Suspension						Introduced
SCA 1	Lara	UC: Legislative Control	X					Sen. Ed.

**California Community College Chancellor's Office Legislative Tracking Matrix
2014 Legislative Session: 2/23/2015**

BILL	AUTHOR	SUBJECT	First House			Second House			STATUS
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	
<p>Held = The bill was placed in the inactive file, kept in the committee w/o a vote, its hearing was cancelled, or it did not meet legislative deadlines.</p> <p>Some bills that are designated "Held" may not currently be moving through legislative committees, but could receive rule waivers and continue to be tracked by the Chancellor's Office.</p> <p>Failed = The bill was heard in committee or on the floor and did not pass. Reconsideration may have been granted.</p> <p>Contact: Raul Arambula, Governmental Relations - rarambula@cccco.edu; (916) 327-6227</p> <p>Copies of these bills and legislative committee analyses can be found at www.leginfo.ca.gov</p>									



Executive Committee Agenda Item

SUBJECT: Spring Session Planning		Month: March	Year: 2015
		Item No: IV B	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will approve the final program 2015 Spring Session	Urgent: YES	
CATEGORY:		Action	Time Requested: 20 minutes
REQUESTED BY:	David Morse/Julie Adams	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Tonya Davis	Consent/Routine	
		First Reading	X
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Spring Plenary Session will be held on April 9 – 11, 2015, at the San Francisco Westin. At its last meeting, the Executive Committee approved the preliminary programs and discussed other planning details for the Spring Plenary Session. Members will review the program and approve any changes.

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

2015 Spring Session Timeline

January 2015

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

February 2015

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

March 2015

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

April 2015

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



Executive Committee Agenda Item

SUBJECT: Associate Degree for Transfer (ADT) Guidelines Paper		Month: March	Year: 2014
		Item No: IV. C.	
		Attachment: Yes	
DESIRED OUTCOME:	Review and approve on the ADT paper.	Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	J. Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: In fall 1013, the body adopted Resolution 9.01 calling for a paper establishing guidelines and effective practices for local development and implementation of an Associate Degree for Transfer. In response to the resolution, a task force was formed to write the paper for adoption by the body at the fall 2014 plenary session. The Executive Committee reviewed, commented, and approved a first reading of the paper at their September meeting. The paper was scheduled for a second reading in October. Unfortunately, the legislative and policy ADT mandates imposed on local colleges created a number of issues that impact how faculty, staff, and administrators move forward with developing and implementing ADTs. In October, the lead authors (Bruno and Pilati) of the ADT paper provided the Executive Committee with a list of unanswered questions regarding the legislative and policy issues and noted that the paper would be incomplete without the answers to the list of questions. At that time, the authors requested additional time to resolve the issues with the Chancellor’s Office and predicted that the paper would be ready for adoption at the spring 2015 plenary session. The Executive Committee granted the request. To inform the body on the progress of the resolution, Bruno and Pilati wrote a Rostrum article (October 2014) and included a discussion on the paper in the fall 2014 breakout session on Transfer Model Curriculum and C-ID.

At the time of the writing of this agenda item, unresolved issues still remain regarding local implementation of ADTs and SB 440 mandates. The authors are determining the impact of the unresolved issues on the completion of the paper and hope to disseminate the final draft of the paper electronically to the Executive Committee for review and comment in the last week of February.

Action: Depending on the status of the paper, the authors will request approval of the final draft or an extension of the adoption date to fall 2015.

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

Executive Committee Agenda Item

SUBJECT: Curriculum Institute		Month: March	Year: 2015
		Item No: IV D	
		Attachment: NO	
DESIRED OUTCOME:	First reading of the Curriculum Institute Program	Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Grimes-Hillman	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee reviewed a draft Curriculum Institute Program.

CURRICULUM INSTITUTE 2015

Healthy Curriculum: Getting your curriculum into shape

Description: At the heart of what we do is our curriculum. To keep our curriculum healthy requires our colleges to stretch, to tumble, to roll, to drill, to jog, to maneuver and to endure. This year's curriculum will look at how we keep our curriculum healthy in spite of the ever-changing environment in which we live. This year's event includes a pre session option for the new curriculum chair and/or CIO and new curriculum specialists.

PRE SESSION (OPTIONAL 1 Day event): Two simultaneous strands.

Wednesday, July 8: 2:00 pm – 5:00 pm

1. Curriculum Boot Camp: Curriculum Overview from A to Z

Curriculum Committee Members will use Module 1 from the CTE academy

This session is Intended for new CIOs, Curriculum Chairs, and others that need a quick basic overview of curriculum

2. CCCCO training for Curriculum Specialists

Chancellor's Office Staff will work with those new to curriculum about navigating the essential elements of the Curriculum Inventory. How do you advise faculty to approach the COR either as a new course or an update? Join us for a practical orientation to curriculum.

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

BREAKOUT SESSION 1 : Thursday, July 10: 10:00 am – 11:30 am

1. **COR 101: ORIENTATION**
2. **PCAH revisions**
3. **STUDENT LEARNING OUTCOMES, ASSESSMENT AND THE CURRICULAR PROCESS**
4. **PREREQUISITES, equity, and non credit**
5. **DISTANCE EDUCATION (DE) APPROVAL PROCESSES**
6. **ENSURING STUDENTS RECEIVE PROPER CREDIT: THE RELATIONSHIP BETWEEN UNITS AND HOURS**

FIRST GENERAL SESSION Thursday 11:45 am – 1:45 pm

General Session Topic Suggestions: LaunchBoard, CTE Task Force, Doing What Matters, PCAH Revision, Bachelor Degrees

Welcome: MGH

Lunch

President's Address - An Academic Senate Update

David Morse, ASCCC President

Keynote Address – Chancellor's Office Update?????

BREAKOUT SESSION 2: Thursday 2:00 pm – 3:30 pm

1. **TRAINING CURRICULUM COMMITTEES – EFFICIENCY AND STANDARDS**
2. **PROPOSAL AND REVIEW PROCESSES OF ADTs/ADT status update**
3. **NONCREDIT CURRICULUM DEVELOPMENT**
4. **Noncredit committee chair**
5. **LABOR MARKET RATIONALE IN CURRICULUM**
6. **INTERACTING WITH LOCAL SENATES 3:30pm Break**

BREAKOUT SESSION 3: Thursday 3:45 pm – 5:15 pm

1. **CURRICULUM SENARIOS AND PROBLEM SOLVING**
2. **Dual Enrollment**
3. **COMMUNITY SERVICE, NONCREDIT, AND CREDIT – OH MY!**
4. **TRADITIONAL DEGREES AND CERTIFICATES 101**
5. **NEED A PERSONAL TRAINER? USING YOUR ADVISORY COMMITTEES FOR CURRICULAR DESIGN**
6. **JUMPING THROUGH HOOPS: NEW GE PATHS FOR TRANSFER STUDENTS: IGETC FOR STEM, CSU BREADTH FOR STEM . AND OTHERS?**

Thursday evening

CURRICULUM Condition through Dance

Join us for the Academic Senate Foundation Curriculum Conditioning event. Guests will enjoy cocktails from the no-host bar and dinner while listening to the ever-popular (some band we don't have yet). After dinner, there will be dancing to round out the evening. While enjoying the festivities, guests will be invited to participate in the ASCCC Foundation raffle fundraiser to support faculty participation to events and

professional development activities. One of the raffle prizes includes the coveted registration for next year's Curriculum Institute. Come observe the dance of the stand-alone course and the star-cross-listed tango. Even if you can't dance, desert enjoyment levels 1 and 2 are available! This is an open-entry, positive attendance session for a good cause so make your way to the ballroom on Thursday night!

Will need Foundation approval and will need to identify a local colleges with a JAZZ Band

Friday, July 10 8:00am Continental Breakfast

BREAKOUT SESSION 4: Friday 9:00 am – 10:15 am

- 1. THE CHALLENGE OF DISCIPLINE PLACEMENT FOR COURSES**
- 2. INSTITUTIONAL SLOS, ASSESSMENT, AND DIALOG: THE UPS AND DOWNS OF DATA MANAGEMENT SYSTEMS**
- 3. C-IDs, ADTs, TMCs, AND OTHER PILATI ACTIVITIES** (Include information on new round of basic skills and CTE descriptors)
- 4. D.E. – IT'S A CONTACT SPORT: REGULAR AND EFFECTIVE CONTACT**
- 5. INNOVATION IN CURRICULUM – EXPERIMENTAL COURSES**
- 6. TOP CODES , CIP CODESAND MIS CODING** (Include the CIP Crosswalk and CB Codes)

10:15am Break

BREAKOUT SESSION 5 : Friday 10:30 am – 11:45 am

- 1. CREDIT COURSE REPETITION and the IMPACT of Change**
- 2. GETTING CURRICULUM THROUGH THE PROCESS IN THE MOST EFFICIENT WAY: FROM IDEA TO CCCCC APPROVAL**
- 3. 3. AB 86 REGIONAL REQUIREMENTS, CURRICULUM DISCUSSIONS , AND CDCP FUNDING**
- 4. LOW UNIT CERTIFICATE APPROVAL AND STAND ALONE COURSES** (Committee wants inclusion of stand alone courses in this breakout)
- 5. INNOVATION IN CURRICULUM –ACCELERATION TRENDS** (Committee wants to look at English/Reading models)
- 6. CURRICULAR REVIEW OF THE COR – AND ITS RELATIONSHIP TO PROGRAM REVIEW MODELS** (Should Curriculum review be tied to the program review process? Program review is not referring to the review of degrees and certificates, but to a college's program review processes)

SECOND GENERAL SESSION - Friday 12:00 noon – 1:30 pm

Updates: Julie Bruno, Foundation President

Lunch

General Session Topic Suggestions: Launch Board, CTE Task Force, Doing What Matters, PCAH Revision, Bachelor Degrees, Tech Initiatives

BREAKOUT SESSION 6; Friday 2:00 pm – 3:30 pm

1. **TRADITIONAL DEGREES AND CERTIFICATES: The future**
2. **This session will begin with an overview or history of the traditional degrees and certificates offered at two-year (and four-year) colleges juxtaposed with some of the new degrees and certificates being offered and proposed. Then, we will begin a Philosophical discussion about the future of traditional degree and certificates.**
3. **Legal Opinions and Memos**
4. **G.E. BLOAT, UNIT CREEP, AND OTHER AILMENTS AFFLICTING CURRICULUM**
5. **THE NEW TECHNOLOGY INITIATIVES UPDATE**
6. **FACILITATING DIFFICULT DISCUSSIONS**

3:30 pm Break

BREAKOUT SESSION 7: Friday 3:45 pm – 5:15 pm

1. **Evaluating your Curriculum Committee:-How do we know if we are effective and do we even need to improve?**
2. **Articulation Officers and Counseling Students: What every curriculum committee should know**
3. **CONTENT REVIEW AND DISPORTIONATE IMPACT**
4. **COLLABORATIVE PROGRAMS and regional course offerings**
5. **OUTCOMES OR OBJECTIVES...WHAT'S THE DIFFERENCE?**
6. **CURRICULUM COMMITTEES AND ADMINISTRATIVE PARTICIPATION**

Saturday Morning Curriculum Fun Run or Exercise Bonanza: Possible Foundation Fundraiser. – dependent on the hotel

Saturday 8:00am Breakfast Buffet

BREAKOUT SESSION 8: Saturday 9:00 am – 10:30 am

1. **CHANCELLOR'S OFFICE Q&A**
2. **CURRICULUM COMMITTEE Q&A**
3. **BACHELOR DEGREES**
4. **LECTURE AND LAB: RESHAPING HOW WE VIEW OUR INSTRUCTIONAL METHODS**
5. **Innovations such as the flipped classroom have challenged our view of the traditional lecture/lab instructional methodologies. Howe does this interact6 with the unit to contact how of the COR**
6. **KEEPING MEETINGS ON TRACK: ENSURING EFFECTIVE PARTICIPATION**

10:30am Break

THIRD GENERAL SESSION - Saturday 10:45 am – 12:00 noon

The Future of Curriculum?

Closing Remarks



Executive Committee Agenda Item

SUBJECT: Executive Committee Evaluation for Periodic Evaluation of ASCCC		Month: March	Year: 2015
		Item No: IV. E	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will provide feedback on the proposed evaluation tool.	Urgent: NO	
		Time Requested: 20 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the spring 2014 plenary session, the body passed resolution 1.02 S14 that created the framework for the periodic review of the Academic Senate for California Community Colleges. In addition to providing the review team with the constitution, bylaws, rules, and policies of the Academic Senate the team will be given an evaluation of the Academic Senate prepared by the Executive Committee. The Standards and Practices Committee has drafted a survey to facilitate the preparation of the internal evaluation. S&P seeks input from the Executive Committee to determine if this is the right direction and if there are items in the survey that need to be added, removed, or modified.

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

ASCCC Executive Committee Evaluation

Indicate your comfort and understanding of these aspects of leadership and governance...	Very Comfortable	Somewhat Comfortable	Somewhat Uncomfortable	Very Uncomfortable	Not Sure N/A
Mission, Values, and Goals: The Executive Committee...					
1. Understands and advances the mission statement, keeping in mind the difference between mission and values statements.					
2. Engages in strategic planning resulting in appropriate long-range goals and annual objectives for the organization, Executive Committee, staff, and standing committees.					
3. Identifies and considers external trends and influences affecting the organization and its members.					
Governing Documents: The Executive Committee...					
4. Reviews bylaws, articles of incorporation, mission, and policies periodically.					
5. Distinguishes the mission statement from the values statements and adheres to the principles they promote.					
6. Adopts and collects policies to reflect organizational wisdom to pass on to future Executive Committees and staff.					
Benefits, Programs and Services: The Executive Committee...					
7. Maintains familiarity with all programs and services offered by the organization.					
8. Reviews the complete portfolio of programs and services periodically; improving what needs to be improved, eliminating ineffective programs and or services, and recommends new programs and services as appropriate.					
Budgeting, Finances and Fund Raising: The Executive Committee...					
9. Adopts and follows an annual budget organized to maximize the ability of the Executive Committee to further the goals of the organization and respond to the expressed will of the members of the ASCCC.					

Indicate your comfort and understanding of these aspects of leadership and governance...	Very Comfortable	Somewhat Comfortable	Somewhat Uncomfortable	Very Uncomfortable	Not Sure N/A
10. Assures the recommended budgetary reserve.					
11. Receives understandable, accurate, and timely financial reports quarterly.					
12. Requires an annual audit and considers the recommendations made in the independent auditor's report and management letter, making changes as appropriate.					
Staffing and Professional Development: The Executive Committee...					
13. Delegates enough policy and operating authority for the Executive Director to manage the organization.					
14. Regularly assesses the performance of and compensation for the Executive Director in a fair and systematic way related to the goals in the current strategic plan.					
15. Gives direction to staff only through the executive director.					
16. Redirects staff members who express concerns to an appropriate superior or committee rather than the Executive Committee.					
17. Encourages and funds the professional development of staff.					
Risk Management – Protection: The Executive Committee...					
18. Understands its responsibility for protecting the organization and risk management techniques and acts accordingly?					
19. Understands the legal principles of Duty of Care, Duty of Obedience, and Duty of Loyalty.					
20. Antitrust avoidance is fully understood and explicitly practiced.					

Indicate your comfort and understanding of these aspects of leadership and governance...	Very Comfortable	Somewhat Comfortable	Somewhat Uncomfortable	Very Uncomfortable	Not Sure N/A
21. Ensures adequate insurance coverages for the organization and avoids risk?					
Leadership Development and Governing Body: The Executive Committee...					
22. Maintains a size ideal for the organization?					
23. Maintains an effective process for identifying and orienting new leaders.					
24. Avoids conflicts of interest with individual members disclosing to the entire Executive Committee any possible conflicts in a timely manner.					
25. Promotes respect for new ideas and people among Executive Committee and staff.					
26. Respects appropriate confidentiality of all Executive Committee meetings and materials.					
27. Ensures sufficient leadership change and limitation on terms.					
28. Members defer to the Executive Director or President in matters requiring a spokesperson for the organization?					
Communications and Public Relations: The Executive Committee...					
29. Understands the concept of Apparent Authority and has policies about speaking on behalf of the organization?					
30. Has a strategy and hierarchy for communication with the news media and government officials?					
31. Maintains awareness of other organizations from the perspectives of competition, coalition building, partnerships, etc. in a timely fashion.					
Strategic Governance: The Executive Committee...					
32. Agenda focuses largely on significant policy issues and the future, not short-term operating matters or committee reports.					
33. Provides adequate opportunities for discussion and questions.					

Indicate your comfort and understanding of these aspects of leadership and governance...	Very Comfortable	Somewhat Comfortable	Somewhat Uncomfortable	Very Uncomfortable	Not Sure N/A
Standing Committees and Task Forces					
34. Committee structure and activities contribute to Executive Committee productivity and advance the mission and goals of the organization.					
35. Committees have stated purposes (mission and descriptions) and annual plans.					
36. The Executive Committee does not undertake committee work inside Executive Committee meetings.					
Overall					
37. Do Executive Committee members find serving to be a satisfying and rewarding experience?					
38. Please provide any comments below, [They will be treated confidentially.]					

Comments:



Executive Committee Agenda Item

SUBJECT: Policy for Removal of a Member of the Executive Committee		Month: March	Year: 2015
		Item No: IV. F.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will approve the proposed policy on the removal of a member of the Executive Committee for cause.	Urgent: NO	
		Time Requested: 20 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

While working on the bylaws revision, the Standards and Practices Committee discussed the need to add the ability to remove a member of the Executive Committee for violating the law, bylaws, rules, or policies of ASCCC. The proposed policy began with language that is currently included in the ethics policy and incorporates some pieces extracted by Phil Crawford from the removal procedures outlined in Robert’s Rules of Order. The policy would only apply to the elected members of the Executive Committee and will take effect when the revised bylaws are adopted at the spring plenary session.

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



Academic Senate for California Community Colleges

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Academic Senate Policy on Removal of a Member of the Board of Directors

Members of the Executive Committee (Board of Directors) of the Academic Senate for California Community Colleges are expected to act ethically and professionally during their time serving on the Executive Committee. The Academic Senate Members of the Executive Committee are expected to act in accordance with all laws and the bylaws, rules, and policies of the Academic Senate.

Any accusation involving transgressions against any laws or bylaws, rules, and policies of the Academic Senate brought against a member of the Executive Committee is a serious matter that will be addressed by the Academic Senate President. The President will first discuss the alleged violation with the Executive Committee member to reach a resolution. If a resolution is not achieved and further investigation is deemed necessary, an ad hoc investigation team will be created. In situations where the alleged violation concerns the Academic Senate President or Academic Senate Vice President, the responsibility for creating the investigation team will pass to the highest ranking officer of the Academic Senate not considered part of the complaint.

Investigation Team

The Investigation Team will consist of two members of the Executive Committee and three faculty members currently appointed to serve as Academic Senate representatives on any statewide committee or taskforce. The Executive Committee officer leading the investigation and the Executive Committee member being investigated will mutually agree on the membership of the Investigation team.

The Investigation Team has no power to require either the member under investigation or other members of the Executive Committee to appear before it. However, the team should make every effort to meet with the member under investigation and hear his/her side of the story. The Team will make decisions by consensus and when consensus is not achievable, a 2/3 majority will be required. All business conducted by the team is confidential.

After the team concludes its investigation, it will present its findings to the officer charged with overseeing the investigation. Two findings are possible:

1. The Team finds that there is no substance to the charge, the investigation is closed, and the Executive Committee member is exonerated.

2. The Team finds substance to the charges, prepares a written summary of findings, and presents this report to the Executive Committee.

Presentation of the Report

If the Investigation Team has concluded that there is sufficient evidence to support the allegations against an Executive Committee member, their completed report will be submitted to the officer overseeing the investigation. A special meeting of the Executive Committee will be scheduled to discuss the Team's findings. Due to the confidential nature of the investigation, the meeting will take place in closed session. If the Executive Committee member under investigation would prefer to have the report and its findings discussed in open session, he or she may make the request pursuant to the Senate's Policy on Open Meetings.

All members of the Investigation Team must be present at the special Executive Committee meeting to present the group's findings and answer any questions from the Executive Committee members. Following the presentation and questioning of the Investigation Team, the Executive Committee member under investigation may refute the findings, present evidence, and witnesses to speak on their behalf. Once both groups have presented all information, the members of the Investigation Team that are not members of the Executive Committee will leave the meeting.

Removal of an Executive Committee Member

Following the presentation of all information and discussion, a motion must be made. There are two possible motions that will be considered.

1. A motion to close the investigation due to lack of evidence.
2. A motion to remove the member from the Executive Committee.

If the motion is to close the investigation, the motion will be approved by a simple majority vote of the Executive Committee members present. If approved, the Executive Committee will determine if a public apology is necessary. If the motion is to remove the member of the Executive Committee, the motion will be approved if 2/3 of the Executive Committee members vote in support. If the motion fails, the investigation is closed and the accused member of the Executive Committee remains in office. If the motion is approved, the member is formally removed from the Executive Committee and loses all rights granted to members of the Executive Committee.

If a member of the Executive Committee has been removed, the vacancy may be filled in accordance with Section II of the Senate Rules.

Executive Committee Agenda Item

SUBJECT: Supplemental Instruction Survey and Glossary		Month: MARCH	Year: 2015
		Item No. IV. G.	
		Attachment: YES	
DESIRED OUTCOME:	The Board will provide input and direction to the Educational Policies Committee on addressing resolution 13.20 F11	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the fall 2011 plenary session the body adopted the following resolution:

13.20 F11 Supplemental Instruction Survey and Glossary

Whereas, Many colleges are struggling to address the needs of students who face obstacles in achieving success in academically challenging courses;

Whereas, Different terms, such as learning instruction and supplemental instruction have been used interchangeably; and

Whereas, Supplemental Instruction (copyrighted by the University of Missouri-Kansas City) is a proven method for student success, involving faculty-driven, peer-to-peer learning in conjunction with a course;

Resolved, That the Academic Senate for California Community Colleges survey colleges to gather effective practices in Supplemental Instruction and to clarify the terminology used regarding this practice; and

Resolved, That the Academic Senate for California Community Colleges publish a summary of survey results and glossary of terms regarding Supplemental Instruction in a Rostrum article by Fall 2012.

At the October 17 Educational Policies Committee meeting, this resolution was discussed. Ray Sanchez from Fresno City College joined the meeting as a guest. Ray specializes in the Tutoring and Learning Center Coordinator at Fresno City College, is working with 3CSN and is Political Action Liaison with the Association of Colleges for Tutoring and Learning Assistance (ACTLA). In a conversation with Executive Director Julie Adams he found out that the Educational Policies Committee had been assigned resolution 13.20 F11 and would be working on developing a survey to distribute to the field on supplemental instruction for the purpose of creating a glossary of terms for the field. Mr. Sanchez informed the committee that 3CSN and ACTLA are

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

actually in the process of developing a survey to do what was requested in the resolution, and their goal is to publish a glossary of terms and a compendium of practices in SI in the California community college system. Mr. Sanchez stated that he would be willing to share the draft survey with the Educational Policies Committee. This was brought to the Executive Committee at its November 2014 meeting. The overall response was positive, although there were questions about to whom the survey would be sent, could we add our own questions, and so forth, but the direction given by the Executive Committee was to go ahead and pursue this further.

Subsequently there have been conversations with Ray Sanchez and now with Crystal Kiekel from 3CSN who is faculty at Pierce College and is their learning assistance center director. During a phone meeting with Dr. Kiekel on February 11, the draft 3CSN/ACTLA survey was discussed. Dr. Kiekel proposed that the Educational Policies Committee pilot the draft survey (attached) by taking it and providing feedback (and repeated). The proposed timeline is:

2/12 – 3CSN/ACTLA team meets to continue to work on the survey draft

2/13 – Crystal participates in Ed Policies Meeting to discuss partnership

2/20 – Crystal sends out a complete draft of the survey to Ed Policy members. Members time how long it takes and make comments about what was unclear or missing. They also make a list of faculty who could pilot it a second time in March.

2/27 – Ed Policy members send comments to Crystal at kiekelcr@piercecollege.edu

3/6 – 3CSN/ACTLA revise survey and send out to a second group of faculty to pilot. Feedback is due 3/13. Crystal participates in Plenary.

3/13 – Feedback is collected and sent to Crystal at kiekelcr@piercecollege.edu

3/29 – Survey is completed by the time of the ACTLA conference

4/6 – Survey is sent out to the following: CSSO, CIO, Academic Senate Presidents, Tutor Center Directors, Math, English Chairs, ESL, Puente, MESA, Umoja, Adalante, EOP&S. To be sent in my May 15.

As listed above, the survey will be distributed to a variety of system stakeholders. The Senate could also follow up the 3CSN/ACTLA distribution with a message to local senate presidents that we are partnering with 3CSN and ACTLA and that completion of this survey will fulfill a resolution adopted by the body.

The intent of 3CSN is to create a “community of practice” around supplemental instruction, with the immediate outcome of the survey the development of the glossary of terms and the collection of best practices called for in the resolution. It was also proposed that following the analysis of the survey results that the results be reported to the field through a *Rostrum* article and a fall plenary breakout. Dr. Kiekel joined the phone meeting of the Educational Policies Committee on February 13 and explained the proposal for the committee to pilot the survey and provide feedback, and the plan to report out through the *Rostrum* and at plenary, and the committee supported the proposal.

The Educational Policies Committee requests Executive Committee approval for proceeding with this proposed course of action.



Executive Committee Agenda Item

SUBJECT: ASCCC Regional Non-Credit Meetings: Mileage PT Faculty		Month: March	Year: 2015
		Item No: IV. H.	
		Attachment: NO	
DESIRED OUTCOME: PT Faculty Participation	The Executive Committee to consider providing mileage reimbursement for part-time faculty attending the noncredit curriculum regional meetings.	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Philip J. Crawford, North Rep	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Resolved: Eligible part time faculty will be provided with mileage reimbursement as incentive to attend the 2 non-credit faculty regional regional meetings (March 20-21) not to exceed 100 miles (per attendee) at the approved rate. Eligible PT faculty member is one who has taught at least 6 consecutive semesters (including S-2015) with a load of at 33% at any of the 113 community colleges (individually or aggregated). The ASCCC commitment is to a maximum of 10 faculty members in each region (approx. \$570.00 each region) and if there are more than 10 and claims exceed 1000 miles in each region senator Crawford will reimburse ASCCC for the excess.

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



Executive Committee Agenda Item

SUBJECT: Vocational Leadership Institute Program		Month: March	Year: 2015
		Item No: IV. I	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will approve the topics for the 2015 Vocational Leadership Institute	Urgent: YES	
		Time Requested: 10 mins.,	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Adams/North	Consent/Routine	
STAFF REVIEW ¹ :	Julie Adams	First Reading	X
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The CTE Leadership Committee has begun the planning for the CTE Vocational Leadership Institute to be held in La Jolla May 8 – 9, 2015. The committee has recommended the following topics for the institute program:

General Session Topics:

- Leadership in the big picture, what and where it is. Set the stage for the rest of the event.
- General Overview of the CTE and the CCC System including the Framework for “Doing What Matters for Jobs and the Economy”
- CTE Funding and funding issues
- Board Of Governors Task Force on Workforce, Job Creation and a Strong Economy

Breakout Session:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Program review and development • ASCCC and local senates • Perkins 1b • CTE Data--LMI • Launch Board • Program Management and Pathways • Advisory Committee • Contextualized CTE Courses • Program review and viability • Effective Practices – DSNs • Leadership Skill building • CTE Task Force Follow up | <ul style="list-style-type: none"> • Funding Follow upFramework Doing what Matters Follow up • Accreditation • Bachelor’s Degree • Advocacy • Chancellor’s Office – what do they do? • C-ID Model Curriculum/SCP/Articulation • Influencing upward (deans/vp) • Dual enrollment/Credit by Exam/High School relationship • Grants • Contract Education |
|--|---|

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

Executive Committee Agenda Item

SUBJECT: Executive Committee Resolutions Spring 2015		Month: March	Year: 2015
		Item No: IV. J.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval resolutions to forward to pre-session Area meetings for discussion	Urgent: YES	
		Time Requested: 150 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	J. Freitas	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



**Academic Senate
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47th SPRING SESSION RESOLUTIONS *FOR DISCUSSION AT AREA MEETINGS*

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Academic Senate Fall Plenary Session held April 9 - 11, in San Francisco.

Resolutions Committee 2014-2015

John Freitas, Los Angeles City College, Chair
Julie Adams, ASCCC, Executive Director
Randy Beach, Southwestern College, Area D
Kale Braden, Cosumnes River College, Area A
Debbie Klein, Gavilan College, Area B
Michelle Sampat, Mt. San Antonio College, Area C

ACADEMIC SENATE

RESOLUTION PROCESS OVERVIEW

In order to assure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the Pre-Session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolution breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, and amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities
- Plenary Session Resolution Procedures
- Resolution Writing and General Advice

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session.

TABLE OF CONTENTS

EXECUTIVE COMMITTEE RESOLUTIONS

1.0 ACADEMIC SENATE

*1.01 S15 Revise the Academic Senate Bylaws

Whereas, The Academic Senate for California Community Colleges is a 501(c)(6) nonprofit organization that is required to follow nonprofit laws and California Corporations Code, and the bylaws serve as a foundational legal document that outlines the structure of the organization and provides an operational framework to comply with those laws;

Whereas, The Standards and Practices Committee was tasked to review the Academic Senate Bylaws (Bylaws), in consultation with legal counsel, to ensure that they were consistent with all previously adopted resolutions, clearly outlined the responsibilities of members of the Executive Committee, explained the structure of the Academic Senate and how decisions are made, and provided a framework that allows the Senate to effectively represent the faculty of the California community colleges in a manner consistent with all legal requirements; and

Whereas, The proposed revision to the Bylaws were discussed during a breakout at the Fall 2014 Plenary Session and distributed to the body for comment during the beginning of 2015 and the majority of the feedback received supported the proposed revision;

Resolved, The Academic Senate for California Community Colleges adopt the revised Academic Senate Bylaws and that the revised Bylaws take effect immediately following their approval.

Contact: Craig Rutan, Executive Committee, Standards and Practices Committee
Appendices: Bylaws Table Format, Bylaws After Changes, and Bylaws Survey Feedback

*1.02 S15 Revise the Academic Senate Rules

Whereas, The Academic Senate Rules (Rules) outline election procedures for the Executive Committee, procedures for filling vacancies on the Executive Committee, the relationship between the Academic Senate Foundation and the Executive Committee, and lists the Senate's standing committees;

Whereas, The Standards and Practices Committee reviewed and revised the Rules to ensure they were consistent with all applicable laws, Academic Senate policies and procedures, and the proposed revisions to the Academic Senate Bylaws; and

Whereas, The proposed revision to the Rules were distributed to the body for comment during the beginning of 2015 and the majority of the feedback received supported the proposed revision;

Resolved, The Academic Senate for California Community Colleges adopt the revised Academic Senate Rules and that the revised Rules take effect immediately following their approval; and

Resolved, The Academic Senate for California Community Colleges create a new page

EXECUTIVE COMMITTEE RESOLUTIONS

on the ASCCC website for the Academic Senate Rules to clearly show that the Rules are a separate document from the Academic Senate Bylaws.

Contact: Craig Rutan, Executive Committee, Standards and Practices Committee

Appendices: Rules Table Format, Rules After Changes, and Rules Survey Feedback

7.0 CONSULATION WITH THE CHANCELLOR'S OFFICE

***7.01 S15 System Handbook on Guidelines and Effective Practices for Dealing with Student Academic Dishonesty**

Whereas, The rights and responsibilities of faculty and students when acts of academic dishonesty by students are observed and reported by faculty are not always clear or well-understood, which may result in faculty frustration and a reduced willingness to report such incidents out of concern for being involved in lengthy disciplinary proceedings that may be seen as unfair to the faculty, or fear of being sued by students; and

Whereas, The Chancellor's Office has developed handbooks on topics such as distance education, accessibility and compliance with the Americans with Disabilities Act, and repeatability, yet there currently exists no such handbook that provides guidance to the field regarding student academic dishonesty;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other system partners to develop a handbook for the system that provides both legal guidance and effective practices for the prevention and effective handling of incidents of student academic dishonesty.

Contact: Cynthia Reiss, West Valley College, Educational Policies Committee

10.0 DISCIPLINES LIST

***10.01 S15 Disciplines List – African American Studies**

Whereas, Oral and written testimony given through the consultation process used for the review of minimum qualifications for faculty in the California Community Colleges, known as the "Disciplines List", supported the following addition of the African American Studies discipline:

Master's degree in African-American/Black/Africana Studies OR bachelor's degree in African American/Black/Africana Studies AND master's degree in Ethnic Studies OR the equivalent; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that it has followed the process outlined in the "Disciplines List Revision Handbook";

Resolved, The Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the "Disciplines List" for African American Studies.

EXECUTIVE COMMITTEE RESOLUTIONS

Contact: Craig Rutan, Executive Committee, Standards and Practices Committee
Appendix: Disciplines List Summary Report

***10.02 S15 Disciplines List – Counseling DSPS**

Whereas, Oral testimony given through the consultation process used for the review of minimum qualifications for faculty in the California Community Colleges, known as the “Disciplines List”, supported the following revision to the discipline of Counseling DSPS:

*Master's degree in counseling, guidance counseling, clinical or counseling psychology, education counseling, social work, career development, *marriage and family therapy, or *marriage, family and child counseling; and either fifteen or more semester units in upper division or graduate level course work specifically related to people with disabilities, completion six semester units, or the equivalent, of a graduate-level counseling practicum or counseling field-work courses in a post-secondary DSPS program, or in a program dealing predominantly or exclusively with people with disabilities, or two years of full-time experience, or the equivalent, in one or more of the following: (A) Counseling students with disabilities; or (B) Counseling in industry, government, public agencies, military or private social welfare organizations in which the responsibilities of the position were predominantly or exclusively for persons with disabilities **OR** the equivalent; and*

**NOTE: A Bachelor's degree in one of the above listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative to this discipline.*

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that it has followed the process outlined in the “Disciplines List Revision Handbook”;

Resolved, The Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed revision to the “Disciplines List” for Counseling DSPS; and

Resolved, The Academic Senate for California Community College work with the Chancellor’s Office to remove the existing minimum qualifications for Counseling DSPS from Title 5 §53414.

Contact: Craig Rutan, Executive Committee, Standards and Practices Committee
Appendix: Disciplines List Summary Report

***10.03 S15 Disciplines List – Learning Disabilities Specialist: DSPS**

Whereas, Oral testimony given through the consultation process used for the review of minimum qualifications for faculty in the California Community Colleges, known as the

EXECUTIVE COMMITTEE RESOLUTIONS

“Disciplines List”, supported and opposed the following addition of the Learning Disabilities Specialist: DSPS discipline:

Master’s degree in Learning Disabilities, Special Education, Education, Psychology, Speech Language Pathology, Communication Disorders, Educational or School Psychology, Counseling, or Rehabilitation Counseling AND Fifteen semester units of upper division or graduate study in the area of learning disabilities, to include, but not limited to adult cognitive and achievement assessment OR the equivalent; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that it has followed the process outlined in the “Disciplines List Revision Handbook”;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Learning Disabilities Specialist: DSPS.

Contact: Craig Rutan, Executive Committee, Standards and Practices Committee
Appendix: Disciplines List Summary Report

***10.04 S15 Disciplines List – Supply Chain Technology**

Whereas, Oral testimony given through the consultation process used for the review of minimum qualifications for faculty in the California Community Colleges, known as the “Disciplines List”, supported the following addition of the Supply Chain Technology discipline to the non-Master’s list:

Any Bachelor’s degree and two years of professional experience OR an associate degree in supply chain technology, automated systems technician, mechatronics or related discipline AND six years of professional experience related to the field; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that it has followed the process outlined in the “Disciplines List Revision Handbook”;

Resolved, The Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the “Disciplines List” for Supply Chain Technology.

Contact: Craig Rutan, Executive Committee, Standards and Practices Committee
Appendix: Disciplines List Summary Report

EXECUTIVE COMMITTEE RESOLUTIONS

12.0 FACULTY DEVELOPMENT

*12.01 S15 Faculty Recognition

Whereas, Faculty continue to do exceptional work in teaching and learning[JF1], in instruction and program design, and in learning and student support services at their colleges in support and to the benefit of students and their communities;

Whereas, While the Academic Senate for California Community Colleges provides recognition awards to both part-time and full-time faculty, the opportunities for faculty to receive statewide awards is first and foremost in the hands of local academic senates;

Whereas, Local senate presidents are responsible for a vast number of tasks, many of which may require high priority attention, and new senate presidents may not even be aware of all statewide awards; and

Whereas, Each award has its own timeline and criteria which can often be forgotten by local senate presidents while they are dealing with other local issues, causing some awards to go unclaimed due to lack of sufficient nominations;

Resolved, That the Academic Senate for California Community Colleges recommend that local senates form awards committees, or otherwise appoint responsible individuals, to be charged with the primary task of ensuring that faculty from their colleges have the opportunity to be recognized for their outstanding work; and

Resolved, That the Academic Senate for California Community Colleges recommend that local senates establish local processes for nominating faculty and submitting their nominations for statewide awards in a timely manner and that align with the timelines and deadlines for each award.

Contact: April Juarez, Long Beach City College, and Paul Setziol, De Anza College, Standards and Practices Committee

13.0 GENERAL CONCERNS

*13.01 S15 System-wide Collaboration on Violence Prevention Programs

Whereas, The provisions in both the federal Violence Against Women Reauthorization Act of 2013 and California Education Code §67386 require California Community Colleges to “implement comprehensive prevention and outreach programs addressing sexual violence, domestic violence, dating violence, and stalking” with the outreach programming to be included in every incoming student’s orientation;

Whereas, Many California community colleges are currently in the process of developing programs to meet the guidelines of the Violence Against Women Act and the Campus Sexual Violence Elimination Act, as well as trying to determine the most effective way to implement them;

Whereas, A significant number of our students transfer back and forth among multiple

EXECUTIVE COMMITTEE RESOLUTIONS

campuses within the California Community College System; and

Whereas, Adopting shared orientation materials that assert a united, system-wide stance against violence, and that would be customized by the addition of unique, campus-specific information, might be more effective than colleges or districts developing and implementing materials independently;

Resolved, That the Academic Senate for California Community Colleges develop and distribute guidelines to local senates for assisting with the development and implementation of effective anti-sexual violence programs on their campuses; and

Resolved, That the Academic Senate for California Community Colleges explore the general feasibility of system-wide collaboration on effective violence prevention programs.

Contact: Carolyn Holcroft, Foothill College, Equity and Diversity Action Committee

14.0 GRADING

***14.01 S15 Allowing Faculty to Submit the “Report Delayed” (RD) Symbol for Instances of Student Academic Dishonesty**

Whereas, In 1995 the Chancellor’s Office rendered legal opinion L 95-31¹, which was reaffirmed in 2007, stating that an instructor could fail a student on an assignment for cheating but that the student could not be given a course grade of ‘F’ for that incidence of cheating unless that assignment grade, taken together with the student’s performance on the other course assignments, resulted in a grade of ‘F’, per the requirements of Title 5 §55002 and the basic requirements for due process;

Whereas, Resolution 13.05 S13² called for the Academic Senate for California Community Colleges to revisit this matter, including proposing revisions to Title 5 as appropriate, but there is no change in position by the Chancellor’s Office on its legal opinion L 95-31, and it is not clear what changes to Title 5 can be made to allow faculty to fail a student in a course for egregious acts of academic dishonesty without violating the student’s right to due process;

Whereas, Title 5 §55023 allows the symbol of RD (report delayed) to be recorded on student transcripts with the following requirements:

The “RD” symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. “RD” shall not be used in calculating grade point averages.; and

¹ Legal opinion L 95-31 is found at <http://extranet.cccco.edu/Portals/1/Legal/Ops/OpsArchive/95-31.pdf>

² Resolution 13.05 S13 is found at <http://www.asccc.org/resolutions/revisit-failing-students-egregious-act-cheating>

EXECUTIVE COMMITTEE RESOLUTIONS

Whereas, Allowing districts to adopt policies and procedures to allow faculty to assign an RD to a student caught engaging in academic dishonesty when the outcome of disciplinary action is still pending or cannot be resolved before grades are due may empower faculty to be more willing to report students for academic dishonesty by eliminating any concern over course grades being challenged following the conclusion of a student disciplinary process;

Resolved, That the Academic Senate for California Community Colleges support changes to Title 5 §55023 that will permit districts, through collegial consultation with local senates, to adopt policies and procedures that allow faculty to submit the RD (report delayed) symbol for students who have been caught in instances of academic dishonesty that have not been resolved or may not be resolved before the end of an academic term.

Contact: Diana Hurlbut, Irvine Valley College, Educational Policies Committee

16.0 LIBRARY AND LERNING RESOURCES

16.01 S15 Update the Paper *Textbook Issues: Economic Pressures and Academic Values

Whereas, Resolution 11.01 F12 *Pursue Statewide Open Educational Resources for Student Success*³ supported Academic Senate for California Community Colleges participation in “the convening of appropriate stakeholders, including faculty from our intersegmental partners for implementation of SB 1052 and 1053 (Steinberg, 2012), to develop appropriate rules and guidelines for accessing Open Educational Resources materials for faculty in a broad range of formats that encourage their wide-spread availability for adoption and use”;

Whereas, The California Digital Open Source Library (CDOSL) is being designed so faculty can easily find, adopt, utilize, and/or modify OER course materials for little or no cost and the California Open Online Library for Education⁴ is the first library service of the CDOSL; and

Whereas, The Academic Senate for California Community Colleges has two papers on affordable options for textbooks, *Textbook Pricing Policies and Student Access* (1997) and *Textbook Issues: Economic Pressures and Academic Values* (2005), which do not reflect the current technological options or the work that has been done by the California Open Education Resources Council in response to SB 1052 and 1053 (Steinberg, 2012);

Resolved, That the Academic Senate for California Community Colleges update the paper *Textbook Issues: Economic Pressures and Academic Values* (2005) and bring it to the body for approval by Spring 2016; and

³ This resolution is found at <http://www.asccc.org/resolutions/pursue-statewide-open-educational-resources-student-success>

⁴ For more information go to www.cool4ed.org

EXECUTIVE COMMITTEE RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges urge local senates to communicate with their faculty and encourage adoption of Open Educational Resources textbooks.

Contact: Kale Braden, Executive Committee

17.0 LOCAL SENATES

***17.01 S15 Adopt the Paper the Local Senates Handbook**

Whereas, The *paper Empowering Local Senates: Roles and Responsibilities of and Strategies for an Effective Senate*⁵ was last updated in 2007;

Whereas, The Relations with Local Senates Committee was directed by the Executive Committee to review, revise, and update the paper to enable it to be used as a text for the Academic Senate for California Community Colleges Leadership Institute and to provide a resource for local senates to assist them with effective practices to empower faculty and encourage meaningful participatory governance; and

Whereas, The document is generally referred to by the colloquial title The Local Senates Handbook and, due to the shifting nature of the California Community College System, should be a “living document” that is regularly updated;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *The Local Senates Handbook*, which replaces the 2007 paper *Empowering Local Senates: Roles and Responsibilities of and Strategies for an Effective Senate*; and

Resolved, That the Academic Senate for California Community Colleges annually update *The Local Senate Handbook* to ensure that the document remains accurate, up-to-date, and contains the requisite information that local senates require.

Contact: Kale Braden, Executive Committee, Relations with Local Senates Committee

Note: The draft of this paper is found in Appendix xx

⁵ This paper is found at <http://www.asccc.org/communities/local-senates/handbook>



Executive Committee Agenda Item

SUBJECT: Board of Governors Faculty Nomination Process		Month: March	Year: 2015
		Item No. IV. K	
		Attachment: YES / NO	
DESIRED OUTCOME:	The Executive Committee will interview the candidates for the faculty seat on the Board of Governors Faculty	Urgent: YES / NO	
		Time Requested: 4 Hours	
CATEGORY:	Action	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.

BACKGROUND:

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

The Executive Committee will interview the faculty candidates for the Board of Governors faculty position in closed session. Action will be reported out upon completion of the interviews and discussion.

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

BOARD OF GOVERNORS FACULTY NOMINATION INTERVIEWS

9:30 am – 10:00 am	Richard Mahon
10:00 am – 10:25 am	Jeff Burdick
10:30 am – 11:00 am	Silvester Henderson
11:00 am – 11:30 am	Adrienne Foster
11:30 am – 12:00 noon Lunch break	
12:00 p.m. – 12:30 pm	Karen Saginor
12:30 pm – 1:00 pm	John Gerhold
1:00 pm – 1:30 pm	John Koetzner
1:30 pm – 2:00 pm	Alisa Messer
2:00 pm – 2:30 pm	Susan Lopez
2:30 pm – 3:00 pm	Discussion

Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: March	Year: 2015
		Item No: IV. A	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will be updated on system-wide issues and projects.	Urgent: NO	
CATEGORY:	Discussion	Time Requested:	
REQUESTED BY:	David Morse	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Julie Adams	Consent/Routine	
		First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

A Chancellor's Office representative will bring items of interest regarding Chancellor's Office activities to the Executive Committee for information, updates, and discussion. No action will be taken by the Executive Committee on any of these items.

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



Executive Committee Agenda Item

SUBJECT: Consultation Council Meeting		Month: March	Year: 2015
		Item No: V. B	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will be updated about the Consultation Council Meeting.	Urgent: NO	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse/Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Morse and Vice President Bruno will highlight the Consultation meeting for February. Members are requested to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

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

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

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLORS OFFICE**

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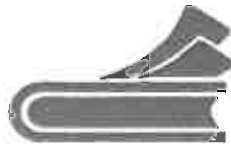
<http://www.cccco.edu>



**AGENDA
Consultation Council
Thursday, February 19, 2015
Chancellor's Office, Room 3B and C
9:30 a.m. to 2:00 p.m.
1102 Q Street, 3rd Floor
Sacramento, CA 95811**

The items on this agenda will be discussed at the upcoming Consultation Council Meeting.

- 1. Student Senate Update**
- 2. Institutional Effectiveness: Framework of Indicators**
- 3. 2015-16 Governor's Budget Proposal**
- 4. Student Success & Support Program Institutional Match and Student Equity Carryover Match**
- 5. State and Federal Legislative Update**
- 6. Workforce Task Force**
- 7. Accreditation Task Force Update**
- 8. Other**



Academic Senate for California Community Colleges

VI. A. 1

LEADERSHIP. EMPOWERMENT. VOICE.

ASCCC Curriculum Committee

Minutes

December 12, 2014

Attended: James Todd, Ginni May, Cheryl Aschenbach, Terrie Hawthorne, Sofia Ramirez Gelpi, Rich Cameron, and Michelle Grimes-Hillman

Notetaker: Ginni May

1. Agenda approved and note-taker assigned
Began at 7:33. Ginni volunteered to take notes.
2. Reviewed and approved of notes from December 5, 2014
Minutes approved
3. Important Dates and Information
 - a. Executive agenda items are due Dec 17, Jan 21, Feb 18, March 25
Jan. 18 is a Rostrum deadline
Sophia and Terrie are going to finalize the article on course offerings
 - b. January 30 meeting 10:30AM to 3PM(Curriculum Institute and Spring Planning) - ASCCC Office
The meeting was confirmed. Members were provided with the new ASCCC Office address. 1 Capitol Mall. The ASCCC office will book flights (at least 3 weeks in advance) so members were instructed to fill out the travel request form.
 - c. March 25 Curriculum Deadlines (Need for February 18 agenda deadline)
Members will discuss on Jan. 30 meeting
4. CTE Academy Update: Curriculum 101 (and PDC Modules)
 - Program Description
Members described the program description.
 - Presenter List – Draft
Members viewed the presenter list and the presenter philosophy – there is a goal to include experts, committee members, other committee members, range of presenters from many types of colleges, new leader.
 - Quiz
Members reviewed assessment quiz.
 - Pre and Post survey
Members discussed the pre and post survey and thought that both the quiz and the survey were useful. The quiz should be given prior to the survey so that attendees do not overestimate their understanding about processes.
 - Scripts: Members agreed to review and work on scripts.
 - Module 1 (Rich)
 - Module 2 (Cheryl)
 - Module 3 (Cheryl)

- Module 4 (Cheryl)
- Module 5 (Marie Boyd)
- Scenarios (Ginni, Terrie, and Cheryl, and MGH)
Need to be in PPs to present after a topic is covered
Get ready for early January
Read through Modules; look at scenarios to where they sit, each draft a few more, **DUE Tuesday, 12-16-14 to MGH**
- Agenda (MGH)
Michelle will produce the agenda once the PPs are drafted
- Acronym sheet (Rich)
For Handbook with acronyms from ASCCC site, PCAH, CCCCCO, etc.
- Handbook with resource materials (handouts), Members reviewed handbook materials,
 - CIP Codes
 - MQ Doc
 - Data Element Dictionary
 - SAM Code definition
 - A process flow chart of the approval process.

Next meeting: January 30, 2014 – at the ASCCC Office, 1 Capitol Mall



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

EDUCATIONAL POLICIES COMMITTEE

Friday, December 19, 2014

10:00 -11:00 AM

CCC Confer

888-886-3951

<http://www.cccconfer.org>

Passcode: 718618

(Meet & Confer Access Available)

MINUTES

-
- I. Call to Order and Approval of the Agenda
Agenda approved without change.
 - II. Approval of October 17, 2014 minutes
Minutes approved without change.
 - III. Public Comments (3 minutes per speaker)
None.
 - IV. Discussion items
 - a. Review of status of assigned tasks
 - i. Supplemental instruction survey development (resolution 13.02 F11)
 - 1. Update on Executive Committee input
 - 2. Latest from Ray Sanchez
- Two questions from exec committee were:
- a) who will get the survey in the field and b) what is the timeline

John summarized Ray's email response below:

a) We would like to get it in the hands of those employees who serve in a leadership role in their respective tutoring/writing/math/learning center. This is a challenge because you often have faculty with release time coordinating a math center for a dozen hours a week and they may not even be in tune with what is happening in the learning center where math is also tutored. We would like as much feedback as possible but want to make a distinction somehow between responses from the same college.

b) I know you said early spring and thought you could share it with me this month. This question goes to whether or not the Senate could add additional questions to the survey and collaborate on reviewing and sharing the results. If we could add questions, then the Executive Committee would have to approve both the questions and collaboration on the survey, which wouldn't happen until the January 9-10 meeting.

John would like us to have questions for the survey that we can discuss/add at the in person meeting in Irvine. Please email before and/or bring to the meeting

ii. Concurrent enrollment (resolution 4.02 F07)

1. Update from plenary

Joseph updated on the "Calling All Pathways: School to College to Career" breakout at Plenary. The breakout was led by Joseph, Phil, Wheeler and Vince Stewart. The breakout discussed the regulatory framework, and explained concurrent enrollment, as well as cooperative work educational experience and apprenticeships. Articulation methods as well as history and changes needed. The breakout was greatly attended; there is much interest this topic. This is a top legislative priority for many districts, many shared experiences at their own colleges.

John asked Joseph what he thinks needs next steps might be from EP perspective. Joseph suggested it'd be good to create connection with Vince Stewart, Vice- Chancellor of Governmental Affairs. John will talk to David Morse and ask whether we can have Vince join us at the next meeting in person or over the phone.

John asked Joseph about a Rostrum article on this. Joseph suggested that John ask Wheeler about this. Not a possibility for Joseph for the January 18 deadline, possible for the Rostrum after Plenary.

John to talk to Wheeler about Rostrum article collaboration with Joseph.

John asked about a survey. Scott suggested that a survey to faculty who teach these classes and how they feel about this/ these changes could be part of the feedback.

Scott stated that AFT and CFT do not have an official opinion on concurrent enrollment.

iii. Grant policies (resolution 17.01 F12 and 17.03 F12)

1. Draft survey

Draft survey was sent out with additional questions. Joseph suggested there should be a question about how the grant plays a part/ is integrated with Ed plan, whether it is talked about during budget processes/plans.

John will bring the draft to exec.

Upon adding this additional question, if no more come forward, the correct formatting of the survey needs to be completed.

iv. Auto award of degrees (resolution 13.01 F12)

1. Rostrum article

John will look through Cynthia Rico's emails and will continue writing/completing/ modifying article.

- v. Title 5 and egregious acts of cheating (resolution 1
- vi. 3.05 S13)
 - 1. Update and next steps

John stated that Michelle Goldberg no longer the legal lead; John is to follow up with Eric Skinner.

- vii. Senate/union paper reboot (resolution 17.04 S09)

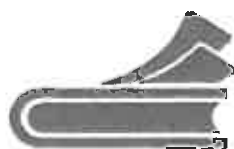
John stated that we should read and choose sections that are timeless issues and choose sections that need to be updated or no longer apply. An area that needs to be added, for example, is online education and online education in faculty evaluations.

For the next meeting , please reread the paper carefully, and choose the sections stated above, as well as add /revise initial draft outline.

V. Announcements

Reminder: Next meeting: January 13, 2015, 10-3 (Irvine Valley College), February 13, 2015, 9:30 (note different start time).

If you have not bought your tickets yet, please do so asap.



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

EDUCATIONAL POLICIES COMMITTEE

Tuesday, January 13, 2015

9:00 am – 3:00 pm

John Freitas, Scott Lee, Eric Lehtonen, Diana Hurlbut, Phil Crawford, Joseph Bielanski

Guest: Wheeler North and Vince Stewart

Absent: Cynthia Reiss

Meeting Minutes

- I. **Call to Order and Approval of the Agenda**
 - a. 9:30 am
- II. **Approval of December 19, 2015 minutes: unanimous**
- III. **Public Comments (3 minutes per speaker)**
 - a. None.
- IV. **Discussion and embedded Action Items**
 - a. **Union and Senate relations position paper considerations for topics along with a 'cliff notes' version/rostrum article**
 - i. First issue up: Distance Education: Scott (is a grievance representative) started the discussion of some of the issues regarding instructors and qualifications for teaching Distance Ed. Present members joined in discussing the issues.
 1. Is someone qualified to teach on line?
 - a. Knowing how to teach in class doesn't mean you know how to teach on line.
 - b. Not sure what to do with faculty who have been teaching on line (grandfathered in) and are not trained/qualified to teach on line.
 - c. If a faculty person needs training who will pay for the training especially if the district requires the training?
 2. How does the college ensure that the instructor is teaching an online course and not a correspondence course?
 3. Faculty hiring for distance education
 - a. Review and evaluation of the instructor
 - b. Tenure evaluation: senate needs to be consulted
 4. How do you evaluate on line instruction from colleagues and students?
 5. Class size limitations
 - a. Online class can be limited to the same size as in class as written in the course outline of record
 - b. Some unions have negotiated to limit the size of the on line classes.
 - c. Limiting class size may make sense as to assist in regular effective

- d. content.
- 6. Do you enforce use of the college course management system?
 - a. Allow exceptions from the Vice President of Instruction for a short period of time.
 - b. The course management system is essentially the use of the college facilities
 - i. Would meet ACCJC standards.
 - ii. Would meet ADA compliance.
 - iii. Would meet federal guidelines.
- 7. How does the Union consult with the senate on these issues?
- ii. Education employment act
 - 1. If the union and the district has agreed then it trumps for 10+1
 - 2. Issues of overlap of Ed code issues with 10 + 1
- iii. Faculty service areas
 - 1. Minimum qualification
 - 2. Senate has control over equivalency issues
 - 3. Based on top codes
- iv. Recommend: Create a Union / Senate relations committee
 - 1. This would be a group wherein areas of mutual interest are discussed.
 - 2. May have stories about where the collaboration worked well and where it didn't work well
- v. CTA/CFT/CCCA unions
 - 1. **Freitas to ask David Morse ask the question at COFO (Council of Faculty Organizations) of how the unions want to contribute to the paper.**
 - 2. Education Policy committee members would really like to have a jointly written article
 - a. Phil stressed that it's very important that they participate in this article
 - b. Combined paper would be a powerful tool for senate and unions to work together.
 - i. Not entirely clear in the original paper if that was the intent but there are elements of that in the paper.
 - ii. One concern that COFO members might have is how to approach the issue from the state wide perspective vs. the local issues.
- vi. What is needed in the paper discussion points:
 - 1. Create a paper at "50,000 foot level"
 - 2. Areas of mutual interest (could be special areas within the rostrum where stuff is at the 5 foot level).
 - a. Distance ed
 - b. SLO
 - c. Accreditation
 - d. Professional development
 - e. Essentially the wrote list of what everyone is doing
 - 3. Areas of not mutual interest and might even cause tension between the two groups
 - 4. Administration/senate/union are three pronged group.
 - a. Can have healthy tension between the three groups

- b. Three need to work together to prevent sanctions.
 - i. Accreditation
 - ii. Regulation
 - vii. Creation of a task force of all members would be the one to create a draft outline
 - viii. Senate Union break out
 - 1. Suggestion that a plenary break-out session on this to use to see what the field is concerned about.
 - 2. Would appreciate to have one of the members of the senate union there.

b. Post Lunch discussion prior to the conversation with Vice Chancellor Vince Stewart

- i. Dual enrollment break out needed for Spring 2015 Plenary?: NO
- ii. Concurrent enrollment is the only thing on the state chancellor's office for legislation
- iii. Academic Senate position on dual enrollment
 - 1. Supports that improves the pathway of connection of k-12 to community college and or any college of any kind.
 - 2. Savings to the taxpayer if the student goes to community college:
 - a. Wheeler presented data from an analysis of the information available on CATMA (I have NO idea if this abbreviation is correct) that if a student took 7 courses in 1 year at a community college the savings to the taxpayer were:
 - i. \$600,000 by attending the community college
 - ii. 1.2 million by doing this coursework at the community college rather than CSU
 - iii. 1.6 million by doing this coursework at the community college rather than attending a UC
- iv. Is there a limit to how many students can participate in dual enrollment?
 - 1. Summer limit of 5% which can be waived if the principal of the school agrees
 - 2. Resolution 2008
 - a. Recommendations include: local board policies may limit how many attend and may deny enrollment on educational grounds
 - 3. Issues about how to deal with minors in the classroom
 - a. A teacher must report evidence of abuse to the child
 - b. A teacher does not have to change the subject matter when minors are in the class room
- v. If the student does do 'college work' while in high school data shows that they are much more likely go on to some college experience.

- c. Dual/Concurrent enrollment (resolutions 4.02 F07, 13.02 F14) - Guest: Vice Chancellor Vince Stewart and Rosa DeAnda (no title was provided for her)**
- i. Legislation: Commitment from assembly member Chris Holden to carry legislation regarding dual enrollment.
 - ii. Not going to reintroduce AB1451
 - a. The purpose of AB1451 was to change Education code regarding dual enrollment
 - b. Decided that this is not going to be feasible as it would disrupt a program that is already in progress
 - iii. The proposed legislation is to create a narrowly focus dual enrollment program that is purely optional
 - a. College and career access partnership
 - b. Benefit of districts that would enter into partnership
 - i. Get the college/high-school buy in and sustainability over a longer time horizon
 - ii. The students that would participate in the program would have priority enrollment that is currently available to middle college high school students.
 - iii. The bill would provide the ability to teach college courses on a high school campus
 - 1. Limit to high school students only
 - 2. And get apportionment for it
 - iv. The student would have a course limit to 15 units, per term/semester
 - v. No adjustment to summer limit
 - vi. No adjustment to district wide enrollment
 - vii. Would allow PE if it met the objective of the college career pathway
 - viii. The opportunity would be present that the student could earn an AA or a AS.
 - iv. It is a stand-alone program
 - i. Discreet legislation that stands apart from already exists in the ED code.
 - v. This bill creates a new section that would go into the ED code.
 - vi. AB 1451 was going in and changing the ED code
 - a. It would have forced those districts that were already working with middle college high school and early college high school to re-go their agreements in order to comply with 1451.
 - b. Referenced dual enrollment generally and didn't specify what it was.
 - c. Concerns from the past that AB 1451 didn't really address
 - i. One concern from the high school teachers is that the bill would displace K-12 teachers
 - ii. Was it just a way for CC to get students at the expense of the k-12 system?
 - iii. CC faculty would NOT take over k-12 teachers
 - iv. Colleges not getting apportionment
 - v. Didn't really advertise it to the K12 folk and so that is why is one reason why it may not have gone down well with K12 faculty.

- vii. Can a district have BOTH things happening?
 - a. Dual enrollment and concurrent enrollment – Yes but the district will run into the 5% rule
- viii. Is this bill CTE targeted?
 - a. No – not just CTE – while the administration is interested in this
 - i. \$500 million has gone out through the state budget to focus on CTE pathways.
- ix. This bill is also focused on college readiness
 - a. Helps the students do college level math and English
 - b. Improves the student's success rate
- x. Smarter balance assessment and 11th grade exam occurs in high school
 - a. Identify the students that would benefit from the dual enrollment program.
- xi. Dual enrollment is the term being used in this bill
 - a. = Program of study/career pathway/a pathway to college
 - b. Not just a student taking a community college course = concurrent enrollment
 - c. Not being prescriptive of what a 'pathway' would look like
- xii. This bill would also focus on students that are not necessarily on a college focused path.
- xiii. Wheeler requested of Vince that a white paper would come out along with the legislation that would assist the districts on what would be needed
 - a. Sustainability of the program
 - b. Professional development
- xiv. Long Beach model was authorized in 2012 and this has been looked upon as a favorable experience.
- xv. Issues of possible concern for college faculty:
 - a. If faculty have a course on the college campus and the faculty could limit the number of high school students in the course == that needs to be worked out locally and NOT at the state level hence this bill does not address that.
 - b. Any other requirements that faculty need to know about would also be addressed locally (for instance how to report abuse of a minor).
 - c. Phil suggested that the chancellor's office create a Standardized form of what would the agreement needs to be addressed.
 - d. John suggested a possible Plenary break out about how to work with minor's on campus
 1. Legal counsel would be the one to address this
 2. Vince recommended that John speak with Michelle Goldberg regarding this issue.
- xvi. The purpose is that the bill ensures that this agreement occurs at an open board meeting so that there are buy in from Trustees/faculty etc.
- xvii. Should this be presented at a Plenary?
 1. When a bill is in place THEN Vince would be interested in presenting the bill at a break out session.
 2. The first draft of the bill will be released sometime in February. Assume it will be presented/introduced Feb 27th to the assembly.
 3. John suggested that a break out be suggested for how to deal with minors in the classroom.

- xviii. John invited Vince to the Feb 13th Ed Policy committee meeting for further discussion.
- xix. Plenary Resolution to support the bill? - discussed but no firm decision was made.

d. Grants policy Survey

- i. John took the rough draft to the Executive Committee meeting and received a few suggestions for the survey from the Executive Committee
- ii. A variety of questions were worked on/re-written by the members of the Executive Committee members.

e. Title 5 and egregious acts of cheating (resolution 13.05 S13)

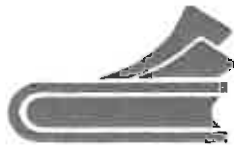
- i. There was discussion on this section but my recording of the meeting was garbled.

V. Announcements

- a. Accreditation Institute, February 20-21, SFO Marriott Hotel - registration deadline is January 20.
- b. Academic Academy, March 13-14, Westin South Coast Plaza, Costa Mesa - registration deadline is February 20.
- c. Online Education Regional Meetings – Friday, March 20 at College of San Mateo and Saturday, March 21, TBD (South)
- d. Noncredit/Curriculum Regional Meetings – Friday, March 20 (North) and Saturday, March 21 (South)
- e. Area Meetings, Friday, March 27 (Areas A and B) and Saturday, March 28 (Areas C and D), locations vary
- f. ASCCC Spring Plenary Session, April 9-11, SFO Westin Hotel.
- g. Upcoming Executive Committee Meetings: March 6-7 (Riverside City College), April 8 (Berkeley City College)

VI. Adjournment

- a. Next meetings: March 11 (this meeting is in conflict with John's schedule, **John will create a Doodle-poll to see if there an alternative meeting time**), April 24, May 15



**Academic Senate
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

EDUCATIONAL POLICIES COMMITTEE

Friday, February 13, 2015

10:00-11:30 AM

CCC Confer

888-886-3951

www.cccconfer.org, click "meetings" tab

Passcode: 302091

John Freitas, Scott Lee, Cynthia Reiss, Diana Hurlbut

Guest: Crystal Kiekel and Vince Stewart

Absent: Eric Lehtonen, Joseph Bielanski, Phil Crawford

Meeting Minutes

- I. **Call to Order and Approval of the Agenda**
 - a. 10:03 am

- II. **Approval of January 13, 2015 minutes**
 - a. Postponed until Diana finishes them.
 - b. Diana agreed to email both 1/13 and 2/13 minutes out to committee members for review.

- III. **Public Comments (3 minutes per speaker)**
 - a. Diana requested that John take to the executive committee a request that synopses of the items discussed/issues/concerns brought up by the audience participants at each break-out session at Plenary be posted along with the PowerPoint presentation at ASCCC.org.
 - i. Two fold reason for the request:
 1. Good to know what were the concerns of the members present in case committee members need to address particular issues
 2. Possible source of mining references/information when a committee is tasked with further investigation.

IV. Discussion and embedded Action Items

a. Supplemental Instruction Resolution

- i. Survey – is a partnership with the Education Policy Committee and 3CSN and ACTLA
- ii. Crystal Kiekel, Ph.D. from Pierce College, member of 3CSN
 1. John had a meeting with Crystal 2/11/15 to discuss the development of the survey regarding supplemental instruction and how the Education Policy Committee would participate; Meeting notes attached
 2. Requesting that the Education Policy committee members review/test the survey twice with the intent of releasing the survey to the field in April 2015.
- iii. John's suggested the use of survey would then be used to:
 1. Recommend to executive committee members that we partner with 3CSN and use the data
 2. Create a Rostrum article about the results
 3. Create a break-out in the fall Plenary about the survey results.
- iv. Purpose of the survey as described by Kiekel:
 1. 3CSN and ACTLA partnered together to create the survey
 2. The desire is to create a community of practitioners regarding peer system learning across the state.
 3. They believe that it is an essential part of student success but it's not clear what the community members are doing
 4. Goals of the Survey
 - a. Get an idea of what is happening across the state
 - b. What do people mean by
 - i. Tutoring
 - ii. Supplemental instruction
 - c. What type of apportionment do people have?
 - d. Training and evaluation of the tutors
 - e. Create a database/profile
 - f. Hoping to connect people and create learning communities
 - g. Discover how are people using their equity dollars
 - h. Identify successful practices
 - i. Recognized that the survey will not necessarily provide this particular information
 - ii. The survey will be a 'start' in this collaboration
 - iii. One goal is to see what is working well
 - i. Provide resources for training
 - i. Glossary
 - ii. Recommendation for training
 - iii. Recommendations for evaluation of tutors.
 - j. The Purpose is to NOT tell people what they can and cannot do.
 - i. 3CSN is NOT a regulatory body.
 5. 3CSN intends to present at ACTLA this coming March the following topics:
 - a. Habits of mind
 - b. Reading apprenticeship
 - c. Mentoring techniques in tutor training

- d. Start of presenting the glossary
- 6. Timeline
 - a. Fall 2015 will have the results from the survey
 - b. Establish a larger network colleges that are collaborating together
 - c. Current network consists of
 - i. Pierce College, Butte College, Coastline Community College, Fresno, Mira Mar, and one more that I did not understand on the recording.
 - d. Plan to contribute to a Rostrum Article
 - e. Plan to help create a fall Plenary break out
- 7. The rough draft of the survey is now complete
 - a. Survey will be sent to members requesting that Education Policy committee answer the following questions:
 - i. How long does it take to complete the survey?
 - ii. What parts were unclear?
 - iii. What is missing?
 - iv. What was unnecessary?
 - v. What turns people off?
 - b. First Feedback is needed by the end of February
 - i. OK to give it to other members on your campus in order to solicitate feedback.
 - ii. 3CSN will modify survey.
 - iii. Ed Policy members send comments to Crystal at kielcr@piercecollege.edu by the end of February about Survey version #1.
 - iv. Second Feedback is needed by mid-March. Ed Policy members send comments to Crystal at kielcr@piercecollege.edu by the March 15 about Survey version #1.
 - c. Survey would be sent to the general community by the end of March.

b. Dual/Concurrent enrollment (resolutions 4.02 F07, 13.02 F14) - Guest: Vice Chancellor Vince Stewart

- i. Update on legislation
 - 1. The Legislative Council's Digest is the version that Assemblyman Chris Holden is expected to introduce into the CA legislature.
 - 2. Section 1 is findings and declarations
 - 3. Section 2 is the operative section
 - a. It clarifies that school districts and community college districts can form partnerships around dual enrollment
 - i. Pilot program in 2011: Similar to current partnership between Long Beach CC and Long Beach unified school districts.
 - 1. Allows access to a broader array of students
 - 2. It allows courses that are built around CTE pathways instead of college bound.
 - ii. Under existing law it is limited to students that are academically advanced

- b. It would allow enrollment of students at the same priority as middle college high school students
 - c. Students can take up to 15 units maximum per term
 - d. Students can get a high school diploma and an AA degree
 - e. That college courses can be taught on the high school
 - f. And that it does not interfere with the minimum attendance needs for a high school student
 - g. Interested in feedback from members from Education Policy committee regarding the bill
4. How does the bill proposed differ from AB 1451?
- a. AB 1451 attempted to clean up the ED code section about high school and early college high schools
 - b. This bill does not touch the ED code and is voluntary for those districts that desire to participate.
 - c. This bill is trying to get underserved population ready for college.
5. Why did 1451 fail?
- a. CTA and others were not supportive of the bill.
 - b. Vice Chancellor Stewart are meeting with the unions next week to lobby for their support of the proposed bill.
6. Community Colleges will not receive state apportionment for educational activity or instruction that duplicates instruction that they are receiving from their high school.
7. The bill says that an agreement in a school district must be approved by the Board of each of the institutions.
- a. Freitas suggested that the vetting needs to be more clearly delineated in the bill.
 - b. The thought was to make the agreement as transparent as possible and so to have it voted at a board meeting allows all interested parties to participate and have their voices heard.
 - c. Stewart spoke at a Dual Enrollment conference a couple of weeks ago and realized that it would be beneficial that Guidelines would / should be produce by the legal division of the state chancellor's office in order to have general instruction of what to be mindful of.
 - d. Freitas wants to ensure that the academic senate would be consulted about the types of agreements that would be formed.
 - i. Stewart is open to suggestions for changes in the bill
 - ii. **Freitas will start the process of possibly getting the Academic Senate to weigh in.**
 - 1. Resolution would have to be voted on and passed in Plenary in April.
 - e. **All Education Policy members need to read the legislation and send comments to John ASAP.**
- ii. Resolution 13.02 F14 – regulations, effective practices and terminology for dual/concurrent enrollment

c. Title 5 and egregious acts of cheating (resolution 13.05 S13)

- i. Sent a document to all members regarding thoughts about this issue. (see attached)
- ii. Most recent legal opinion is from 2007.
- iii. No response has come back from John's query to the Chancellor's office regarding the most current legal position regarding cheating.
- iv. Cynthia reported her general 'take' on what was discussed at the last two plenary breakouts regarding this issue.
 1. Students may perceive that the way to get ahead in society is to cheat and so it is no different in college
 2. Students are so integrated into technology that it is difficult for them to understand the difference between plagiarism what is not due to the ease of 'copy/paste' functions
 3. For some cultures copying is an act of 'homage' to the author and is not plagiarism.
 4. If Title 5/Ed code cannot be changed then the emphasis should be on practices that can be done to promote academic integrity/honesty rather than just a policy published in a catalog.
 5. Levels of cheating as defined in the Ed code are subjective and personal on the weighing of due process of a student.
- v. **Cynthia will work on a Rostrum Article about this issue.**
 1. April 18 = deadline for the article.
- vi. **Freitas will suggest a resolution that will allow a change in Title 5 for an RD option (report delayed = delayed grade) to be submitted by the faculty.**
 1. Resolution attached (missing whereas section).
 2. Currently only the registrar can assign an RD grade as defined in Title 5.
 3. **Freitas will send a more complete draft of the resolution to the members of the Education Policy early in the week. John already has completed this action item.**
 - a. **All members are to read the two resolutions and provide John feedback by Wednesday Feb 18th.**
- vii. **Freitas will suggest that the Senate should work with the Chancellor's office to produce a handbook that provide legal rational and legal interpretation of what faculty / administrators can or cannot do.**

d. Auto award of degrees (resolution 13.01 F12)

- i. Rostrum article submitted – resolution completed!

e. Spring Plenary

- i. Ideas for resolutions – resolutions due February 18.
- ii. Ideas for Rostrum articles – next deadline April 18

f. Union Rostrum article

- i. David Morse was to have a conversation with statewide leaders on the collaboration with the various unions about writing a joint rostrum article and John is waiting for a report on that issue.

g. Grants process Survey was approved by consensus by the Executive Committee

- i. Freitas will email all Education Policy members the slightly revised survey/and the cover letter**
- ii. Freitas will work with the senate office to develop the survey monkey.**
- iii. Will discuss the results in our April meeting.**

V. Announcements

- a. Accreditation Institute, February 20-21, SFO Marriott Hotel - registration deadline is January 20.**
- b. Academic Academy, March 13-14, Westin South Coast Plaza, Costa Mesa - registration deadline is February 20.**
- c. Online Education Regional Meetings – Friday, March 20 at College of San Mateo and Saturday, March 21, TBD (South)**
- d. Noncredit/Curriculum Regional Meetings – Friday, March 20 (North) and Saturday, March 21 (South)**
- e. Area Meetings, Friday, March 27 (Areas A and B) and Saturday, March 28 (Areas C and D), locations vary**
- f. ASCCC Spring Plenary Session, April 9-11, SFO Westin Hotel.**
- g. Upcoming Executive Committee Meetings: March 6-7 (Riverside City College), April 8 (Berkeley City College)**
- h. Submit your statewide service forms if you want to stay on a statewide committee.**

VI. Adjournment

- a. Next meetings:**
 - i. March 11 (without John, intended for those that would like to help Cynthia with the writing of the Rostrum article regarding cheating/academic honesty); 3:00 pm**
 - ii. April 24, 1:00 pm**
 - iii. May 15, 10:00 am**



**Academic Senate
for California Community Colleges**

VIA.3

LEADERSHIP. EMPOWERMENT. VOICE.

ONLINE EDUCATION TASK FORCE

Friday, December 5, 2014

3:30-6:30 PM (start time approximate)

Embassy Suites LAX South

1440 E. Imperial Hwy.

El Segundo, CA 90245

CCC Confer - 888-886-3951, <http://www.cccconfer.org>

Passcode: 251124

MINUTES

- I. Call to Order at 2:15pm
 - a. In attendance: Kale Braden, Greg Beyrer, Dolores Davison, John Freitas (chair), Christina Gold (on phone), Fabiola Torres
 - b. Absent: Eileen Smith (flight was cancelled)

- II. Approval of the Agenda by consensus

- III. Approval of the October 31, 2014 minutes by consensus

- IV. Public Comments: No members of the public present

- V. Action items
 - a. Draft Outline of Program for spring Online Education Regional Meetings
 - i. Committee discussed structure of OE Regional Meetings, using the Curriculum Regionals structure as a model. Suggestions were made to have the morning session be a general session divided into two halves, potentially involving the CCCCO, and then have the afternoon provide several breakouts that would be repeated for people to attend.
 - ii. Morning sessions would include topics such as:
 - 1. Faculty primacy and senate role in DE (academic and professional matters, even if the senate president is not DE faculty, etc)
 - 2. Curriculum processes/General Education
 - 3. Accreditation: substantive change, regular and effective instructor generated contact, increased concerns from accreditors, etc
 - 4. OEI update; regulations
 - 5. Professional development and the clearinghouse
 - 6. Effective practices for institutions (i.e. what infrastructure and staffing should a quality DE program have?)
 - 7. Innovating rather than responding in areas of DE
 - iii. Breakouts would be structured around:
 - 1. Effective practices for quality online instruction - course design, faculty readiness, student readiness and orientation, student success and retention, course quality and review

2. DE “landmines” (or don’t forget about this stuff!) – working with your union; learning support services and student services online; faculty preference vs. student need; DSPS; integrity, assessment and authentication; board policies; pedagogy versus institutional requirements;
3. Nuts and Bolts for DE Coordinators/administrators/instructional designers/senate presidents – ensuring regular and effective contact; the DE addendum; DE handbooks; reviewing online courses for quality design (rubrics and the like)

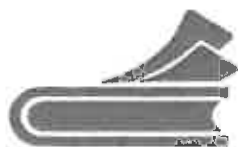
VI. Discussion items (time permitting)

- a. DE Effective Practices Paper steering – review and input for DE Paper Task Force
 - i. Committee discussed paper and concluded that given the OEI and other initiatives, the paper would be largely outdated before it made it to the field. The three sections of the paper which could possibly be submitted as Rostrum articles would be those on the need for Student Preparation, Effective Faculty Preparation, and Local Senates and Distance Education. John Freitas will contact members of the paper task force to get their input.
- b. Title 5 definition of distance education – possible revisions to Sections 55200 and 55204 to align with USDE definitions (Resolution 7.07 F14); Agreed with revisions suggested with the exception of removing the very specific language regarding types of contact
- c. Title 5 and distance education attendance accounting – possible revisions to Sections 58003.1 and 58009 (Resolution 13.03 S13): Agreed with revisions. John Freitas will contact ASCCC officers and executive director regarding moving these forward.
- d. Dolores briefly spoke on the upcoming meetings regarding the WICHE GE Passport project, which may have implications for distance education depending on areas such as CSU GE. She will keep the committee apprised of any developments.
- e. Given the work completed by the committee, it was agreed that we would postpone our next meeting to Monday, 12 January 2015, from 10-12pm. The Friday, 12 December meeting is now cancelled.

VII. Announcements

- a. ASCCC Accreditation Institute, February 20-21, San Mateo Marriott (SFO Airport) – registration deadline is January 20.
- b. ASCCC Academic Academy, March 13-14, Westin South Coast Plaza – registration deadline is February 20.
- c. Upcoming Online Education Initiative Steering Committee meetings: Friday, January 16, 2015, 9:30-4:30, Location in the North, TBD.
- d. Next meetings: Friday, December 12, 10:00, CCC Confer; Friday, January 30, 2015, 10:00-3:00, Cosumnes River College, Sacramento.

VIII. Adjournment at 4:35pm



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

ONLINE EDUCATION COMMITTEE

Monday, January 12, 2015

10:00 AM - 12:00 PM

CCC Confer - 888-886-3951, <http://www.cccconfer.org>

Passcode: 781319

Minutes

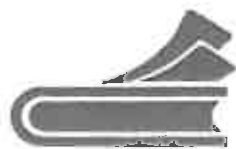
- I. Call to Order – 10:02am
 - a. Present: Greg Beyrer, Kale Braden, Dolores Davison, John Freitas (chair), Chris Gold, Eileen Smith, Fabiola Torres
- II. Approval of the Agenda --
- III. Approval of the December 5, 2014 minutes -- No Corrections
- IV. Public Comments – None
- V. Action/Discussion items
 - a. Draft Outline of Program for spring Online Education Regional Meetings
 - i. Executive Committee Feedback – some from Dan Crump regarding OEI updates, but otherwise none; draft program approved
 - ii. Further work on program –
 1. Conversation with LeBaron (he will provide webcasting, invited John F. to attend DE coordinators meeting on 16 January to talk about the regionals)
 - iii. Logistics –CSM for 20 March, possibly Glendale for 21 March
 1. Who are we targeting – DE Coordinators, Senate Presidents, Online Faculty, administration, curriculum chairs
 2. Should we include accreditation, basic skills, other groups?
 3. Break outs
 - a. Training
 - b. Innovating versus Responding – general session
 - c. DE landmines
 - d. Tough Love
 - e. Integrity
 - f. Assessment and Authentication
 - g. Nuts and Bolts
 - h. Showcasing classes, program, professional development—provide concrete examples in breakouts
 - i. Confirm at 30 January in person meeting
 - b. Title 5 revisions status – Executive Committee feedback – David Morse will discuss with Pam Walker and get back to us
 - c. DE Effective Practices Paper – status update – potential Rostrum article

- d. Spring 2015 Plenary
 - i. Ideas for Breakout Sessions (due January 21) – Hot Topics (mention the OEI accomplishments); Accreditation and Distance Education;
 - ii. Ideas for Resolutions – regular and effective contact (what is it?) – research into effective practices for regular and effective contact – application of local policies—is local definition adequate? Potential of a broad definition/statement from ASCCC—draw in practical examples from OEI

VI. Announcements

- a. Accreditation Institute, February 20-21, SFO Marriott Hotel - registration deadline is January 20.
- b. Academic Academy, March 13-14, Westin South Coast Plaza, Costa Mesa - registration deadline is February 20.
- c. Online Education Regional Meetings – Friday, March 20 at College of San Mateo and Saturday, March 21, TBD (South)
- d. Noncredit/Curriculum Regional Meetings – Friday, March 20 (North) and Saturday, March 21 (South)
- e. Area Meetings, Friday, March 27 (Areas A and B) and Saturday, March 28 (Areas C and D), locations vary
- f. ASCCC Spring Plenary Session, April 9-11, SFO Westin Hotel.
- g. Upcoming Executive Committee Meetings: February 6-7 (San Jose City College), March 6-7 (Riverside City College), April 8 (Berkeley City College)
- h. Next meetings: Friday, January 30, 2015, 10:00-3:00, Cosumnes River College, Sacramento. – John F, Chris, and Fabiola will coordinate with Eileen for rides from and to the airport. Kale will deal with parking permits for Dolores and Eileen.

VII. Adjournment – 11:21am



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

ONLINE EDUCATION COMMITTEE

Friday, January 30, 2015

10:00 – 3:00

Cosumnes River College, CDC-106

8401 Center Parkway

Sacramento, CA 95823

CCC Confer - 888-450-4821

Passcode: 389415

Minutes

I. Call to Order and Approval of the Agenda – 10:15am

Members present: John Freitas (chair), Kale Braden, Gregory Breyer, Dolores Davison, Christina Gold, Eileen Smith, Fabiola Torres. Guest: LeBaron Woodyard

II. Approval of the January 12, 2015 minutes -- approved with no corrections

III. Action items

a. Online Education Regional Meetings – north at College of San Mateo, south at Mt. SAC

1. North: Kale Braden, Gregory Breyer, Dolores Davison, John Freitas, Eileen Smith
2. South: Kale Braden, Dolores Davison, John Freitas, Christina Gold, Fabiola Torres

b. LeBaron Woodyard will provide webcasting for both sessions breakouts (1-2 and 2-3pm); assure that we will have extra time for the close captioning; upload PPT slides to CCC Confer (fairly basic)

i. Finalize program: General session in morning, breakouts in afternoon; DE coordinators meeting in the north on Friday (12-1pm)

ii. Finalize topics for general sessions, identify potential presenters, assign responsibilities

1. OEI colleges and CMS: Opening Remarks and then What's next for DE and where are we going? What is this CMS going to mean for the colleges? What is the new normal? Accreditation, Federated ID, question and answer, responses to the audience – positive, enhancing

- a. Start with increased scrutiny on DE (simplifying accreditation reporting); OEI is not MOOCs; local control; pedagogically sound, vetted by the field; there are tools to assist doing your job even better; adjuncts; benefits for students and for faculty; accreditation issues with planning, quality, student support and equivalent levels, FERPA issues; no defined times for schedules (organic break midway through); faculty primacy and the Senate role

- b. Professional Development (training for those faculty who have already been training); training as a breakout; financial aid fraud; Jory as a breakout?; Hancock bill (Prisons and DE); correspondence education;

iii. Finalize topics for breakout sessions, identify potential presenters, assign responsibilities

- a. Effective Practices, Landmines, Nuts and Bolts (changed to ADA)

- i. Effective Practices: regular and effective contact in practice, how ensure that you are not teaching a correspondence course; course design, faculty readiness, student readiness, student

retention, achievement gap, pedagogical training; Fabiola; Eileen, Kale

- ii. Landmines: What do you do if you have faculty using other CMS?; right of assignment; working with your union; evaluation; mindset about distance education; Christina; Greg, Dolores
- iii. ADA (difference between DE office versus DSPS); universal design; accessibility; difference between compliance and student success; floor versus ceiling for federal requirements and expectations; accessibility basics; Jayme; LeBaron, John
- iv. Reconvene – most common questions, flash poll; inform future breakouts, etc; inform local senates as well as ASCCC; coming senate events;

IV. Discussion items

- a. Update from January 16 DE Coordinators meeting – pending SARA legislation (LeBaron): refund complaints; protecting colleges from unscrupulous practices; drivers' license analogy; state will accept the quality of another institution across state lines; federal requirement vacated in 2011 regarding financial aid; DoE is revisiting this; where are we in California? We need legislation in order to participate in SARA; leg calendar is right now (in the hopper by 22 February); ICC have been tasked with representing the state's interests here, there is a meeting next week to discuss proposed language on a bill being sponsored by CSU; needs to be a state portal which will serve as a coordinating entity for the entire state which would have responsibility with regards to complaint as well as approval and review practice. WICHE SARA is out of Colorado but this would have to go through the state portal first, since there is no CPEC, we don't have an organization that could be the state portal because there is nothing established in legislation (the privates are the problem here); legislation is looking at identifying portal; limited responsibility for resolving complaints, introduced as a bill and will be debated conversations with D of Finance); interest in a version of CPEC 2, while others are completed opposed to the return of CPEC; bill gets this into the legislature in a formal way, but the negative is that it will go through the normal process and wouldn't be signed into law by the governor until 1 January 2016; LeBaron is hopeful that the language from the bill might be rolled into a trailer bill and therefore be effective 1 July 2015. Agency charged with being the portal agency would need resources in order to do so; is this added on to someone's existing job, is there additional funding, state fee structure to fund this; would be a reduced amount of money for many institutions but they would have to opt into SARA; who is going to pay for people who respond to complaints, take in applications, etc; will need to have a discussion regarding staffing; change in authorization because policies stop at the district level (exception = discrimination); CCCCCO would have to be given explicit permission to handle complaints and other issues. LeBaron thinks bill needs to be sponsored by all four segments of higher education (CCC, CSU, UC, and privates/proprietary). Structure proposed below:

1. Portal
2. 3 Public Entities
3. Privates or proprietary schools

- b. Update on Title 5 revision recommendations – Went to Exec and David Morse will bring forward to CCCCCO for information.
- c. Status of assigned resolutions
- i. Resolutions assigned in August – Rostrum article on student success
 - ii. Resolutions assigned from fall plenary –
 1. 7.07 F14 -- Aligning the definitions of distance education with the federal and state regulations;

2. 17.02 F14 – Examples of practices on other campuses; Rostrum article; faculty driven distance education coordination – Fabiola and Dolores to work on this
- d. Effective practices Rostrum articles – Faculty Development submitted, Student Prep, Role of Senate in DE (tie to 17.02 Rostrum)
- e. Plenary session planning
 - i. Breakout sessions (tentative, pending Executive Committee approval of plenary program)
 - ii. Resolutions –
 1. Definition of regular, effective, and substantive contact; provide examples or guidelines: Student to student, student to instructor, students to instructor, student to content: all of those have to be facilitated. Relationships rather than mechanisms.

V. Announcements

- a. ASCCC Accreditation Institute, February 20-21, San Mateo Marriott (SFO Airport)
- b. ASCCC Academic Academy, March 13-14, Westin South Coast Plaza – registration deadline is February 20.
- c. Upcoming Online Education Initiative Steering Committee meetings: February 6 (online), March 6 (Ontario Embassy Suites)
- d. Area Meetings: March 27 (Areas A and B) and March 28 (Areas C and D), locations will vary.
- e. Spring Plenary Session: April 9-11, SFO Westin - registration deadline is March 23.
- f. Next Online Education Committee meetings: February 27, March 20 & 21

VI. Adjournment



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Standards and Practices Committee

Saturday January 17th, 2015

10:30 AM – 3:30 PM

De Anza College 21250 Stevens Creek Boulevard, Cupertino, CA 95014

Members Present: J. Adams, J. Bruno, P. Crawford, A. Juarez, C. Rutan, P. Setziol

Members Absent: A. Foster

Meeting began at 10:31 AM

1. Order of the Agenda – Agenda was approved as presented.
2. Approval of the Minutes from 12/19/14 – C. Rutan reported that the Norbert Bischof Faculty Freedom Fighter Award will be discussed at the next S&P meeting following the discussion at the February Executive Committee meeting. The minutes were approved by consensus.
3. Bylaws Suggestions from Executive Committee – C. Rutan presented the bylaws revisions suggested by the Executive Committee and Mark Alcorn (ASCCC Attorney). J. Adams indicated that the Executive Committee wants S&P to review and revise the constitution to ensure that it clearly indicates that the Academic Senate is a 501c6 nonprofit organization. C. Rutan will prepare an introduction to the bylaws revisions and the Senate staff will create a survey for the body to provide feedback. Feedback from the body will be brought directly to the Executive Committee at the March meeting.
4. Rules Suggestions from Executive Committee – C. Rutan presented the suggested revisions from the January Executive Committee meeting. The Executive Committee requested that sections that duplicate sections of the bylaws be removed since the rules can be modified with a simple majority vote. The vacancy section was modified to indicate that the vice president fills a vacancy in the presidency and that all positions filled using the vacancy procedures require an election at the next plenary session.
5. Periodic Review of the Academic Senate for California Community Colleges – J. Bruno presented a summary of the periodic review adopted at the Spring 2014 Plenary Session. A list of eligible faculty for the review team will be compiled by the Senate staff and will be brought forward at the Spring 2015 Plenary Session. S&P needs to develop the internal evaluation that completed by members of the Executive Committee prior to orientation in May. J. Adams will research evaluations used by other nonprofit boards and a draft will be discussed at the February S&P meeting.
6. Senate Policy for Honoring Faculty – C. Rutan indicated that a senator emeritus had asked at the Fall Plenary Session if the rights and privileges of emeritus senators could be listed in policy. C. Rutan will add that emeritus senators receive special recognition at Senate events, free issues of the Senate Rostrum, and free registration at Plenary Sessions. The revised policy will be brought

to the February Executive Committee meeting for adoption.

7. Senate Policy for Open Meetings – S&P reviewed a draft of the Open Meetings Policy that the IPC worked on during the 2013-14 year. The committee agreed that the draft policy should be revised to only apply to meetings of the Executive Committee to satisfy resolution 1.03 S14. C. Rutan will revise the policy and the revised draft will be discussed at the February S&P meeting.
8. Senate Policy for Removal of a Member of the Board of Directors – The bylaws revisions added the ability to remove a member of the Executive Committee for cause. The removal policy will include modified portions of the Senate’s Conflict of Interest policy and a due process section. When a complaint is brought forward the President (or highest ranking officer not under investigation) will create a mutually agreed upon ad-hoc group to investigate the claim. The group will consist of 2 Executive Committee members and 3 members that are not part of the Executive Committee. The ad hoc group will provide their findings to the Executive Committee in closed session and the board member in question will be given the opportunity to address the allegations. Following the presentation of the investigation and rebuttal, a sitting board member may be removed by a 2/3 vote of the Executive Committee. C. Rutan will draft the policy and will bring it to the February S&P meeting for discussion.
9. Collegial Consultation in the CCC – P. Setziol brought forward an excerpt for an adopted Senate paper about collegial consultation and asked if there was a way that the Senate could provide this document to local senates to help them develop an agreed upon consultation process at their colleges. C. Rutan will send the document to the Local Senates committee for possible inclusion in the revised Local Senates Handbook and to be pushed out to the Senate Presidents Listserv.
10. Survey Questions for Equivalency Paper – P. Setziol presented a draft survey to update the Senate’s equivalency paper. J. Bruno suggested that the survey be modified to investigate best practices in granting equivalency for CTE programs. J. Bruno and P. Setziol will refine the survey and present the revised survey at the February S&P meeting.

11. S&P is suggesting the following breakouts for the Spring Plenary Session:

- a. Equivalency and Minimum Qualifications
- b. Bylaws/Rules/Periodic Evaluation of Academic Senate
- c. SB173 and Adult Education Minimum Qualifications – Partner with noncredit committee

12. The February S & P meeting will be on Friday February 13th, 2015 from 9 AM until 11 AM.

13. A. Juarez and P. Setziol will work on a resolution to encourage local senate to designate a senator to monitor faculty awards and encourage their college to submit applications each year.

A draft of the resolution will be discussed at the February S&P meeting.

C. Rutan thanked P. Setziol and De Anza College for hosting the S&P meeting.

The meeting adjourned at 2:29 PM

Approved on February 13, 2015

Respectfully submitted,

Craig Rutan



Executive Committee Agenda Item

SUBJECT: Institutional Effectiveness Partnership Initiative (IEPI)		Month: March	Year: 2015
		Item No VI B 1	
		Attachment: YES	
DESIRED OUTCOME:	Update the Executive Committee on the activities of the IEPI	Urgent: NO	
CATEGORY:	Reports	Time Requested:	
REQUESTED BY:	Bruno/Stanskas	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Julie Adams	Consent/Routine	
		First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: The Institutional Effectiveness Partnership Initiative continues to accomplish its required tasks on an aggressive timeline. The IEPI Executive Committee oversees the initiative and draws on the work completed by the IEPI Advisory Workgroup. To inform the Executive Committee on the work of the IEPI, the approved Framework of Indicators are included with this agenda item as well as a PowerPoint slides presented at the Accreditation Institute outlining general information about the IEPI as well as the latest FAQ document.

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

**Institutional Effectiveness Partnership Initiative Advisory Committee
Framework of Indicators**

College/District Indicator	Brief Definition
Student performance and outcomes	
Completion Rate (Scorecard):	Percentage of degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years through 2013-14 who completed a degree, certificate or transfer-related outcomes.
· College-Prepared	Student's lowest course attempted in Math and/or English was college level
· Unprepared for College	Student's lowest course attempted in Math and/or English was pre-collegiate level
· Overall	Student attempted any level of Math or English in the first three years
Remedial rate (Scorecard):	Percentage of credit students tracked for six years through 2013-14 who started first time in 2008-09 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline
· Math	See above
· English	See above
· ESL	See above
Career Technical Education Rate (Scorecard)	Percentage of students tracked for six years through 2013-14 who started first time in 2008-09 and completed more than eight units in courses classified as career technical education in a single discipline and completed a degree, certificate or transferred
Successful course completion (Datamart)	Percentage of students who earn a grade of "C" or better or "credit" in 2013-14.
Completion of degrees (Datamart)	Number of associate degrees completed in 2013-14
Completion of certificates (Datamart)	Number of Chancellor's Office-approved certificates completed in 2013-14
Number of students who transfer to 4-year institutions (Datamart)	Number of students who transfer to a four-year institution, including CSU, UC, or private university in 2013-14. ¹
Accreditation Status	
Accreditation status	Latest ACCJC action: Reaffirmed Warning Probation Show Cause Restoration
Date of next visit	Informational item - no target collected.
Fiscal viability and programmatic compliance with state and federal guidelines	
Salary and Benefits	Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures
Full-Time Equivalent Students	Annual number of full-time equivalent students
Annual Operating Excess/(Deficiency)	Net increase or decrease in unrestricted general fund balance
Fund Balance	Ending unrestricted general fund balance as a percentage of total expenditures
Cash Balance	Unrestricted and restricted general fund cash balance, excluding investments
Audit Findings	Modified opinion, material weaknesses, or significant deficiencies as identified in an annual independent audited financial statement

¹ Metric dependent upon external variables (UC and CSU transfer admission policy) and therefore collected as information. Colleges would NOT be expected to identify a goal.

In year one, three years of baseline trend data would be prepopulated and sent to each college by the Chancellor's Office. Each college would use a collegial consultation process to set goals (short term and long term) for the subsequent year and return a spreadsheet to the Chancellor's Office with the goals in June.

Institutional Effectiveness Partnership Initiative

Presented by:
Theresa Tena, Vice Chancellor for Institutional Effectiveness
Dr. Barry Gribbons, Assistant Superintendent, IOT, College of the Canyons
Dr. Matthew C. Lee, Project Director, Institutional Effectiveness Partnership Initiative
Julie Bruno, Vice President Statewide Academic Senate, Faculty, Sierra CCD
Dr. Paul Stronhausen, Executive Director, Success Center for CA Community Colleges

February 20, 2015




Institutional Effectiveness Partnership Initiative

- Advance Community College's Institutional Effectiveness Drawing on Expertise within the System
- Funded by California Community Colleges Chancellor's Office
- December 2014 to June 30, 2019
- \$2.5 million per year




Executive Committee

- Chancellor's Office
- College of the Canyons
- Foothill College
- Academic Senate for CCC
- Success Center for CCC
 - Funded by The Kresge Foundation
 - Administered by Foundation for CCC
 - Key focus on professional development



California Community Colleges Are the Largest, Most Effective and Innovative System of Higher Education in the World!

- Celebrate Hundreds of Innovations from the 112 Community Colleges on Nearly Every Topic Imaginable
- Support Disseminating These Innovations Throughout the System
- Recognize that 1 in 5 of Nation's Community College Students Attends a California Community College



What Can We Do For You?

- Professional Development Resources
 - Online Clearinghouse on Topics of Interest
 - Effective practices for institutional effectiveness
 - Problematic practices to avoid
 - Webinars / Workshops in North and South



Professional Development Resources

- Online Clearinghouse
 - Coordinated by Success Center for California Community Colleges
 - Pull Together Hundreds of Existing Resources by Topic (e.g. Integrated Planning, SLO Assessment, Board Governance, etc.), Highlighting Exemplary Practices
- Additional Webinars and Drive-In Workshops in the North and South on Topics Identified Based on Input from the Field
- Support Professional Development by Statewide Organizations Related to Institutional Effectiveness



Partnership Resource Teams

Not Just a Single Visit: Team Commits to 3 Visits or More As Needed

- Understand Issues and Identify Scope of Support
- Develop Ideas for College's Improvement Plan in Areas Such As:
 - Accreditation Issues
 - Budget, Fiscal, and Audit Issues
 - Integrated Planning
 - Enrollment Management
 - Board Governance
 - SLO Assessment Tools and Processes
- Follow Up Support As Needed



Partnership Resource Teams

- Grants of Up to \$150,000 as Seed Money to Expedite Implementation of College's Improvement Plan (Available Until Funds Run Out)
- College CEO Completes Short Letter of Interest
- Team Visits Start in Spring 2015



Advisory Committee

- Nominations from numerous Statewide Organizations
- Appointments by the ASCCC
- Advisory Committee Workgroups Provide Input on What's Needed
 - Indicators
 - Technical Assistance Process
 - Professional Development
 - Policy Issues
- Monthly Meetings Began January 26



Indicator System

- Required by Legislature
- Draw Heavily on Existing Resources
- Indicators Developed by Advisory Committee Workgroup
- Institutional Goals Set by Colleges
- Results of v1.0 by June 30, 2015
- Include:
 - Student Performance and Outcomes (e.g., Scorecard)
 - Accreditation Status
 - Fiscal Viability
 - Compliance w/State and Federal Programmatic Guidelines



What We Need From Colleges

- Provide Input and Feedback to Your Organizational Representatives on the Advisory Committee
- Identify Topics You Want Covered in Professional Development
- Express Interest in a Technical Assistance Visit
- Volunteer for Partnership Resource Team Pool



What We Need From Faculty

- Provide Input and Feedback to Your Faculty Representatives
- Submit Topics for Professional Development Activities
- Express interest in a Technical Assistance visit in consultation with other college leaders
- Work with your CEO on 10+1 Areas for TA Visit
- Volunteer for the Partnership Resource Team Pool



Faculty Representatives on IEPI

IEPI Executive Committee:

Julie Bruno, ASCCC, Sierra College

IEPI Advisory Workgroups:

John Stankas, ASCCC, San Bernardino College

Grant Goold, American River College

Roberta Eisel, Citrus College

Yolanda Bellisimo, College of Marin

Fabio Gonzalez, San Jose City College

Catherine Webb, Monterey Peninsula College



California Community Colleges

Desired Outcomes

- Enhance Organizational Functioning at All Levels
- Use Input Received During Technical Assistance and Other Parts of the Initiative to Strengthen Policy and Structure
- Enhance Capacity at Colleges
- Move Away from Pointing Fingers to Celebrating Outcomes



California Community Colleges

Contact Information

- Theresa Tena VC IE, Chancellor's Office, ttena@cccco.edu
- Dr. Barry Gribbons, Asst. Supt College of the Canyons, barry.gribbons@canyons.edu
- Dr. Matthew Lee, Project Director IEPI, matthew@mcleiconsulting.com
- Julie Bruno, VP Academic Senate, bruno@sierracollege.edu
- Dr. Paul Steenhausen, Ex Dir. Success Center, psteenhausen@cccco.edu



California Community Colleges



Institutional Effectiveness Partnership Initiative

February 4, 2015

- ***What is the goal of the Institutional Effectiveness Partnership Initiative (IEPI)?***
 - The goal of this initiative is to help advance colleges' institutional effectiveness and in the process, significantly reduce the number of accreditation sanctions and audit issues, and most importantly, enhance the system's ability to effectively serve students. An important focus of the grant is to draw on the exceptional expertise and innovation from within the system in advancing best practices and avoiding potential pitfalls.

- ***What are the major components of the Institutional Effectiveness Partnership Initiative?***
 - **There are three major components of the initiative:**
 - **Develop a statewide indicator system.**
 - System will include student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with State and Federal guidelines.
 - System will draw heavily on a menu of existing indicators and publically available data.
 - System, at least v1.0, is statutorily required to be implemented by June 30, 2015.
 - **Make Technical Assistance Teams available to colleges who express interest in receiving assistance..**
 - A short letter of interest will be submitted by the college CEO.
 - The teams will visit colleges at least three times, for initial clarification of issues, development of strategies and timelines, and follow up. Additional follow up visits will be available as needed.
 - Team members will be drawn from a pool of experts who were nominated or appointed by statewide professional organizations and others. Team composition for each college will be approved by college CEO and CCCCO.
 - Team members will receive travel reimbursement, and stipends if they are able to receive them based on their district policy and/or agreements.
 - Grants of up to \$150,000 in seed money will be available to colleges with team visits to accelerate implementation of improvement plans. Grants will be available while funds are available.

- Selection of colleges will consider institutional need.
- Enhance **professional development opportunities** for colleges related to institutional effectiveness.
 - An online clearinghouse will be developed and include effective practices and pitfalls to avoid related to emerging accreditation and audit issues, as well as other topics related to institutional effectiveness:
 - The online clearinghouse will be closely integrated with the Success Center for California Community Colleges' efforts.
 - Existing resources addressing the topic, such as those found on the ASCCC, ACCJC, RP Group, and CCCCCO websites, will be linked to this clearinghouse.
 - Additional online resources will be developed as needed.
 - The online clearinghouse resources will be augmented with regional workshops. These workshops will be captured and made available online through the clearinghouse as well.
 - The online clearinghouse will be augmented with regional workshops offered in the north and south.
 - Workshops will begin in Spring 2015.
 - The IEPI Advisory Committee will help identify topics that are timely and of broad interest.
 - The Initiative will seek to partner with other organizations in offering these workshops.
 - Professional development opportunities will be available to all districts regardless of participation with Technical Assistance Teams.

- ***Who Are the Initiative Partners?***

- **Chancellor's Office:** Chancellor's Office Oversight: Erik Skinner, Theresa Tena.
- **Success Center for California Community Colleges:** Paul Steenhausen
- **College of the Canyons:** Overall Coordination: Chancellor Dianne Van Hook, Barry Gribbons, Jerry Buckley, Sharlene Coleal, and Daylene Meuschke.
- **Foothill College:** Logistical Coordination of Activities in the North, especially Professional Development Activities.
- **Academic Senate for CCC:** Julie Bruno
- **M. C. Lee Consulting:** Grant Program coordinator.
- **RP Group:** Evaluation and Professional Development working with 3CSN, Career Ladders, and others.

- ***How can you get involved?***

- Volunteer for the Advisory Committee as openings occur.
 - The Advisory Committee includes up to 50 leaders statewide.
 - Members are nominated by CEOs, CCCT, CIOs, ACBO, CSSOs, RP Group, and others.
 - Faculty are appointed by ASCCC.
 - The Advisory Committee meets every other month, with workgroup meetings in between.
 - The existing workgroups include:
 - Indicators
 - Technical Assistance Process
 - Professional Development
 - Policy
 - Travel costs will be reimbursed.
- Express interest in Technical Assistance Team assistance.
 - Letters of interest are expected to be solicited in early February.
 - Visits will begin in Spring 2015.
- Send us feedback.
 - If you have any ideas for issues on which professional development should focus (such as integrated planning, SLO assessment, Enrollment Management, Board Governance, etc.), please send them to us.
 - Send us any ideas for integration with other efforts or any other services you would like to see us provide. You can reach Barry Gribbons at barry.gribbons@canyons.edu or (661) 362-5500, Matthew Lee at matthew@mcleeconsulting.com or (626) 797-3372, and Theresa Tena at ttena@cccoco.edu or (916) 327-5887.

Additional Questions:

How can I express interest in receiving Technical Assistance?

On about February 9, 2015, we will make a Letter of Interest available to colleges. The letter of interest will be short, two or three pages long, and is intended to provide IEPI with some basic information. This Letter of Interest also will be available online.

What is the process for selecting and scheduling Technical Assistance Team visits?

We expect to be able to make Technical Assistance Teams available to all 112 California Community Colleges at some point in the next five years.

- We will schedule the visits based on need and readiness.
- The evaluation of need and readiness will draw on indicators, as well as information provided by the colleges in their Letters of Interest and the timing of accreditation visits.
- A member of the Executive Committee also might call the college for additional clarification to ensure that we're not missing any important issues.

After this initial review, colleges will be asked to provide a short, one- or two-page status report on the issues identified to help determine scheduling and prepare for the initial visit. This includes issues that fall within the purview of the 10+1 Faculty Academic and Professional Matters, the local academic senate will work with the CEO in producing the short status update and sign off on the update before submission to the IEPI Executive Committee. The IEPI Executive Committee will develop a recommendation for the scheduling of Technical Assistance Teams for final approval by the Chancellor's Office.

What role will the college receiving the visit have in selecting team members?

The IEPI Executive Committee will put together teams based on the expertise of individuals and the needs of the college. The initial team composition will be reviewed with the college CEO to ensure that there are no unintended conflicts with team assignments. The CEO should check with faculty and administrative leaders to help ensure that conflicts of interest are avoided.

What professional development workshops will be scheduled in spring 2015?

We expect to offer a minimum of two regional workshops in the north and two in the south in spring 2015. Foothill College will be coordinating the workshops in the north. College of the Canyons will coordinate the workshops in the south. We will work with the IEPI Advisory Committee to identify topics for the workshops that are timely and have broad interest. We are also interested in coordinating with other statewide organizations that have an interest in various topics and possibly co-presenting workshops.

What areas are included in the statutory requirements for the indicators?

SB 852 and SB 860 statutes of 2014 require that the indicators include: student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with state and federal guidelines. The IEPI Advisory Committee is working on recommendations for specific measures for each of these areas. Statute also requires colleges to adopt goals for all the indicators. The framework of indicators and both college and statewide goals must be completed and posted by the Chancellor's Office by June 30, 2015.

What is the purpose of the new framework of indicators structure?

While we hope that the indicators will be useful in helping to determine the scheduling of Technical Assistance Teams technical assistance visits, even more importantly, we hope that the college finds the information useful in gauging their progress for internal planning purposes. We expect that the evaluation of the indicators will increase their utility for both purposes.

Will the new indicator system just add another layer on top of several existing indicator systems?

The indicators will rely heavily on existing indicators to help ensure consistency across systems and minimize the impact on colleges, especially for the first iteration in the first year. The IEPI Executive Committee also will ask the Advisory Committee Workgroup

to continue to refine the existing indicators and develop new indicators, especially leading indicators that can help advance colleges' efforts to improve institutional effectiveness.

How will IEPI help colleges respond to the new indicator system?

As noted above, we will rely on existing data to the extent possible and produce the baseline data for each college, rather than having all 112 colleges recreate the wheel. The only thing the college would need to do is to develop the goals locally and enter the data into a simple table.

How will IEPI ensure that leading indicators are used?

The IEPI will draw on current indicators that are responsive to change in a relatively short amount of time for the initial indicator system, in addition to indicators that reflect longer-term outcomes. For future years, the IEPI Advisory Committee also will work with other groups to develop additional leading indicators for the indicator system.

What is the timeline for developing the indicators and goals?

Per statute, the Chancellor's Office must post the indicators and goals by June 30, 2015. To determine the timeline by working backwards and allowing for review by Consultation Council and Board of Governors, the indicators will need to be drafted by the end of February. As soon as they are drafted, we will compile each college's data for their review and for use in local goal setting processes. Colleges should take into account their own local governance process when setting their indicator goals and allow time for deliberation and decision making before submission to the Chancellor's Office.

Do goals for the indicators have to be "aspirational" or can a college set a minimum baseline?

Goals need to be aspirational, or higher than baseline data, unless the baseline is already so high that the college has no room for improvement. The goals also should be realistic and attainable.

What happens if a college does not achieve their goal? Will sanctions be imposed?

Sanctions will not be imposed if the college does not achieve their goal, provided that the college has tried to implement changes and measured the effectiveness. We want to encourage colleges to try new things and recognize that not every effort will have the desired results. In fact, the most important changes arguably are the ones with the greatest risk.

What process do colleges have to use to set their goals? Do they have to be board-approved or submitted as information items? Does the college have to involve constituent groups, such as the local academic senate?

The goals must be adopted by the college. The process the college uses to adopt the goals should be locally determined. This includes whether or not the goals are approved by the college district's board of trustees. However, each college should ensure that constituent groups (e.g., local academic senates, classified staff, and students) are engaged in the process consistent with the local collegial consultation processes.

What can I do now, prior to the adoption of the indicators by the Board of Governors, to prepare?

Follow the development of the indicators through IEPI. Information will be posted online by the second week of February. Additional information will be sent to colleges at that time. Until then, please develop a schedule with the constituent groups for reviewing the baseline data on the indicators and developing goals. While the indicators may not have completed the approval process, we expect to have baseline data to colleges by the end of February to help colleges with the review and goal setting process.

How does the indicator system interact with the system goals? What are the differences?

SB 860 statute of 2014 requires system and college set goals. The indicators used for college-level goals will be determined as described above. These are required to include at least some different measures than those set by the Board of Governors in July 2014. Furthermore, some indicators used for system goals likely will not be used for college-level goals.

How will IEPI work with other initiatives in providing professional development?

Several initiatives are providing professional development. Specifically, the Success Center is developing an online clearinghouse of resources. Rather than duplicating efforts, IEPI will work closely with the Success Center and contribute to its online clearinghouse. Also, IEPI will actively reach out to other statewide organizations to develop partnerships in providing workshops, and ideally co-present workshops with other organizations, supporting their efforts rather than competing with them.

If my college is having compliance issues, why would/should we contact the IEPI for assistance?

The IEPI will assist colleges in advancing their institutional effectiveness, which could include accreditation or audit issues. Given the goals of the initiative, IEPI will treat information collected through the initiative with sensitivity and not share the information with other entities to impose sanctions. Rather, this will be an opportunity to identify the most efficient and effective path for coming into sustainable compliance, and implement model practices before sanctions might otherwise be imposed. However, a college can also do it on their own.

How will IEPI work with other organizations (ASCCC, RP Group, CCLC) that have mechanisms in place to provide colleges with technical assistance to ensure consistency of information and responses to issues?

IEPI will include technical assistance from statewide organizations and work to complement the technical assistance already available to colleges. IEPI brings additional resources to fund technical assistance visits as well as seed grants to fund improvement efforts at the colleges.

How is the Technical Assistance Team assistance different from what is provided by consultants?

First and foremost, the Initiative is funded to bring resources to Colleges. Colleges identified as needing assistance will not have to pay for the technical assistance provided by IEPI. In addition to cost differences, IEPI will draw heavily on community college personnel with the required expertise and familiarity with the system to assist colleges. Using this broad array of knowledge and skills, IEPI will provide technical assistance on an enormous variety of issues, since Institutional Effectiveness is broad and covers just about any topic one could imagine.

What can colleges expect from the Technical Assistance Teams?

Colleges can expect teams to work to understand the issues, develop solutions, and provide any help needed in the implementation of solutions in a professional manner focused on continuous improvement. The teams will not simply meet with each college once, deliver a report on what the college should do, and walk away. Rather, the teams will be responsible for working with the colleges and providing support to the colleges as they develop their capacity and improve.

**Common Assessment Initiative Steering Committee Summary
January 26th, 2015**

Update from the Multiple Measures Assessment Project

The Multiple Measures Assessment Project (MMA) consists of 20 pilot colleges from 14 different community college districts. The information obtained during the project will be used to inform the discussions for the CAI Multiple Measures Workgroup and the CAI Steering Committee about which multiple measures to pilot for possible inclusion in the common assessment system.

Sierra College is currently using multiple measures for placement in English. The goal is to determine whether students need to take the English placement test. Students are asked a series of questions to develop a student profile. Based upon the student's answers and verification, the student may be able to bypass the assessment test and enroll in freshman composition. These questions include highest level of high school English taken, grade in that course, and overall high school GPA. Using these questions, 200 students were placed into freshman composition without taking any assessment test. Of those 200 students, 150 actually enrolled in the course.

Bakersfield College was placing ~ 4 % of incoming students into a college level mathematics course. Their first step in trying to address this problem was to begin offering the math assessment test at local high schools. This step increased the percentage of students placing into college level math from 4 % to 12 %. Additional multiple measures including highest level math course completed with a B or better and a high school GPA of 3.0 or higher were combined with the placement test score to determine placement. Adding these multiple measures increased the percentage of students placing into college level math to 24 %. These multiple measures are estimated to save 600 semesters of math enrollments from the 450 student cohort. Of the 450 students in to cohort, 325 students placed at least one course higher than they would have using only the math placement test. Bakersfield found that the partnerships they established with local high schools are the most important part of the project.

Researchers from the RP group have worked with Cal-PASS Plus to develop decision trees that have been shown to be more predictive than Accuplacer. The English decision tree includes cumulative high school GPA, earning a C+ or higher in advanced placement English, and the score on the English CST (please note that the model will need to be revised once Smarter Balanced assessments replace CST). Math measures included cumulative high school GPA, grades in high school math courses including algebra II, statistics, and trigonometry, enrollment in calculus or algebra I, taking a more challenging CST, and score on the math CST. In every model, cumulative high school GPA was the best predictor of success.

RFP & Vendor Selection Process

Vendor submissions to the RFP were due by January 8, 2015. The CAI RFP and Vendor Review Committee reviewed the submitted RFPs at a meeting on 1/13-14 in Sacramento. The RFP was broken into five separate sections: platform, administration, English, ESL, and mathematics. Vendors were able to respond to one or more sections of the RFP. Vendors have been invited to make presentations to the Vendor Committee on 1/29-30 in Sacramento. There could be up to five different vendor recommendations to the steering committee. Recommendations will be presented to the steering committee on February 9, 2015. The chosen vendor(s) must agree to contract terms with the Butte Glenn Community College District. The recommendation will be brought to the March Butte Glenn Board of Trustees meeting as a consent item. There are a few questions that still need to be answered:

- How can we word the contract to ensure that we get the assessment system that we want?
- How do we ensure that the CAI steering committee is in control of development and not the vendor(s)?
- What does a customized system for California look like?
- What would cause us to walk away from a vendor and terminate the contract?

The steering committee agreed that all of the data generated by the CAS needs to belong to California. The steering committee needs to develop a timeline with milestones for the pilot phase. At the meeting on February 2,

Workgroup Updates

The higher level math workgroup had its first meeting on January 23, 2015. During that meeting, the group was able to develop the competencies for college algebra. At the upcoming meeting on February 2 the group plans to develop competencies for pre-calculus and calculus. Once the competencies have been developed, they will be shared with CCC faculty using a vetting process similar to the one used for C-ID descriptors.

Saddleback College has begun planning for the professional development workgroup. They have created a draft charter and work plan. Currently, meetings of the workgroup are planned for April, May, and July. The goal of these meetings is prepare for two-day pilot college training in September. Saddleback will also work with ASCCC to plan a series of six regional meetings for faculty professional development tied to CAI.

Pilot College Update

On January 21, the project partners met to begin planning for the pilot of the CAS. The items to be piloted are the common assessment platform, test items, multiple measures, and the professional development training. Currently, a list of contacts at each of the pilot colleges is being compiled. In the coming weeks, a kickoff webinar will be scheduled for all of the pilot colleges. Following the kickoff webinar, there will be biweekly check ins with the pilot colleges to assess the needs and progress of the colleges participating in the pilot. Once the vendor(s) have been selected the RFP and Vendor Review Committee will become the Pilot College Committee and will only consist of representatives from the project team and the pilot colleges.

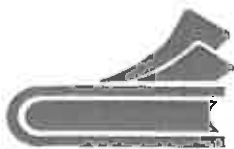
AB86

The California Department of Education (CDE) is working with consultants to create a report for the legislature on the assessment of students for adult education. The report will be submitted to the legislature in March. The consultants initially hoped to join the common assessment efforts and modify CAI to serve the needs of adult education. The project team has recommended that they follow a model like the one being used by CAI, but they need to obtain their own funding from the legislature.

The next meeting of the steering committee will be on February 9, 2015.

Respectfully submitted,

Craig Rutan



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

System Advisory Committee on Curriculum (SACC) – January 2015

Report to the ASCCC Executive Board

Curriculum Inventory: The Curriculum Inventory currently stores 316,474 courses (all statuses) and 22,041 programs (all statuses). In 2014, the Chancellor's Office approved 6,338 course approvals and 761 programs. More than 5,000 proposals were sent back to colleges with revision requests. The current queue has 1,617 courses and 699 programs; the office is currently 3-6 months behind, including technical issues with the Curriculum Inventory, and courses that are tied to an ADT are being prioritized.

ADTs: There are 1,668 active ADTs; 63 are currently out for revision by the colleges, and there are another 132 ADTs in the queue. 92 colleges met or exceeded their Board of Governors goal. This information was provided to the Board of Governors at its January meeting.

The CCCCO will provide a 440 update to the field documenting what ADTs the colleges would be obligated to create to meet the mandate. The CCCCO has determined that only TOP codes will be used to determine obligation. In other words, if the college has a local degree in a given TOP Code and there is ADT template with the same TOP, then the college has an obligation. However, Pam Walker made it clear that they were not interested in forcing colleges to deactivate programs, and that this issue needs more discussion.

ADT templates that would be available 1 February; are Agriculture and Plant Science; Film, Television, and Electronic Media; and Nutrition and Dietetics) would be released and that up to six others were possible.

Approved ADTs with courses that are being tweaked in C-ID will not be deactivated. As of 1 July, the CCCCO will only accept ADTs with C-ID approval for all courses where a C-ID descriptor is the only option listed on the Chancellor's Office template; until 30 June, in progress courses will be accepted.

Workshops and interest among CTE faculty expressed at the CTE curriculum regionals for the development of intrasegmental C-ID descriptors to assist with the alignment and regionalization of CTE curriculum. There is a greater current need for this in CTE but the mandated areas are in the traditional transfer fields, so there needs to be a balance.

Baccalaureate degree pilot: Thirty-four colleges submitted applications to participate; the readers reviewed the applications over the holiday and ranked them, and the chancellor added his own criteria (location of colleges, north versus south, single versus multi campus districts). The top 15 were selected and a list of these was passed out to SACC. There are continuing conversations with the CSU to ensure that all of the approved programs are not duplicating existing programs in the CSU system.

One of the concerns raised at GEAC and ICAS is regarding upper division general education courses and members wanted to know when the general education conversation would come to SACC. Pam Walker suggested that appropriate upper division general education courses need to be developed (examples included a history of religion and business classes for mortuary science). It is clear that since other states have already been doing this, we should look at how they have been working on it, and that all need to be involved (senate presidents, legislators, curriculum chairs, etc). Having all of the colleges that are in the pilot map this together might help. It is also going to be necessary to map these courses to the Institutional SLOs.

SP Indicators: Michelle Goldberg was asked about the Progress Indicator of SP for non-credit; she is working on regulation and it is on the consultation agenda for February's meeting.

Credit/Community Services Combination Classes: CCLC will not be sponsoring legislation on auditing. Allowing community services students to be in the same classes as credit students is another possible solutions to the challenges colleges face from the revised course repetition guidelines. SACC recommended sending this document forward to the CCCCCO for adoption. Michelle Goldberg had not seen the document and was going to look at it for legal information.

Stand-alone course approval: SACC members had expressed concerns about the sunseting of the law allowing colleges to do their own stand-alone course approvals, effective December 2013. Between 1 January 2014 and mid-March, 779 courses ended up in the queue for approval. The CCCCCO randomly selected 62 of those courses to review, using 22 components which match the curriculum inventory. The analysis of this information has been tasked to Eric Nelson in the CCCCCO, and he should be able to provide information at our next meeting.

CTE Agenda and Dual Enrollment: CCCAOE and others are doing statewide work on creating dual enrollment programs, but there is no infrastructure at the CCCCCO. A field group meeting was held regarding issues with 1070. There needs to be one set of guidelines statewide, as those do not currently exist. The CCCCCO decided that there needed to be a legal interpretation of dual enrollment and then to be sent to the Department of Education since there is a lack of clarity on dual enrollment, and there is a need for guidelines on dual enrollment practices. The Academic Senate will need to be involved if guidelines are created.

PCAH Discussion (PCAH Workgroup): Each workgroup was assigned a section of the PCAH to examine Title 5 language and other areas that needed to be updated or changed. These workgroups consisted of a faculty member and a CIO representative.

Executive Committee Agenda Item

SUBJECT: WICHE Passport Project		Month: March	2015
		Item No VI C 3	
		Attachment: YES / NO	
DESIRED OUTCOME:	The Executive Committee will be informed regarding the next steps with the WICHE Passport Initiative	Urgent: YES / NO	
		Time Requested: N/A	
CATEGORY:	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.

BACKGROUND:

The second phase of the WICHE Passport Initiative has created a series of learning outcomes in two fields (Human Cultures and Natural Sciences) and is requesting input regarding the learning outcomes from the CCC and the CSU faculty. The outcomes are being presented to Exec for discussion about next steps for the CCCs. Executive Committee members in the Natural Sciences (John Freitas, Craig Rutan, and John Stanskas) and in the Human Cultures (Julie Bruno, James Todd) are asked to provide specific feedback that can inform the discussions that will take place in Boulder in mid-April.



Interstate Passport Initiative Negotiated Passport Learning Outcomes

Knowledge of Concepts in Human Cultures (DRAFT)

1. **Core Knowledge:** Define and apply knowledge of changing human cultures (including core vocabulary, terminology, information, concepts, theories, and debates).
2. **Modes of Inquiry:** Identify and describe past and current forms of inquiry into changing human cultures across time and place.
3. **Methodology:** Conduct an investigation of human cultures using relevant methodologies.
4. **Objects of Study:** Examine identities, languages, beliefs, and behaviors of oneself and others as dynamic parts of a culture or cultures

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

5. **Attitudes toward cultural difference:** Demonstrate understanding, respect, sensitivity, and empathy when interacting with one's own or others' cultures (including but not limited to people, language, artifacts, ideas, values, and customs).
6. **Operational Elements:** Examine and explain the external, structural and social elements operating within changing human cultures: class, race and mixed race, ethnicity, age, language, gender, ability, sovereignty, sexual orientation, political ideologies, economic structure, natural environments, historical events, religion, and other forms of identity.



Interstate Passport Initiative Negotiated Passport Learning Outcomes

Knowledge of Concepts in Physical and Biological Sciences (DRAFT)

1. **The Nature of Science:** Student describes and explains the following attributes of science:
 - a. Science is based on the assumption that reality exists, operates by consistent rules and that the rules are understandable by objective analysis.
 - b. Outcomes of objective analyses must be reproducible and subjected to peer review.
 - c. The analyses will display intrinsic variation and limitations.
 - d. Continued scientific analyses/inquiry produces credible scientific evidence that is use to develop scientific models and concepts.
 - e. Models and concepts that withstand the most wide-ranging and persistent objective analyses are assumed to most closely describe reality and the rules by which it operates
 - f. There is inherent beauty and wonder in science and its possibilities.
2. **Using Data and Scientific Inquiry:** Student demonstrates the application of specialized methods and tools of scientific inquiry by actively and directly collecting, analyzing, and interpreting data, presenting findings, and using information to answer questions.
3. **Core Concepts:** Student describes the scope of scientific study in both the physical and life sciences, their core theories and practices, using discipline related terminology.
4. **Use of Scientific Data:** Student evaluates the use and misuse of scientific data, principles and theories to assess the quality of stated conclusions.
5. **Scientific Communication:** Student demonstrates an ability to gather, comprehend, apply and communicate credible information on scientific and technical topics.
6. **Scientific Reasoning:** Student can use at least one of the following scientific reasoning processes to draw conclusions: conservation of mass and volume, control of variables, proportions and ratios, probability, correlational reasoning, inductive reasoning, hypothetical-deductive reasoning, abstractions and symbols, consideration of several variables or dimensions at the same time.

Executive Committee Agenda Item

SUBJECT: C-ID and TMC Update		Month: March	Year: 2015
		Item No: VI D 1	
		Attachment: NO	
DESIRED OUTCOME:	Update the Executive Committee on the C-ID and TMC projects	Urgent: NO	
CATEGORY:	Reports	Time Requested:	
REQUESTED BY:	Bruno	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :		Consent/Routine	
		First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: Since the last Executive Committee meeting, the Intersegmental Curriculum Workgroup (ICW) and C-ID Advisory Committee continued the work of C-ID and Transfer Model Curricula. The following report provides an update on the work of the committees.

Discipline Status Updates

The following FDRGs are meeting on the following dates: **FDRG Meetings 5-Year Review:**

Communication Studies: February 26, 2015 | 2:00p – 4:00p

Psychology: March 3, 2015 | 10:00a – 12:00p

Sociology: March 3, 2015 | 1:00p – 3:00p

AOE FDRGs:

“*Allied Health/Exercise Science” (second meeting): March 13, 2015 | 3:00p – 5:00p

“Diversity Studies”: March 4, 2015 | 3:00p – 5:00p

“Global and International Studies”: March 13, 2015 | 10:00a – 12:00p

Social Work: TBD

***TMC unlikely based on preliminary discussions and data collection.**

Basic Skills FDRGs:

Reading: March 3, 2015 | 2:00p – 4:00p

ESL: TBD

Mathematics: TBD

English: TBD

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

CCC FDRGs:

Biotechnology: February 26, 2015 | 1:00p – 3:00p

Disciplines with Descriptors Currently Vetting:

Information Technology/Information Systems (3)
Emergency Medical Services (6) – closes on Feb 20

Disciplines with Descriptors Closed for Review:

Biotechnology (5)

Disciplines with Model Curriculum Vetting:

Information Technology – closes March 6

The following templates were published by the Chancellor's Office on 2/1:

Agricultural Plant Sciences

*Biology

*Chemistry

Film, Television, and Electronic Media

Nutrition and Dietetics

(The SB 440 18 month clock has started for these disciplines.)

*Both permit use of a transferable GE pattern designed for STEM. While IGETC for STEM was codified in the IGETC Standards some time ago, CSU GE Breadth was formally permitted in CSU Executive Order 1100 on February 16, 2015. A draft of catalog copy to facilitate local implementation of these GE patterns has been developed.

Intersegmental Curriculum Workgroup – ICW is scheduled to meet February 24, 2015.

Topics to be discussed include: Impact of CCCC memo regarding C-ID in ADTs, 5-year review process for TMCs, AOE progress and status of Child and Adolescent Development TMC (delayed due to TOP Code)

C-ID and C-ID Advisory Committee Update

C-ID Advisory Committee –The C-ID Advisory Committee is scheduled to meet on February 25, 2015.

Topics to be discussed include: Impact of CCCC memo regarding C-ID in ADTs, Intrasegmental Descriptors, MCW progress to date

Model Curriculum Workgroup (MCW) – The Model Curriculum Workgroup is meeting on February 26, 2015.