



**Friday, October 10, 2014 Meeting**

**Lake Tahoe College**  
1 College Way (Aspen Board Room L104)  
South Lake Tahoe, CA 96150  
12:15 p.m. to 1:00 p.m. Lunch  
1:00 p.m. to 5:30 p.m. Meeting

**Saturday, October 11, 2014**

**Lake Tahoe Resort (Stanford Room-hotel lobby level)**  
4130 Lake Tahoe Blvd., South Lake Tahoe, CA 96150  
www.tahoeresorthotel.com  
9:00 a.m. to 12:00 noon Executive Committee Meeting Resumes  
12:00 noon – 12:30 pm lunch  
12:30pm – 4:30 pm Meeting

**Sunday, October 12, 2014**

**Lake Tahoe Resort (Stanford Room-hotel lobby level)**  
8:30 am to 11:30 am Meeting

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

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

**II. CONSENT CALENDAR**

**A. Executive Committee September 12 – 13, 2014 Meeting Minutes, Stanskas**

**B. Committee Resolution Assignments and Priorities, Committee Chairs**

**C. Legislative and Governmental Relations Committee Name Change, Bruno**

**D. Revision of Online Education Committee Charge, Freitas**

**E. Transfer and Articulation Name Change, Rico**

**F. Resolution Handbook, Freitas**

**G. Status of Referred Resolution from Spring 2014 Plenary, Freitas**

**III. REPORTS**

**A. President's Report, Morse – 15 mins.,**

**B. Executive Director's Report, Adams – 10 mins.,**

**C. Foundation President's Report, Bruno – 10 mins.,**

**D. Legislative Activities, (Action, as necessary), Bruno – 30 mins.**

- E. Chancellor's Office Liaison Report – 15 mins.,**  
A liaison from the Chancellor's Office will provide the Executive Committee members with an update of system-wide issues and projects.
- F. Liaison Oral Reports (*please keep report to 5 mins., each*)**  
Liaisons from the following organizations are invited to provide the Executive Committee with update related to their organization: AAUP, CCA, CCCI, CFT, FACCC, CPFA, and Student Senate.

#### **IV. ACTION ITEMS**

- A. C-ID Future – 30 mins., Morse/Bruno**  
The Executive Committee will provide direction to C-ID leadership regarding the future of C-ID.
- B. C-ID Report – 20 mins., Bruno**  
To update the Executive Committee on the activities of the C-ID and TMC projects and determine if the changes made to the CB21 rubric require adoption by the body through the resolution process at the next plenary session.
- C. Accreditation Institute – 30 mins., Stanskas**  
The Executive Committee will consider for approval the proposed program for the Accreditation Institute.
- D. Academic Academy Draft Program Outline – 30 mins., Todd/Rico**  
The Executive Committee will consider for approval the proposed outline for the Academic Academy Institute.
- E. Proposed Outline for the revision of the document: *Empowering Local Senates—Local Senates Handbook* – 40 mins., Braden**  
The Executive Committee will consider for approval the paper outline for updating the Empowering Local Senates Handbook.
- F. Officers Meeting Action Items – 15 mins., Morse**  
The Executive Committee will consider for approval possible Officers' meeting guidelines and the executive director evaluation process.
- G. Local Senate Survey – 10 mins., Braden**  
The Executive Committee will consider for approval a survey to measure the field's impressions on our current division of areas.
- H. Currency (Recency) Survey From Standards and Practices Committee – 20 mins., Rutan**  
The Executive Committee will consider for approval a survey to gather information about the feasibility of adding a recency requirement to the Disciplines List and whether or not colleges are currently requiring recency.
- I. Accreditation Paper Outline – 30 mins., Stanskas**  
The Executive Committee will consider for approval an outline for an accreditation paper and provide the committee with direction for the paper.
- J. Fall Plenary Session – 20 mins., Morse**  
The Executive Committee will discuss any changes to the preliminary 2014 Fall Plenary Session Program and be updated about keynote presentations.
- K. ASCCC Certification – 15 mins., Adams**  
The Executive Committee will consider for approval developing an ASCCC certification program.
- L. Committee Communication, 20 mins., Adams**  
The Executive Committee will consider for approval committee practices for communicating meeting information to the field.
- M. Executive Committee Resolutions – 3 hours, Freitas**  
The Executive Committee will consider for approval resolutions to forward to pre-session Area meetings for discussion.

**N. ADT Draft Paper – 40 mins., Bruno**

The Executive Committee to consider delaying the second reading of the paper until the above questions and any remaining issues on ADT development and implementation are resolved.

**V. DISCUSSION**

**A. Board of Governors/Consultation Council – 15 mins., Morse/Bruno**

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

**B. AB 86 Report – 15 mins., Klein**

The Executive Committee will be updated about the Senate's survey results on the participation of faculty in the AB86 local planning and on the regional AB86 summits across the state.

**C. Student Success Initiative Implementation - System Goals (Goals for the California Community College System) – 60 mins., Morse (*time certain 2:00 p.m*)**

The Executive Committee will hear a report from Executive Vice Chancellor Patrick Perry on the Systems goals approved by the Board of Governors.

**D. Strategic Planning – 4 hours**

The Executive Committee will continue its strategic planning in preparation for presentation at the Fall Plenary Session.

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

**A. Committee Reports**

1. Accreditation Committee, Stankas
2. Curriculum Committee, Grimes-Hillman
3. Educational Policies Committee, Freitas
4. Legislation and Governmental Relations Committee, Bruno
5. Professional Development Committee, Davison
6. Standards and Practices Committee, Rutan
7. Transfer and Articulation Committee, Rico

**B. Task Force Reports**

1. Distance Education Paper Task Force, Freitas
2. Online Education Task Force, Freitas
3. Part-time Paper Task Force, Davison

**C. Liaison Reports**

1. Common Assessment Initiative, Rutan
2. CCC Chief Instructional Officers, Grimes-Hillman
3. Educational Planning Initiative, Rico
4. Professional Development Clearinghouse, Davison
5. System Advisory Committee on Curriculum, Grimes-Hillman

**D. Senate Grant and Project Reports**

**E. Local Senate Reports**

1. Fullerton, Freitas/Grimes-Hillman
2. Pasadena, Grimes-Hillman

**VII. ADJOURNMENT**



**October 3, 2014**

Friday

10:00 AM - 3:00 PM

**SCP Steering Committee Meeting -- Senate Office**

**October 7, 2014**

Tuesday

All Day

**Fall Session Presenters List Due -- Senate Office**

Fall Session Presenters list due to President and Executive Director by October 7, 2014.

**October 10, 2014**

Friday

12:00 AM - 12:00 AM

**Executive Meeting**

All Day

**Fall Session Final Breakout Descriptions Due -- Senate Office**

Fall Session Final breakout descriptions due to Julie by October 10, 2014.

**October 11, 2014**

Saturday

12:00 AM - 12:00 AM

**Executive Meeting**

**Please See Above**

**October 15, 2014**

Wednesday

6:30 PM - 8:30 PM

**CoFo Meeting -- Sacramento**

The Council of Faculty Organizations will hold a meeting in Sacramento, CA.

**October 16, 2014**

Thursday

All Day

**Consultation Council Meeting -- Sacramento**

The California Community Colleges Consultation Council will hold a meeting in Sacramento, CA.

**October 17, 2014**

Friday

All Day

**Fall Session A/V Needs Due -- Senate Office**  
Fall Session A/V Needs due to Tonya by October 17, 2014.

10:00 AM - 3:00 PM

**COR Mega Review -- Southern California -- JULIE NOT ATTENDING**

**October 18, 2014**

Saturday

10:00 AM - 3:00 PM

**Area of Emphasis DIG meeting -- Ontario Airport**

**October 22, 2014**

Wednesday

All Day

**Deadline for Print Requests -- Senate Office**  
Deadline for print requests to Tonya by October 22, 2014.

**October 24, 2014**

Friday

12:00 AM - 12:00 AM

**Area Meeting**

All Day

**Deadline for Fall Session Website Postings -- Senate Office**  
All Fall Session presentations, handouts, and materials due for posting to website to Tonya by October 24, 2014.

**October 25, 2014**

Saturday

12:00 AM - 12:00 AM

**Area Meeting**

**Please See Above**

All Day

**Resolutions Due Area A & B**

**October 26, 2014**

**Sunday**

**All Day**

**Resolutions Due Area C & D**

**October 29, 2014**

**Wednesday**

**All Day**

**Fall Session Pre-registration Deadline -- Senate Office**

**Last day to pre-register for Fall Session: October 29, 2014.**

**October 26, 2014**

Sunday

All Day

**Resolutions Due Area C & D**

**October 29, 2014**

Wednesday

All Day

**Fall Session Pre-registration Deadline -- Senate Office**  
Last day to pre-register for Fall Session: October 29, 2014.

**November 3, 2014**

Monday

All Day

**Boarding Pass and Breakouts Printing Reminder -- Senate Office**  
"Print you Boarding Pass and Breakouts" email will be sent out on November 3, 2014

**November 7, 2014**

Friday

All Day

**Deadline! Preliminary Speaker List Due! -- ASCCC**  
1. Submit preliminary speaker list to President and Executive Director by November 7th, 2014.

All Day

**Preliminary Speakers List Due Accreditation Institute and Academic Academy -- Senate Office**  
1. Submit preliminary speaker list to President and Executive Director by November 7, 2014.  
a. Please note that anyone who is not on your committee (including Executive Committee members need to be approved prior to approaching them).

**November 12, 2014**

Wednesday

All Day

**Session Executive -- Irvine College**

**November 13, 2014**

Thursday

12:00 AM - 12:00 AM

**Fall Pleanry Session -- Irvine Marriott**



**November 13, 2014 Continued**

Thursday

**November 14, 2014**

Friday

All Day

Fall Pleantry Session -- Irvine Marriott

Please See Above

**November 15, 2014**

Saturday

12:00 AM - 12:00 AM

Fall Pleantry Session -- Irvine Marriott

Please See Above

**November 16, 2014**

Sunday

12:00 PM - 12:30 PM

**November 17, 2014**

Monday

12:00 AM - 12:00 AM

Board of Governors Meeting -- Foothill-DeAnza CCD

The California Community Colleges Board of Governors will hold a meeting at the Foothill-DeAnza CCD.

**November 18, 2014**

Tuesday

12:00 AM - 12:00 AM

Board of Governors Meeting -- Foothill-DeAnza CCD

Please See Above

**November 19, 2014**

Wednesday

6:30 PM - 8:30 PM

CoFo Meeting -- Rancho Mirage

The Council of Faculty Organizations will hold a meeting in Rancho Mirage, CA.

**November 20, 2014**

Thursday

All Day

Consultation Council Meeting -- Rancho Mirage

The California Community Colleges Consultation Council will hold a meeting in Rancho Mirage, CA.

**November 21, 2014**

Friday

10:00 AM - 5:00 PM

FACCC Board Meeting -- Oakland

**December 1, 2014**

**Monday**

**All Day**

**Accreditation and Academic Academy Travel Requests, Hotel Requests, and AV needs Deadline -- Senate Office**

2. Committee Member/Presenter (once approved) travel requests, hotel requests, and AV needs due to Tonya by December 1, 2014.

**December 17, 2014**

**Wednesday**

**All Day**

**Academic Academy Draft program outline due -- Senate Office**

1. Draft program outline with topics for the second reading at the January Executive Committee Meeting (due agenda deadline, December 17, 2014).

**All Day**

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

**All Day**

**Final Program Due Accreditation Institute -- Senate Office**

1. Program (with descriptions, committee members, and other presenters) due for final reading at the January Executive Committee Meeting (due agenda deadline, December 17, 2014).

**December 19, 2014**

**Friday**

**10:00 AM - 3:00 PM**

**S&P Committee In-Person Meeting -- Conference Room, One Capitol Mall Ste 340 Sacramento, CA 95814**

**December 22, 2014**

**Monday**

**All Day**

**Due -Accreditation -- ASCCC Office**

1. Committee Member/Presenter travel requests, hotel requests and AV due to Tonya by December 22nd, 2014.
2. Final Program with descriptions due to Executive Director by agenda deadline, December 24th, 2014.

**December 22, 2014 Continued**

**Monday**

**All Day**

**Presenters Travel, Hotel and AV Requests Accreditation Institute**

**January 9, 2015**

Friday

11:00 AM - 12:00 AM

Executive Meeting

**January 10, 2015**

Saturday

12:00 AM - 12:00 AM

Executive Meeting

Please See Above

**January 12, 2015**

Monday

All Day

Due -Accreditation Final program -- Senate Office

Final program to the Executive Director by January 12, 2015.

All Day

Program to Print (Accreditation Institute)

**January 15, 2015**

Thursday

8:00 AM - 12:00 AM

2015 CTE Curriculum Academy -- Marriott Anaheim (Garden Grove, CA)

**January 16, 2015**

Friday

12:00 AM - 5:00 PM

2015 CTE Curriculum Academy -- Marriott Anaheim (Garden Grove, CA)

Please See Above

**January 20, 2015**

Tuesday

12:00 AM - 12:00 AM

Board of Governors Meeting -- Sacramento

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

All Day

Deadline -Registration Ends Today -Accreditation -- ASCCC Office

2. Registration ends on February 20, 2015.

All Day

Due -Academic Academy -- ASCCC Office

1. Committee Member/Presenter travel requests, hotel requests and AV needs due to Tonya by February 6th, 2015.

**January 20, 2015 Continued**

**Tuesday**

**All Day**

**Registration Ends Accreditation Institute**

**January 21, 2015**

**Wednesday**

**12:00 AM - 12:00 AM**

**Board of Governors Meeting -- Sacramento  
Please See Above**

**All Day**

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

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

**All Day**

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

**January 23, 2015**

**Friday**

**All Day**

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

**10:00 AM - 5:00 PM**

**FACCC Policy Forum and Board Meeting -- LA, Orange or Orange Cty**

**February 6, 2015**

Friday

12:00 AM - 12:00 AM

**Executive Meeting**

All Day

**Due -Academic Academy -- ASCCC Office**

1. Committee Member/Presenter travel requests, hotel requests and AV needs due to Tonya by February 6th, 2015.

**February 7, 2015**

Saturday

12:00 AM - 12:00 AM

**Executive Meeting**

**Please See Above**

**February 13, 2015**

Friday

All Day

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

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

Day

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

1. Final program to the Executive Director by February 13th, 2015.

All Day

**Program to Print Academic Academy**

**February 16, 2015**

Monday

All Day

**DUE- Academic Academy Hardcopy materials -- ASCCC Office**

1. Hardcopy materials due to Tonya by February 16, 2015.

**February 18, 2015**

Wednesday

All Day

**Due -Faculty Leadership topics for general sessions and breakouts -- ASCCC Office**

1. Develop Theme and Specifications for Events
  - a. Specifications include start and ending times and number of breakouts
2. Write a blurb for the website and draft email that tells participants what to expect

**February 18, 2015 Continued**

Wednesday

3. Start thinking about general sessions, breakouts, presenters and facilitators for events
4. Program Outline due by agenda deadline, March 25th, for the first reading in April and final in May

All Day

Executive Agenda Items Deadline -- Senate Office

All Day

Program Outline Faculty Leadership

**February 20, 2015**

Friday

12:00 AM - 12:00 AM

Accreditation Institute -- North

All Day

Academic Academy Registration Ends -- ASCCC Office

1. Registration ends on February 20, 2015.

**February 21, 2015**

Saturday

12:00 AM - 12:00 AM

Accreditation Institute -- North

Please See Above

**February 27, 2015**

Friday

All Day

Due -Academic Academy Digital Materials -- ASCCC Office

1. Digital Materials due to Tonya y February 27th, 2015.

**March 6, 2015**

Friday

12:00 AM - 12:00 AM

Executive Meeting



**March 7, 2015**

Saturday

12:00 AM - 12:00 AM

**Executive Meeting**

**Please See Above**



**EXECUTIVE COMMITTEE MEETING DRAFT MINUTES**

*San Diego City College Friday, September 12, 2014*

*San Diego Doubletree Saturday, September 13, 2014*

**Friday, September 12, 2014 - Saturday, September 13, 2014**

**I. ORDER OF BUSINESS**

**A. Roll Call**

President Morse called the meeting to order at 1:30 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: Charlie Millar, SSCCC; Cris McCullough, Chancellor's Office; David Milroy, CPFA.

Guests: Jennifer Coleman, CAI; and RP Group Members, Bri Hays, Craig Justice, and Terrence Willett.

Staff: Linda Schlager-Butler, Senior Administrative Assistant

**B. Approval of Agenda**

Item IV. J. Noncredit Survey.

**MSC (Todd/Davison) to approve the agenda as presented.**

**C. Public Comment**

No public comment.

**D. Calendar**

Adams briefly highlighted key dates on the calendar and suggested that committee chairs provide their committee meeting dates to be included on the Senate website calendar. The *Rostrum* deadline is October 6 to be ready for Fall Plenary Session.

**E. Dinner Arrangements**

Members were provided with the location for dinner.

**II. CONSENT CALENDAR**

Consent Items B and C were pulled from the Consent Calendar.

**MSC (Rutan/Todd) to approve items A and D.**

**A. Executive Committee June 11, 2014 Meeting Minutes**

Approved by consent.

**B. Executive Committee August 22 – 23, 2014 Meeting Minutes**

Members discussed the August minutes and whether or not to include a list of the guests attending the meetings in the minutes. Concern was raised regarding including all the guests, particularly when the list becomes too large. One suggestion was to include a guest sign in sheet with the adopted minutes. Further conversation will be continued as the guest list grows.

**MSC (Crump/North) to include the list of all guests for now and re-evaluate this practice as the lists of guests grows.**

**MSC (Bruno/Braden) to approve August minutes with the addition of the list of guests.**

**Action**

- Staff will ensure that there is a public sign-in sheet available for each meeting.
- An item will be included on a future agenda when the list of public guests grows.

**C. Committee Resolution Assignments and Priorities**

A number of changes were not recorded since the last meeting. This item will return to the next meeting for approval.

**Action**

Committee chairs will send in a completed committee resolution assignment and priorities spreadsheet for consideration for approval at the October meeting. The chairs will ensure that any completed assignments include an explanation of how each assignment was completed.

**D. Honoring Former Executive Committee Members**

Approved by consent.

**III. REPORTS**

**A. President's Report, Morse**

President Morse provided members with a report of his activities including

- meeting with Pam Walker, vice chancellor of Academic Affairs, who commented that she is looking forward to working with us. She is also beginning to connect the Academic Affairs Division to Chancellor's Office divisions working on curriculum issues.
- discussion with CSU GE Advisory Committee (GEAC) about the upper division GE requirements; upper GE in BA/BS; preserving the alignment of GE; CSU Executive Order which formalizes the GE IGETC path; and pilot in Statway.
- discussion with Chancellor's Office staff and ASCCC representatives about how best to coordinate efforts to update the PCAH.
- OEI Steering Committee elected John Freitas to be faculty co-chair.
- Student Success Center (professional development clearing house) asked for

appointments from ASCCC, Research and Planning Group (RP), Community College League, and Student Senate. Morse and Dumont will be the official representatives and Adams will also attend.

- Program review tools—North is working with faculty, RP Group and West Ed to develop resources for sharing program review tools. There will be a breakout at RP Conference, CCCAOE and Plenary Session.
- AB86—Morse is trying to get the ASCCC as a participant on the AB86 workgroup. Dean Debra Jones has suggested that the ASCCC make a nomination, which would then be presented to the Cabinet (representatives from the Chancellor's Office and Department of Education) for consideration. Morse informed her that nominating versus appointing appears to go against the Board of Governors standing orders. The appointment decision is still pending at this point.

#### **B. Executive Director's Report**

Adams reported that most of her time was spent preparing for and support of the audit, which is nearly complete. The audit seems to be going well; however, there have been some challenges with the transition to the Tax Office as well as the loss of staff in support of the accounting function. She noted that the audit is an opportunity for staff to learn where our processes need to be improved.

She provided information about her other activities including

- participated and planned a number of committee meetings;
- continued the appointment process for committees, task forces, and advisory groups;
- monitored the work of the three technology initiatives;
- worked with faculty and staff in planning the Basic Skills CB21 discipline input group meetings;
- worked with others in determining the next steps for the SCP grant;
- attended a meeting to promote the Senate's proposals on articulation to the SB1070 director;
- facilitated a meeting to move the C-ID technology to Butte;
- prepared the notes from our strategic planning event;
- worked with staff to finalize all event locations;
- worked with the Chancellor's Office on the final plans for the CTE Curriculum Academy.

Adams concluded her report by announcing staff changes including Krystinne Mica's return to the Senate as the C-ID program specialist and the addition of Linda Schlager-Butler as support to the Executive Committee.

#### **C. Foundation President's Report**

Bruno noted that the Foundation board will be meeting later this month.

**D. Legislative Activities, (Action, as necessary)**

Members were briefed about current legislative activities with highlights noted from the report in the agenda.

**E. Chancellor's Office Liaison Report**

McCullough reported on the following activities of the Chancellor's Office Academic Affairs:

- The PCAH rewrite and approval process could possibly take a year to complete;
- Currently Chancellor's Office staff is revising the TMC template form to ensure consistency across disciplines. One member suggested that any changes to the TMC form be sent to the C-ID faculty coordinator as there might be reasons for the specificity of discipline discrepancies. McCullough agreed to send a copy of the revised template to the C-ID faculty coordinator
- Discussion about the Early Child Education Taxonomy of Programs (TOP) code concern and overall concern with the TOP codes on C-ID TMCs.
- During August, the Curriculum Inventory was down and staff was able to reduce the reviews from 3500 by 2000; however, since that time there has been an increase in the number of submissions;
- The completed number of Associate Degrees for Transfer (ADT) is at 86% for the system's colleges. The Chancellor's Office is beginning to work very closely with those individual colleges who are below 50%.
- The Chancellor's Office is working with the ASCCC Curriculum Committee on the planning of the Curriculum regional meetings. The Chancellor's Office will concentrate on training with the curriculum specialists and supporting the work of the ASCCC Committee;
- The Chancellor's Office is working with retired physical education faculty member Karen Kunimura to clean up the TOPs code for the PE/Kinesiology, which has been of concern because of the changes to repeatability regulations.

McCullough concluded her report by suggesting that the ASCCC include Academic Affairs in any discussions of SB880 (noncredit) as these discussions seem to be happening in workforce development but clearly have impact to academic programs.

**F. Liaison Oral Reports**

Milroy updated members about legislation related to the terms used for part-time faculty (adjunct, contingent, associate professor), a recent Coalition for Contingent Academic Labor resolution, and shared a Grossmont model for including part-time faculty. A brief updated was made regarding the ASCCC part-time faculty paper.

Morse read a written report from Jonathan Lightman, Executive Director of FACCC, which updated members about their sponsored legislation, asked for feedback on their website, and highlighted their upcoming events.

Millar briefly informed members about legislation on student representative fee (AB1358), their discussions about the SSCCC becoming a corporation, and asked for suggestion about possible groups that the Council should consider partnership.

#### IV. ACTION ITEMS

##### A. Regional and Town Hall Meetings

Members discussed the agendas for the two regional meetings for 2014 – 15 – Equity and Success (September 26 – 27) and Curriculum (October 17 – 18).

**MSC (North/Braden) to approve the agenda for the Equity and Success with the understanding that the time might be modified.**

**MSC (North/Rutan) to approve the agenda for the Curriculum Regionals.**

##### Action

The Curriculum and EDAC chairs will finalize the agendas for posting on the website.

##### B. Fall Plenary Session

The Executive Committee discussed the preliminary program for the 2014 Fall Plenary Session.

**MSC (Stanskas/Todd) to approve the Fall Plenary Session preliminary program.**

##### Action

Staff will post the preliminary program on the ASCCC website.

##### C. ADT Draft Paper

Members discussed a draft paper on the Associate Degree for Transfer to forward to the 2014 Fall Plenary Session for discussion and debate.

##### Action

Another draft will return to the next meeting for possible approval.

##### D. Exemplary Award Theme

Members discussed the Exemplary Award theme recommended by the Standards and Practices Committee.

**MSC (North/Davison) to approve the concept of the Exemplary Award is transitions from high school to community college.**

##### Action

- Rutan and Bruno will provide the final language to be included in the announcement for the award.
- Adams will review last year's to ensure that the announcement is distinguished between this year's and last year's award description.

**E. Accreditation Institute**

The Executive Committee reviewed the draft program for the Accreditation and provided input regarding the breakout topics.

**Action**

The final draft program will return to the next meeting for possible approval.

**F. Resolution Handbook**

The Executive Committee reviewed the Resolution Handbook to be forwarded to the body at Fall 2014 Plenary Session for discussion and possible adoption. The handbook was created to include all resolution related policies and process in one document. Several issues raised require further research.

**Action**

The handbook will come back to the October meeting for possible approval.

**G. Senate/Union Relations Paper**

Members were updated on the current status of the draft paper on senate and union relations. The chair of the Educational Policies Committee noted that the committee felt that the paper did not get to some of the core issues needed by the field and appeared to be written from a union perspective. The committee suggested the draft paper be put aside and a new draft be developed. Members agreed but felt that the authors of the draft should be recognized for their work. Some also felt that once a new outline is developed, some of the prior work could possibly be used in the new paper. By consensus, the Educational Policies Committee will draft the paper and ask union colleagues to provide feedback.

**Action**

The chair of the Educational Policies Committee will bring back an outline for the paper to another Executive Committee meeting for consideration for approval.

**H. Accreditation Discussion Regarding ACCJC Visiting Teams**

Members discussed possible direction for responding to questions raised by faculty groups about ACCJC visiting team recommendations. While controversy continues to be centered on CCSF, there is a larger issue that may need to be addressed more broadly. There is concern that the visiting team's recommendations need to be valued as the basis for peer review. Members expressed concern and offered possible remedies that might strengthen the training of visiting teams such that the Commission's subsequent actions will be more in line with the visiting teams' recommendations. The conversation eventually coalesced around the idea of drafting the members' views in both a letter and resolution format and continuing discussion with other organizations regarding possible joint responses in the future.

**MSC (Stankas/Dolores) to direct the president to draft a letter addressing**



**our concerns, speak to our system partners about their interest in the partnering with us on such a letter, and that the Accreditation Committee bring back a resolution to the October meeting.**

**I. Facebook Criteria**

The Executive Committee reviewed the criteria for posting on the Senate's Facebook page. The Facebook page would be a conduit to provide information to a larger audience of faculty members on our colleges. As noted in the criteria, the Senate staff will be responsible for posting information on the website. This information will be a report on the Executive Committee activities, upcoming events, interesting reports, and other information. The Facebook page will be a secondary communication tool and will direct people to the Senate website, as the official communication for the Senate.

**J. Noncredit Survey**

The Noncredit Committee developed a survey to gather information about how the local campuses are involved in the development of AB86.

**MSC (Braden/Todd) to approve the noncredit survey as amended.**

**Action**

Klein will work with Adams to send the survey out to the field.

**V. DISCUSSION**

**A. Board of Governors/Consultation Council**

Members were briefly updated on the Board of Governors retreat, which included conversations about the 2015-16 budget, transfer degrees and the work that the Senate has done, dorms and meeting the needs of homeless students and student safety, status of the Student Success task force, C-ID and the work of the Senate; bachelor's degrees, fees, and evaluation; institutional effectiveness; CTE issues; apprenticeship program; teaching faculty; and the democracy project.

**B. C-ID Report**

Members were provided the background of C-ID, for the benefit of the new members, and then provided with a status report of its current activities.

**C. SB 850 Bachelor's Degrees**

Members recognized that SB850 (Block), if signed by the governor, would change how California community colleges offered degrees and briefly discussed how best to provide guidance to local senates. Morse noted that a Chancellor's Office task force on this issue will be formed if the measure is signed by the governor and the ASCCC will have a representative appoint to this group. He will continue to update the Executive Committee on the status of any work in this area.

**D. Strategies to Link ASCCC Committee Work**

The Executive Committee discussed strategies to link the ASCCC committee work with the Relations with Local Senates Committee to facilitate communication with the field, as well as promoting more campus visits.

**E. Fall Plenary Session Resolution**

The Executive Committee briefly reviewed the resolution deadlines and resolution writing guidelines.

**F. RP STEPS Research Presentation**

Representatives of the Research and Planning (RP) Group presented their research on the RP Group's Student Transcript-Enhanced Placement Project (STEPS). The STEPS project began as an outgrowth of the CalPASS project and provided a holistic approach to tracking students across segments. RP representatives highlighted key aspects of their study and shared relevant data. Information about the RP research can be found here: <http://www.rpgroup.org/projects/steps>.

**G. Common Assessment Update**

The Executive Committee received an update on the Common Assessment Initiative from the project manager, Jennifer Coleman. She provided members with the goals and objectives of CAI and updated them on the current work plans. Information about the CAI can be found here: <http://cccassess.org/>

**VI. REPORTS**

**A. Committee Reports**

1. Accreditation and Assessment Committee, Stankas

**B. Task Force Reports**

**C. Liaison Reports**

1. System Advisory Committee on Curriculum, Grimes-Hillman

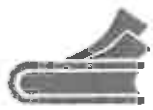
**D. Senate Grant and Project Reports**

1. C-ID
2. SCP

**VII. ADJOURNMENT**

President D. Morse adjourned the meeting at

Respectfully submitted by  
Julie Adams, Executive Director  
John Stankas, Secretary



## Executive Committee Agenda Item

SUBJECT: Committee Resolution Assignments and Priorities		Month: October	Year: 2014
		Item No. II B	
		Attachment: Yes	
DESIRED OUTCOME:	Committee Resolutions update	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Committee chairs	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup>	Julie Adams	Action	
		Information	

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

**BACKGROUND:**

At both the August and September Executive Committee meetings, members reviewed the resolution assignments by committee and identified key priorities for 2014 – 15. This item reflects the discussions. Members will review for accuracy and provide any corrections to the Executive Director.

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





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**Accreditation and Assessment Committee Resolutions  
Priorities 2014 - 15: 1 - Institute; 2 - Paper; and 3 - others**

General Information:

Year	Resolution	Resolution Name:	Status:	Comments
S14	2.03	<u>Explore Use of Simulated Accreditation Site Visits</u>	Assigned	
S12	2.01	<u>Accreditation Effective Practices Paper</u>	Assigned	
S11	2.01	<u>Use of Outside Researchers in Accreditation</u>	Not Addressed	
S10	2.02	<u>Making ACCJC Correspondence and Recommendations Public</u>	Completed	This is now a requirement from ACCJC
S10	9.05	<u>Embedding Program SLOs in Program Review</u>	Completed	This was addressed at two breakout sessions at the 2014 Curriculum Institute
F08	2.03	<u>Influencing Federal Accreditation Outcomes</u>	Completed	This is ongoing as the ASCCC strives to influence accreditation standards at the regional and national levels.
F05	2.03	<u>Accreditation and Support for Local Senates</u>	Completed	This is completed and has been incorporated into the charge of the Accreditation Committee as an ongoing task including the annual Accreditation Institute.
F10	2.01	<u>Federalization of Higher Education</u>	Completed	The first resolved is infeasible and beyond the scope of the ASCCC. We cannot be responsible nor explain the thinking of the Department of Education. The latter resolved statements are ongoing, are part of the charge of the ASCCC and Accreditation Committee.



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**CTE Leadership Committee Resolutions Report**

**Priorities 2014 - 15: 1 - CTE Leadership; 2 - CTE Academy**

General Information:

Year	Resolution	Resolution Name:	Status:	Comments
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**Curriculum Committee Resolutions Report**

**Priorities: 1 - Regionals; 2 - CTE Curriculum; 3 - Institute; 4: PCAH**

General Information:

Year	Resolution	Resolution Name:	Status:	Comments
S13	9.01	<u>Investigate Regional Coordination of Course Offerings</u>	Assigned	This has a Fall 2014 deadline
S12	9.02	<u>Local Implementation of C-ID</u>	In Progress	ADT document pending. This won't specifically be addressed in the ADT paper but we do have policies and resources for AOs and faculty on the website. You may want to investigate and determine if this is completed.
S12	9.03	<u>Implementing Prerequisites for Enhancing Student Success</u>	In Progress	Two content review documents and multiple presentations on this topic completed.
S12	9.06	<u>Transfer Model Curriculum</u> <u>Aligned Associate Degrees for Transfer</u>	In Progress	ADT document pending. The ADT paper will not address this. The resolution is requesting research. We will need to deal with this differently.
F12	9.04	<u>Ensuring Availability of Major Preparation</u>	Assigned	
F11	6.01	<u>General Fund Dollar Support for Community Service Courses</u>	Assigned	SACC is working on addressing all of this. Draft guidelines should be out in fall.
F11	9.01	<u>Encourage Local Flexibility and Innovation in Revision of Basic Skills Delivery</u>	Completed	Completed - Recommendations were adopted
S11	9.05	<u>Local Senate Oversight of All College Offerings</u>	Assigned	
F11	13.04	<u>Course Development and Enrollment Management</u>	Assigned	
S11	15.01	<u>Reciprocity for TMC Courses in Associate Degrees for Transfer</u>	Completed	This one appears to be completed. We have a TMC reciprocity policy on the C-ID website and the policy will be reiterated in the ADT paper. We have mentioned reciprocity in our presentations and Rostrium articles.
S11	18.04	<u>Academic Credit for Veterans and Military Service Members</u>	Completed	<i>Rostrium</i> article (2012) completed as well as breakouts, and addressed in paper (2014).
F10	9.01	<u>Developing a Reference Document for Curriculum</u>	Completed	The Curriculum Website accomplished the goals noted in this resolution.



**Educational Policies Committee Resolutions Report**

**Priorities:**

General Information:

Year	Resolution	Resolution Name:	Status:	Comments
F07	4.02	<u>Concurrent Enrollment for Secondary Students</u>	In Progress	The Chancellor's Office and the Board of Governors has shown renewed interest in this, with the Chancellor's Office having sponsored SB 1451 (Holden, 2014), which is currently in the Senate Appropriations suspense file. A breakout session is planned for fall 2014 plenary session on concurrent enrollment and alternative pathways to college for high school students. The Academic Senate should continue to monitor and make recommendations via Consultation.
S09	13.05	<u>Influence of Outside Organizations on Policies</u>	Completed	The Academic Senate monitors this as part of its normal course of business, through standing committees and the Executive Committee.



S09	17.04	<u>Resources for Senate/Bargaining Unit Relations</u>	In Progress	The Educational Policies Committee and Executive Committee reviewed the draft update from 2011 and both bodies concurred that the paper needs to be restarted from scratch. The Educational Policies Committee will draft a new outline for review and approval by the Executive Committee.
S09	13.13	<u>Institutional Review Board</u>	Completed	A Rostrum article written was published in April 2010: <a href="http://asccc.org/content/institutional-review-boards---academic-and-professional-matter">http://asccc.org/content/institutional-review-boards---academic-and-professional-matter</a> .
F11	13.1	<u>Coordinating a Model of Basic Skills Instruction through Implementation of the ERWC</u>	Completed	A Rostrum article on ERWC was published in February 2012: <a href="http://asccc.org/content/erwc-additional-approach-increasing-college-readiness">http://asccc.org/content/erwc-additional-approach-increasing-college-readiness</a>
F11	13.12	<u>Supplemental Instruction Survey and Glossary</u>	In Progress	The Educational Policies Committee agreed that a survey for the field is needed to find out what models are in place in the California community colleges. The committee will develop a survey this fall to gather the information.
F12	13.01	<u>Automatic Awarding of Earned Degrees or Certificates</u>	In Progress	A survey was conducted in spring 2014. A the results will be reported to the field in an article in the Rostrum.
F12	17.01	<u>Approval of Grant Driven Projects</u>	In Progress	The Committee will develop a survey for distribution to the field to determine what grant policies exist, and then report out to the field.

S13	13.05	<u>Revisit Failing Students for an Egregious Act of Cheating</u>	In Progress	A breakout was presented at Spring 2014 plenary session. This will require at Title 5 revision. Educational Policies will do background research and propose language, including contacting the Chancellor's Office to see if the CCCC still interprets Title 5 section 55002(a)(2)(A) as stated in legal opinion L 95-31.
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**Equity and Diversity Action Committee Resolutions**

**Priorities: 1 - Cultural Competency Plan; 2 - Regional Meetings; 3 - Institute**

**General Information**

Year	Resolution	Resolution Name:	Status:	Comments
S14	3.01	<u>Infusing Cultural Competence</u>	In Progress	Resolution will be addressed through the creation of an Academic Senate Plan for Cultural Competence (2014-2015)
S12	13.06	<u>Success of Latino Student Achievement</u>	In Progress	Study has been done that addresses resolution; <i>Rostrum</i> article forthcoming to disseminate findings (2014).
S11	13.01	<u>Need for Behavioral Intervention Teams</u>	In Progress	Breakout planned for Fall 2014 Plenary.
S11	13.05	<u>Local College Participation in the LGBT-Friendly Campus Climate Index</u>	In Progress	In Fall Plenary, more research will be conducted in the field to find out/survey how different colleges are doing in terms of participating.
S10	1.02	<u>Plan to Infuse Cultural Competence</u>	In Progress	Resolution will be addressed through the creation of an Academic Senate Plan for Cultural Competence (2014-2015)

S10	1.07	<u>Faculty Hiring Resources</u>	In Progress	Resolution will be addressed through the creation of an Academic Senate Plan for Cultural Competence (2014-2015)
S10	13.07	<u>Changes in Traditional Student Makeup</u>	In Progress	Data compiled and discussed September 2014; <i>Rostrum</i> article forthcoming to address the resolution.
S09	1.02	<u>Assessment of Inclusive Practices</u>	Completed	will discuss at Exec Meeting 10/2014
S09	3.02	<u>Support for Gay, Lesbian, Bisexual and Transsexual/Transgender (GLBT) Students and Staff</u>	Assigned	Research being conducted to find out the outcomes of a Plenary breakout and the Diversity Institute
S07	3.01	<u>Honors Programs and Student Equity</u>	Completed	<i>Rostrum</i> article published.
F05	3.01	<u>Accreditation and Equity Planning</u>	Completed	Completed with 2010 update of the ASCCC student equity paper, subsequently entitled, "Student Equity: From Dialog and Access to Action."
S04	13.03	<u>Model Employment Application</u>	Completed	The CCCCC EEO committee continually reviews improvements to the Registry.



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**Legislative and Governmental Relations Committee**

**Priorities: 1 - change name; 2 - advocacy agenda; 3 - pushing information out to local senates**

General Information.

Year	Resolution	Resolution Name:	Status:	Comments
S00	7.02	<u>Full-time Faculty Positions</u>	Completed	The resolution codifies a long-standing principle of the ASCCC. The ASCCC will continue to advocate for increase funding to meet the 75:25 full time/part-time ratio.
S99	9.04	<u>ESL and CalWORKs</u>	In Progress	The ASCCC will research the interests expressed in this resolution to determine if there is still reason for concern.
S99	20.01	<u>Loan Forgiveness</u>	In Progress	The ASCCC will research the interests expressed in this resolution to determine if there is reason to pursue.

F98	5.04	<u>Full-time Faculty for Noncredit</u>	Completed	The ASCCC supported legislation to address the issue in the resolution. The legislation was enacted.
F98	5.05	<u>Oppose Performance Based Funding</u>	Completed	The ASCCC actively opposes performance based funding. Partnership for Excellence funding has been discontinued.
S98	7.03	<u>Instructional Materials</u>	Completed	The ASCCC advocated for basic instructional and library materials funding to remain intact.

F97	19.06	<u>Reaffirm Support of AB 1353/New Faculty</u>	Completed	The Legislation was proposed under SB 877 and AB 1714 but never got out of committee. However, the Partnership for Excellence proposal funds may be used to fund full-time faculty hires. ASCCC continues to advocate for new full-time faculty hires.
F97	5.01	<u>Noncredit Funding</u>	Completed	The ASCCC continues to advocate for higher noncredit funding rates.

F97	22.01	<u>Welfare to Education Then to Work</u>	Completed	The ASCCC continues to advocate for the basic principle that education is crucial in transitioning individuals from welfare to the workforce. TANF expired in 2011, making the remaining resolves moot.
F96	6.04	<u>Cap Removal</u>	Completed	The ASCCC continues to advocate for the principle of responsible planning for growth.
F96	13.03	<u>Teacher Retirement</u>	Completed	Although the ASCCC is sensitive to the subject of the resolution, it has been deemed "moot" since faculty pay is not within the purview of the 10+1.



F96	6.01	<u>Chancellor's Office Washington Connection</u>	Completed	The ASCCC continues to monitor federal legislation and advocate, when appropriate, with system partners on federal issues that influence or affect academic and professional matters.
F96	6.03	<u>Encouraging Student Voting</u>	Completed	The ASCCC continues to advocate for the civic engagement and participation of our students.



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**Noncredit Committee Resolutions Report**

**Priorities:**

General Information:

Year	Resolution	Resolution Name:	Status:	Comments
S14	9.01	<u>Academic Senate Involvement in AB 86 Regional Planning Consortia</u>	In Progress	With AB86 is appears to be happening. It has come to SACC for discussion and the AS is working on a CB21 review, C-ID descriptors and engaging faculty in discussions about credit, noncredit and adult ed.
S13	13.01	<u>Support for Local Control in Noncredit Instruction Programs</u>	In Progress	Noncredit Committee working on it
S12	19.01	<u>Faculty Training for Implementation of Noncredit Progress Indicators</u>	Assigned	Awaiting SACC
S10	9.06	<u>Curricular Priorities Versus Budget-Driven Priorities</u>	Completed	Funding has changed. CO proposed funding equalization for CDCP courses in 2015/16.
F07	5.03	<u>Noncredit Enhanced Funding Effective Practices</u>	Completed	Breakouts presented at Fall Plenary 2013, Spring Plenary 2014, and Curriculum Institute 2014.
F07	19.02	<u>Benefits of Full time Faculty in Noncredit</u>	In Progress	Noncredit Committee working on it.

F06	5.02	<u>Aligning Credit/Noncredit Attendance Counting</u>	Moot	Noncredit and credit attendance can not be alligned due to the needs of noncredit students for flexibility (in order to successfully complete their courses).
F11	9.02	<u>Defining Credit and Noncredit Basic Skills and Basic Skills Apportionment</u>	In Progress	Funding has changed. CO proposed funding equalization for CDCP courses in 2015/16.



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**Online Education Committee Resolutions Report**

**Priorities: 1 - Regional meetings; 2 - DE Paper**

General Information:

Year	Resolution	Resolution Name:	Status:	Comments
S13	13.03	<u>Aligning Attendance Accounting for Credit Distance Education Courses with Credit Onsite Courses</u>	In Progress	The Distance Education Task Force drafted a brief survey targeted at CIOs to determine if the attendance accounting methods for online courses affect their enrollment management practices, particularly if their colleges are on compressed calendars. The President shared the draft survey with the CIOs to seek input. There were concerns that the survey included misconceptions about attendance accounting methods. The planned follow-up with the CIOs still needs to occur.



**Professional Development Committee Resolutions Report**

**Priorities: 1 - Professional Development**

General Information:

Year	Resolution	Resolution Name:	Status:	Comments
S14	12.02	<u>Faculty Professional Development</u>	Assigned	
S13	19.05	<u>Professional Development and Training</u>	Assigned	Calls for the ASCCC to work with the CCCC to develop opportunities; new student success center may place a role in this
S13	19.03	<u>Develop Training Guidance for Faculty Engaged in Peer Evaluations</u>	Assigned	
F12	19.01	<u>Faculty Professional Development College Program</u>	Completed	First Professional Development College module launched in summer 2014
F11	19.07	<u>Review of Title 5 Regulations Pertaining to Professional Development</u>	In Progress	1st Resolve Completed; 2nd and 3rd resolves to be taken up by PD Committee
S10	1.08	<u>Preparing Faculty for Service on Academic Senate Committees</u>	Assigned	Link with Cultural Competency/EDAC/ other ongoing work



**Relations with Local Senates Committee Resolutions**

**Priorities: 1 - Receiving information from LS; 2 - Re-connecting with local senate**

General Information:

Year	Resolution	Resolution Name:	Status:	Comments
S14	1.05	<u>Evaluate Representative Positions of the Academic Senate for California Community Colleges Executive Committee</u>	Assigned	Working on this semester (Survey going to Exex, Breakout in Fall Plenary)
S12	21.02	<u>CTE Program Review</u>	Assigned	
S07	1.02	<u>Ensuring Participatory Governance</u>	In Progress	
S06	1.02	<u>Assistance for Local Senates</u>	In Progress	Will be collecting information while on Local Senate visits.
F06	1.02	<u>Explore Local Shared Governance Policies</u>	In Progress	Will be included in Local Senates Handbook
F05	1.02	<u>Effective Practices</u>	In Progress	Will be included in Local Senates Handbook
S05	1.04	<u>Topic Experts Provided by Academic Senate</u>	Completed	This occurs frequently as requests are made throughout year.
S01	17.01	<u>Urge Newly Elected Local Presidents to Attend Leadership and Sessions</u>	Completed	This is accomplished each year at leadership.



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**Standards and Practices Committee Resolutions Report**

**Priorities: 1 - Disciplines List; 2 - By laws; 3 - Senate Annual Review; 4 - Brown Act and ASCCC; 5 - Awards; 6 - Policies**

General Information:

Year	Resolution	Resolution Name:	Status:	Comments
S14	1.02	<u>Adopt the Documents Guidelines for the Periodic Review of the Academic Senate for California Community Colleges and Periodic Review of the Academic Senate for California Community Colleges Review Criteria</u>	Assigned	
S14	1.03	<u>Applying the Brown Act to ASCCC Executive Committee Meetings</u>	Assigned	
F13	10.01	<u>Adding Currency Requirements in the Disciplines List</u>	Assigned	
F12	18.01	<u>Support the Elimination of the Basic Skills Restriction for Tutoring Apportionment</u>	Assigned	

S11	10.11	<u>Associate Degree Equivalency Guidelines</u>	Completed	Resolution 10.11 S2011 was assigned to the Standards and Practices Committee. This resolution is deemed completed. A rostrum article "Got Associate Degree Equivalency Guidelines?" that was published in April 2013. The committee believes that this article meets the items called for in the resolution.
S11	10.12	<u>Supplemental Learning Assistance and Tutoring Center Coordinator Minimum Qualifications</u>	Assigned	
S10	10.01	<u>Noncredit Minimum Qualifications</u>	In Progress	
S10	10.02	<u>Title 5 §53410 Clarification of Minimum Qualifications for Disciplines Not Requiring a Master's Degree</u>	In Progress	
S10	10.03	<u>Removing Faculty Minimum Qualifications from Title 5</u>	Assigned	





**Transfer and Articulation Committee Resolutions Report**

**Priorities: 1 - name change; 2 - Academic Academy; 3 - Messaging ADT; 4 - SSSPlans**

General Information:

Year	Resolution	Resolution Name:	Status:	Comments
F11	8.01	<u>Update Senate Paper Role of Counseling Faculty in California Community Colleges</u>	Assigned	
F11	8.02	<u>Faculty Advisors</u>	Assigned	
F11	13.12	<u>California Community College Honors Program Completion Recognition on CSU Transfer Application</u>	Assigned	
F10	6.01	<u>Evaluation and Revision of Financial Aid Systems</u>	Infeasible	
S08	8.01	<u>Support for Online Counseling Services</u>	Completed	
S08	13.04	<u>Effective Practices for Online Tutoring</u>	Assigned	
F01	4.03	<u>Student Athletes</u>	In Progress	
S01	8.05	<u>Student Athletes</u>	In Progress	
F99	8.01	<u>Web Advising</u>	Completed	
F13	15.01	<u>Explore Potential Impacts of Endorsing LEAP General Education Outcomes</u>	Assigned	Discussed at 2014 Academic Academy



**Representatives to SACC**

General Information:

Year	Resolution	Resolution Name:	Status:	Comments
F13	7.03	<u>Concurrent Credit/Not-For-Credit Enrollment</u>	In Progress	
F13	9.02	<u>Modify Title 5 Language to Include Credit by Examination Processes into §55051</u> <u>Articulation of High School Courses to Simplify the Awarding of Credit for Articulated High School Courses</u>	In Progress	
S12	14.01	<u>Progress Indicator Implementation for Noncredit Coursework</u>	In Progress	SACC worked on this all last year. The work will continue this year. Progress reports may be found in the SACC meeting summaries.
S10	13.04	<u>Improving Noncredit Accountability Reporting through Progress Indicators</u>	In Progress	Same comment as above.



## Executive Committee Agenda Item

SUBJECT: Legislative and Governmental Relations Committee name change.		Month: October	Year: 2014
		Item No. II C	
		Attachment: NO	
DESIRED OUTCOME:	Change the LRGC Committee name to Legislative and Advocacy Committee	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	J. Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :		Action	X
		Information	

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

### BACKGROUND:

To better reflect the work of the committee as described in its charge, the Legislative and Governmental Relations Committee members request that the name of the committee be changed to the **Legislative and Advocacy Committee**.

For reference, here is the charge of the committee:

The Legislative and Governmental Relations Committee is responsible for providing the President with background information on all legislation related to academic and professional matters. Through research and analysis, and representation on appropriate advocacy groups, the Committee will provide the President and the Executive Committee with recommendations on such legislation. The Committee is also responsible for providing legislative alerts to the local senates, identifying liaison persons to contact legislators, and providing support to local senates regarding California's legislative process as it has bearing on academic and professional matters. It is the goal of the Committee to provide the President and the Executive Committee with the resources to ensure that the Senate is recognized as the voice of authority with the Legislature and Governor's Office in the areas of academic and professional matters.

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





## Executive Committee Agenda Item

SUBJECT: Revision of Online Education Committee Charge		Month: October	Year: 2014
		Item No.   I   D	
		Attachment: NO	
DESIRED OUTCOME:	The board will approve the revised committee charge	Urgent: NO	
CATEGORY:	Action Items	Time Requested: 10 minutes	
REQUESTED BY:	John Freitas	<b>TYPE OF BOARD CONSIDERATION:</b>	
STAFF REVIEW <sup>1</sup>		Consent/Routine	
		First Reading	
		Action	X
		Information	

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

### BACKGROUND:

The current charge of the Online Education Committee was established as the charge of the old Distance Education Task Force. The committee reviewed the existing charge and agreed that it needed to be revised to clearly indicate purview over issues regarding educational technology, not just educational policy and practice. Also, the revised charge brings the committee’s responsibilities in line with those of other standing committees.

#### Current Charge

The Online Education is established to review, prioritize, and recommend to the Executive Committee policies and practices regarding distance education needs that are within the purview of the Academic Senate. The Committee will interact with existing standing committees, as appropriate, write resolutions as needed, and provide recommendations to the Executive Committee.

#### Proposed Revised Charge

The Online Education Committee informs and makes recommendations to the Academic Senate Executive Committee and the faculty regarding policies and practices in online education and educational technology. The Committee supports quality online education and the effective use of educational technology by researching issues, writing background and position papers, and making presentations plenary sessions and other events as needed. When appropriate, the Committee interacts with Senate standing committees, advocates for policies, and proposes resolutions.

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





## Executive Committee Agenda Item

SUBJECT: Transfer and Articulation Name Change		Month: October	Year: 2014
Transfer and Articulation		Item No. II E.	
DESIRED OUTCOME: ACTION		Attachment: NO	
CATEGORY: Action		Urgent: NO	
REQUESTED BY: Cynthia Rico		Time Requested:	
STAFF REVIEW <sup>1</sup> :		<b>TYPE OF BOARD CONSIDERATION:</b>	
		Consent/Routine	
		First Reading	
		Action	
		Information	XXXX

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

### BACKGROUND:

The Transfer and Articulation Committee was briefly on hiatus and is being reconstituted to also address faculty issues resulting from SB1456 aside from transfer and articulation (exiting college) issues. Given this, the committee would like to recommend a name change to better reflect the charge of the committee to the body.

The proposed name to be change to: Transfer Articulation and Student Services Committee (TASSC)

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





## Executive Committee Agenda Item

SUBJECT: Resolutions Handbook		Month: October	Year: 2014
		Item No: J. F.	
DESIRED OUTCOME: Approval by the Executive Committee for consideration by the body at fall 2014 plenary		Attachment: YES	
		Urgent: YES	
CATEGORY: Action Items		Time Requested: 20 minutes	
		<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY: John Freitas	Consent/Routine		
STAFF REVIEW <sup>1</sup>		First Reading	
		Action	X
		Information	

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

### BACKGROUND:

At its December 16, 2013 meeting, the Resolutions Committee determined that it would be beneficial to unify all resolutions documents into a single, comprehensive document that describes the Academic Senate's resolutions process in order to address both redundancies and contradictions that may exist between the separate documents and brought forward a recommendation to the January 2014 Executive Committee meeting to create this new handbook. This recommendation was approved by the Executive Committee.

The handbook was brought to the Executive Committee at its May and September meetings for review. Comments and suggestions for improvement were received from the Executive Committee at the September meeting and integrated into the draft handbook.

The new Resolutions Handbook will be made available to the field and not only describe the resolutions process at Area meetings and Plenary Sessions, but also provide clarity and transparency to the field about the role of the Resolutions Committee and the Executive Committee in the resolutions process before, during and after Plenary Session. It will also contain additional resources for future Resolutions Committees, such as timelines, checklists and sample letters to Area representatives, to aid in succession planning. It will also formally establish in the Plenary Session Rules the two-thirds requirement for reversing Senate positions. Because of the broad scope of this Handbook, approval by the body is required, with approval at the Fall 2014 Plenary Session the target.

An issue was raised by W. North to J. Freitas after the September 2014 Executive Committee meeting about resolutions to approve discipline list revisions, specifically about whether or not we should state that such resolutions cannot be withdrawn. The current resolutions process requires

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

an up or down vote by the body, but is silent on whether or not such resolutions can be formally withdrawn by the maker of the motion, or referred to the Executive Committee. The Resolutions Committee is in agreement that the maker of the motion should be allowed to withdraw a resolution. Proposed language regarding disciplines list resolutions is (see p.8 of handbook for current language):

Resolutions in support of proposed changes to the disciplines list may not be amended and must be either voted up or down as presented. Such resolutions may be withdrawn by the maker of the motion on Thursday or Friday at plenary session, and they may be referred to the Executive Committee by the body during voting on Saturday at plenary session.

# Resolutions Handbook

## Academic Senate for California Community Colleges

### Resolutions Committee

#### Resolutions Committee 2013-2014

John Freitas, Los Angeles City College, Chair

Julie Adams, ASCCC, Executive Director

Randy Beach, Southwestern College

Kenneth Bearden, Butte College

Dolores Davison, Foothill College

Michelle Grimes-Hillman, Mt. San Antonio College

## **Foreward**

The purpose of this handbook is to unify all of the resolutions process documents of the Academic Senate into a single, publicly accessible document that brings transparency to the process that is central to the work of the Academic Senate. It is a compilation of the four existing Academic Senate documents on the resolutions process: the internal Executive Committee document “Resolutions Philosophy, Procedures and Process” adopted by the Executive Committee in June 2012, the “Resolutions Committee Manual” approved by the Executive Committee in December 2008, and the “Resolution Writing and General Advice” and the “Plenary Session Resolutions Procedures” documents that are distributed to the body at each plenary session and are revised as needed by the Executive Committee. At the January 3-4, 2014 Executive Committee meeting, the Executive Committee approved the following recommendation brought forward from the Resolutions Committee:

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

In accordance with this approved recommendation, the 2013-2014 Resolutions Committee compiled the three resolutions documents into this unified “Resolutions Handbook.” Upon adoption by the body, this handbook will become the official Academic Senate document that describes the resolutions process and will supersede all previous resolutions process documents.

## **Part I: Philosophy**

The purpose of this document is to explain the underlying philosophy of the resolution process used by the Academic Senate for California Community Colleges (ASCCC), and to affirm existing processes that work well for the development, discussion, adoption, and implementation of resolutions.

### **DEMOCRACY: A MESSY ENTERPRISE**

The ASCCC acknowledges that democracy can be a messy enterprise. Whereas top-down governing processes found in monarchies and dictatorships are incredibly orderly, democracies typically employ chaotic, bottom-up processes with lots of conversations, multiple levels of politicking, and rapid changes of opinion. The ASCCC understands that there is often impatience with the pace of democratic decision-making: that it takes too long, that it's a waste of time, and that things would be better if the process could just be streamlined; however, the ASCCC, as a member of the academy, affirms that over time robust democratic processes tend to produce superior policy decisions. Although it is tempting to try to manage democratic processes in order to reach a conclusion quickly or to engineer a result that is perceived best for the collective good, the ASCCC strives instead to accept, and even embrace, the essential chaos of democratic decision-making and to trust the process.

It should be noted, however, that strong democratic processes are not a total free-for-all. Some solid foundational agreements must be established in order for democratically controlled organizations to function effectively. Agreements on operational procedures,

and timelines must be established before democratic debate begins in order to create a level playing field that respects and treats participants and groups equally, and judges ideas and opinions solely on their merit and not on extraneous factors.

### **RESOLUTIONS: THE PRIMARY MECHANISM FOR SETTING POLICY**

The ASCCC employs the formal use of resolutions to identify and record the will of the academic senates of the California community colleges. The ASCCC relies on formal resolutions to set direction for the organization as a whole. Members of the ASCCC Executive Committee and its standing and ad hoc committees implement adopted resolutions to respond to issues, to conduct its work, and to take action. When new issues and situations emerge, the Executive Committee works with its committees and task forces to develop resolutions for consideration by the body at plenary sessions in order to determine the will of the organization as a whole. It is only in rare circumstances in which an issue is pressing and available time does not permit the adoption of a formal position by the body and a previous position does not exist that the Executive Committee or President may take a position or initiate an action independent of direction from existing or adopted resolutions by the body.

### **RESOLUTIONS: BORNE OUT OF ISSUES**

It is the job of the ASCCC's Executive Committee, along with its standing and ad hoc committees, to research underlying issues and problems related to academic and professional matters. The initial goal is to understand the issue, concern, or problem as completely as possible. After an issue has been considered, investigated, and discussed thoroughly, the Executive Committee makes every effort to educate the body about the issue through mechanisms such as plenary breakout sessions, *Rostrum* articles, regional meetings, webinars, and/or adopted papers. In many instances, before the ASCCC can take action on an issue, concern, or problem the adoption of a resolution is necessary by the body to give the ASCCC direction. In these situations, it is the Executive Committee's responsibility to make sure that the body has accurate information and thoughtful arguments about emerging issues in order to promote a deeper understanding of the pros and cons of an issue. Plenary session attendees then debate the resolutions at the pro and con microphones and ultimately take a position on the issues. The Executive Committee acknowledges that education about an issue goes both ways and strives to be open to new information and arguments at all stages of the resolution development, debate, and adoption process.

## **Part II: Resolution Procedures**

The Academic Senate for California Community Colleges meets biannually in Plenary session to adopt resolutions which become the bases for future Senate policies and which drive the work of its standing and ad hoc committees.

## **RESOLUTION PROCESS OVERVIEW**

1. Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the Pre-Session Area meetings for review.
2. Amendments and new pre-session resolutions are generated in the Area meetings.
3. Members of the Academic Senate meet during the plenary session in topic-

based breakouts and give thoughtful consideration to the need for new resolutions and ~~or~~ amendments.

4. After all plenary session presentations are finished on the first day, members meet during an identified breakout to discuss the need for and develop new resolutions and ~~or~~ amendments.
5. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadline each day. There are also Area meetings at the plenary session for discussing, writing, and amending resolutions.
6. New resolutions submitted on the second day of plenary session are held to the next plenary session unless the resolution is deemed urgent.
7. The resolutions and amendments are debated and voted upon in the general sessions on the last day of the plenary session.

## GENERAL RESOLUTION WRITING

- A. All resolutions must be properly constructed using the following criteria:
  1. Must be proposed by:
    - a. One of the standing and ad hoc committees and task forces of the Academic Senate through the Executive Committee, or by a member of the Executive Committee;
    - b. A local senate;
    - c. Attendees at the Area meetings of the Academic Senate; or
    - d. Any registered faculty attendee at the plenary session and signed by four delegates as seconders.
  2. Must be submitted in editable electronic format, and if submitted at plenary session, must be accompanied by the resolution form with the resolution title, the maker of the motion (the contact) and the signatures of four delegates who are seconding the motion.
  3. Must be limited to four “whereas” sections and four “resolved” sections.
  4. Must limit actions to those within the scope and purview of the Academic Senate for California Community Colleges, and must state in the “resolved” portion the Academic Senate action. The Executive Committee determines the appropriate process for conveying recommendations to the Board of Governors, local senate, or other groups and individuals and, as necessary, assigns resolution responsibilities to Senate committees or personnel for implementation.
  5. ~~MM~~May only urge or recommend ~~a policiesy and/or actions~~ to local senates, the Board of Governors, the Chancellor, or other groups and individuals. An Academic Senate resolution cannot dictate that policies or actions be taken by other entities.
  6. Must list propositions by number and year. Refer to legislation in a resolution by date so that if the legislation is amended, the Academic Senate can revise its position if necessary. However, with both legislation and propositions, the resolution should focus on the principles and concepts therein, both in “whereas” and “resolved” statements.

7. Assertions of fact in whereas statements must be supported by evidence, with sources cited. When a resolution is adopted by the body, it adopts not only the resolved statements as positions, but also the whereas statements as statements of evidence in support of the resolved statements. Assertions of fact in whereas statements that are not supported by cited sources are simply opinions, and may in fact be in error, and may result in such whereas statements being amended or deleted.

- B. Assistance in writing resolutions is available from all Executive Committee members. For specific assistance, contact Area Representatives, committee chairs, or members of the Resolutions Committee.
- C. Resolutions that require substantial resources in time or funds will be carried out by the Executive Committee only if the resources are available.
- D. Except in rare instances, resolutions that attempt to address local problems cannot be considered. Rather, the issue must have statewide impact and should be framed in such a way as to assist all local senates, faculty and/or students to address the larger issue or principle.

#### **RESOLUTIONS PRIOR TO AREA MEETINGS**

- A. Prior to the Area meetings in the fall and spring, the Executive Committee meets to review resolutions developed by the standing and ad hoc committees of the Academic Senate. In addition, individual Executive Committee members may develop resolutions prior to Area meetings based on their experiences working with other groups and organizations around the state.
- B. The Executive Committee reviews all such resolutions prior to the Area meetings and determines which of these resolutions to forward to the Area meetings where they are discussed and reviewed. Resolutions not forwarded by the Executive Committee may be shared at Area meetings or plenary session by interested faculty willing to follow the steps listed in the “Resolutions at Area Meetings” and “Resolution and Amendment Writing at the Plenary” sections below.

#### **RESOLUTIONS AT AREA MEETINGS**

- A. Area meetings of the Academic Senate are scheduled two to three weeks prior to the plenary session. Resolutions adopted and moved forward by the Executive Committee are reviewed at Area meetings along with:
  - 1. Resolutions brought by faculty in that Area.
  - 2. Resolutions adopted by local senates in the Area.
  - 3. Resolutions developed during the Area meetings by those in attendance.

In addition, amendments to the resolutions forwarded to the Area meetings by the Executive Committee may be introduced.

- B. The Resolutions Committee of the Academic Senate reviews all pre-session and

Area resolutions and amendments and combines, re-words, appends, or renders moot these resolutions and amendments as necessary. At this time the Resolutions Committee will update the resolution Consent Calendar based on the criteria stated in the "Resolution Consent Calendar" section of this handbook.

- C. After review by the Resolutions Committee and the President, all resolutions and amendments are provided to local senates in preparation for the plenary session. Copies of the resolutions and amendments are available to all plenary session attendees upon registration.

## RESOLUTION AND AMENDMENT WRITING AT THE PLENARY SESSION

- A. All new resolutions or amendments written on the first day of plenary session must be submitted to the on-site Senate office by a time established in the ~~adopted~~ program of events for the plenary session adopted by the Executive Committee.

- B. New resolutions submitted on the second day of the plenary session will be held to the next plenary session unless the resolution is deemed urgent by the Executive Committee.

1. An urgent resolution means the following: A time critical issue has emerged after the resolution deadline on Thursday and new information is presented on Friday which requires an established Academic Senate position before the next plenary session.
2. The Resolutions Committee will review the resolution and make a recommendation to the Executive Committee on the urgency of the resolution. The Executive Committee meets after the resolution deadline on the second day to consider the recommendations of the Resolutions Committee and determine whether those submitted as urgent should be presented for voting on the last day of session. If they are deemed not urgent, resolutions submitted on the second day are, at the discretion of the contact and the seconders, postponed to the next plenary session or withdrawn before publication in the resolutions packet submitted to the body on the third day of the plenary session. If the resolution is published in the resolutions packet to be carried over to the next plenary session, that resolution may only be withdrawn by a vote of the body at the next plenary session.

- C. Amendments to resolutions must be moved

1. by consensus at Area meetings of the Academic Senate, or
2. by a registered faculty attendee at plenary session with four delegate seconders.

- D. Amendments must be presented in writing to the Senate onsite office by the posted deadline of the second day of plenary session. Resolutions previously adopted cannot be amended.

- E. The most recent edition of *Robert's Rules of Order Newly Revised* shall govern the scope and use of amendments.



- F. The Resolutions Committee reviews all submitted resolutions and amendments and combines, re-words, appends or renders moot the resolutions and amendments as necessary.

Note: See procedures “Urgent Resolutions And Appeal Process For Resolutions Declared Non-Urgent” below for appealing a resolution declared non-urgent by the Executive Committee.

G. General Timeline:

1. Resolutions and amendments submitted by the deadline of the first day of plenary session will be available in hard copy for discussion and amendment at Area meetings on the second day of plenary session. The new resolutions packet is also posted on the plenary session web page the night before the second day.
2. Anyone who drafts an amendment or an urgent resolution on the second day of plenary session is required to attend a 45-minute breakout with the Resolutions Committee to address areas of potential conflicts or confusion identified by the Resolutions Committee that might result during resolution debate and voting on the final day (see the plenary session program for location and time). The breakout will also be attended by Area Representatives and any Executive Committee members who so desire.
3. Amendments submitted by the posted deadline and any resolutions ruled urgent will be made available to all registered attendees by 7:30 a.m. on the third day of plenary session. The new resolutions packet is also posted on the plenary session web page the night before the third day.
4. It is the policy of the Academic Senate not to make changes in resolutions or amendments during the plenary session on the third day. Therefore it is strongly urged that the authors of resolutions and amendments, or designees, as well as Area and committee chairs, read resolutions and amendments carefully on the night before the third day. Please bring any omissions or errors, preferably in written form, to the Academic Senate staff so adjustments can be made. No changes can be made after the general session begins at 8:30 a.m.

Note: Please look for the resolution or amendment you’ve authored, and if it is not included, contact the on-site Senate Office immediately.

## **RESOLUTIONS TO PURSUE TITLE 5 CHANGES**

Resolutions directing the Academic Senate Executive Committee or the President to pursue changes in Title 5 can be both appropriate and necessary. However, because changes to Title 5 are significant actions that can have wide-ranging impact across the state, such resolutions should be considered very carefully. While no rule of the Academic Senate prohibits a resolution calling for an immediate decision on a proposed Title 5 change, in most cases a better strategy might be to begin with a resolution directing the Academic Senate to explore the change, through research, plenary breakouts, or other appropriate means. Such a process would allow for broader and more contemplative discussion of the issue and for better communication with and input from

local senates. A follow-up resolution at a future plenary session could then call for the Title 5 change after the issue has been fully vetted at both the state and local level.

In many cases, a resolution directing that the Academic Senate take a particular position on an issue without mandating a specific Title 5 change may also be both appropriate and effective. With an adopted position, the Academic Senate advocates have the flexibility to address the issue by various means and in various venues without being restricted to pursuing a specific Title 5 change.

In the event that the proposed Title 5 change addresses an exigent issue and cannot wait to move through a longer process, the resolution writer should make that case in the whereas statements of the resolution.

## **DISCIPLINES LIST SPECIAL PROCEDURE**

Every two years, at the Spring plenary session resolutions regarding the disciplines list are presented. Because the Academic Senate must consult with the CEOs, CIOs and bargaining agents in the development of the disciplines list, it is not possible to amend resolutions involving changes to the current disciplines list at the Spring plenary session. Resolutions in support of pP Proposed changes to the disciplines list must either be voted up or down as presented.

## **SPECIAL RESOLUTIONS**

There are two types of special resolutions that may come before the body. One is a resolution to name a retired faculty member as a senator emeritus, and the other is a resolution of recognition for past Executive Committee members or other dignitaries.

1. The criteria and process for naming a senator emeritus as listed in the Bylaws are:

Article 1, Section 1.G

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. Criteria: Emeritus status may be conferred upon a current or former faculty member
  1. Who has completed at least five (5) years of significant service to the Academic Senate;
  2. Who is recognized for exceptional contributions supporting the aims and functions of the Academic Senate; and
  3. Who has retired or submitted intent to retire within six months of the nominating resolution.
- ii. Selection
  1. Senator emeritus is conferred by resolution.
  2. Resolutions for emeritus status must come from Area meetings.

2. Faculty leaders may also be honored in accordance with Executive Committee Policy 40.00 (<http://asccc.org/policies/honoring-faculty-leaders>). A resolution honoring a faculty leader for distinguished service to the Academic Senate (such as service on the Executive Committee, on Academic Senate committees, etc.) is drafted by the Executive Committee. It is presented to the honoree at a plenary session, the time and place of which presentation are convenient for attendance by the honoree. A motion to adopt the resolution will be accepted from the floor with a second. All in attendance for the event will be invited to approve the resolution.

## **RESOLUTION CONSENT CALENDAR**

The resolutions packet will contain a Consent Calendar as allowed by Robert's Rules of Order:

- A. Each resolutions packet will include a Consent Calendar. Resolutions are placed on the Consent Calendar if they: 1) are believed to be non-controversial; 2) do not propose reversing an existing Academic Senate position; and 3) do not compete with any other proposed resolutions. Resolutions that meet these criteria and any subsequent clarifying amendments are included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.
- B. Resolutions may be pulled from the Consent Calendar by the following processes:
- a. Any faculty attendee at an Area meeting of the Academic Senate can request to have a resolution removed from the Consent Calendar by alerting the Resolutions Committee Chair or the Executive Director.
  - b. Any registered attendee can pull a resolution from the Consent Calendar at any time before 8:20 a.m. on Saturday of the plenary session by alerting the Resolutions Committee Chair or the Executive Director.
  - c. A final opportunity to pull a resolution from the Consent Calendar will be provided at 8:20 a.m. on Saturday of the plenary session when the President calls the general session to order.
    - i. At that time, the President will announce those items still remaining on the Consent Calendar and ask if anyone is interested in removing any of the remaining resolutions.
    - ii. Any registered attendee may request to pull a resolution from the Consent Calendar by indicating the number of the resolution at the parliamentary microphone.
    - iii. No justification is needed for this request and it does not require a "second" or any vote to remove a resolution.
    - iv. Upon seeing no attendees at the parliamentary microphone, the President will ask if the delegates are ready to approve those resolutions remaining on the Consent Calendar.
    - v. If there is no objection, the resolutions on the Consent Calendar are adopted.

Note: Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

## **RESOLUTION AND AMENDMENT PRESENTATION**

In deliberating a resolution or any amendment(s) to it by the attendees, the resolution or amendment:

1. Will be presented in the order decided by the Resolutions Committee, except as provided in *Robert's Rules of Order Newly Revised* for changing the agenda.
2. Is read by the Chair and may be introduced by the maker or a seconder of the resolution or amendment, or a designee, at the pro microphone.

## **RESOLUTION AND AMENDMENT DEBATE**

- A. Debate on each resolution, including its amendments and the motions and inquiries made at the parliamentary microphone during the debate, is limited to a total of 15 minutes.
- B. The Chair will recognize pro and con arguments alternately. When there is no speaker on the side of the motion that is to be heard next, debate on that question is closed.
- C. Each speaker who wishes to address a motion, a resolution, or an amendment shall:
  1. Come to the pro or con microphone as appropriate.
  2. State his or her name and college.
  3. Be limited to three minutes in making a presentation.
  4. Not speak again until all others desirous of speaking have expressed their opinions, including members of the Executive Committee.
  5. Debate the merits of the resolution and refrain from personal attacks.
- D. Any attendee at the plenary session may participate in the debate.
- E. A parliamentary microphone will be used for parliamentary inquiries, making motions and requesting information from the Chair.

## **RESOLUTION AND AMENDMENT VOTING**

- A. Only delegates with delegate ribbons may vote (except as provided in E).
- B. Voting will be at the direction of the President (or designee) who serves as Chair.

- C. The parliamentary microphone may be used by all registered attendees in order to seek clarification or guidance, but only delegates may make motions. For example, only a delegate may appeal decisions made by the Chair, move to extend debate, or conduct any other business that requires a vote of the assembled delegates.
- D. The Chair or any delegate may call for a division of the house. Division of the house shall be a standing vote.
- E. For purposes of voting on resolutions and amendments only, a delegate may give his or her delegate ribbon to someone else, provided that this person is also a faculty member from the same district. This is not applicable for elections as the signatures of delegates must be verified prior to the start of elections.
- F. All motions are adopted by majority vote of the body, except:
  - 1. Resolutions that propose reversing existing Academic Senate positions, which requires an affirmative vote of two-thirds of delegates voting.
  - 2. Parliamentary motions as identified in *Robert's Rules of Order Newly Revised* that require a two-thirds vote in the affirmative or negative of the delegates voting, depending on the motion.

## **REFERRED RESOLUTIONS**

- A. Resolutions can be referred to the Executive Committee for the following reasons:
  - 1. More information or clarity is needed
  - 2. More time to debate the issue on local campuses is needed
  - 3. May be worthy of adoption but is written in a manner to make it unclear as to the intent.
- B. The maker of the motion to refer the resolution must be clear about the reason for referral and the instructions to be taken by the Executive Committee upon referral. A motion to refer must include a date by which the resolution is to be brought back to the body or dealt with by the Executive Committee.
- C. A resolution cannot be referred to direct the Executive Committee to accomplish what the resolution seeks to do.

## **PARTICIPATION OF EXECUTIVE COMMITTEE MEMBERS IN RESOLUTION DEVELOPMENT AND DEBATE**

- A. To the extent possible, resolutions should be moved by local college delegates/attendees rather than Executive Committee members.
  - 1. When a resolution originates at an Area meeting, the mover should be listed as the resolution contact after the text of the resolution.
  - 2. When a resolution originates in an Academic Senate committee, a non-Executive Committee member with primary responsibility for the subject should be the maker of the motion and identified as the resolution contact.

Ideally, that individual should be planning to attend the plenary session to ensure that there is a contact available to answer questions and clarify the intent of the resolution.

3. For a resolution jointly developed at plenary session by an Executive Committee member and local college attendee, the local college attendee should be identified as the maker of the motion on the resolutions form and as the resolution contact in the resolutions packet.
- B. During the debate on the floor, members of the Executive Committee should make every effort to encourage the attendees to speak.
- C. Executive Committee members have the additional responsibility of ensuring that debates are held in a professional, courteous manner that allows the Academic Senate to reach closure on each issue expeditiously.

### **RESOLUTION TABULATION AND RECORDING**

- A. The Chair announces the outcome of the vote.
- B. The chair of the Resolutions Committee shall record the results of the vote.
- C. The chair of the Resolutions Committee shall:
1. List the mover of the motion and college affiliation; the person recorded as mover shall be the person listed as such on the printed resolution/amendment form.
  2. List the disposition of the vote as follows: M/S/C: Moved, Seconded, Carried; M/S/F: Moved, Seconded, Failed; M/S/Postponed: Moved, Seconded, Postponed; M/S/U: Moved, Seconded, Unanimous M/S/R: Moved, Seconded, Referred; M/S/A: Moved, Seconded, Acclamation.
  3. Record any minority reports if so directed by the majority of the voting members of the general session.

### **URGENT RESOLUTIONS AND APPEAL PROCESS FOR RESOLUTIONS DECLARED NON-URGENT**

- A. The maker of a resolution submitted on the second day of the plenary session indicates on the form supplied whether the resolution is urgent or not.
- B. The maker of the resolution, or the maker's designee, should address the criteria for determining an urgent resolution. (See B.1. under "Resolution Writing" at the plenary session.) The Executive Committee will carefully consider presentations on behalf of urgency before voting.
- C. The Executive Committee acts on the status of resolutions and declares them urgent or non-urgent
- D. If the maker of the resolution wishes to appeal the decision of the Executive Committee, these procedures shall be followed:

1. Within ten minutes of the opening of the resolution voting session, the maker of the resolution, or the maker's designee, will approach the parliamentary microphone and say, "I wish to appeal the urgency decision of the Executive Committee."
2. The Chair then recognizes the maker of the resolution, or maker's designee, for no more than a three-minute statement at the pro microphone supporting the urgency of the resolution and seeking a "yes" vote to overturn the decision of the Executive Committee.
3. The Chair next recognizes the chair of the Resolutions Committee who makes a statement of no more than three minutes at the con microphone that presents the reasons for declaring the motion non-urgent and urges a "no" vote to overturn the decision of the Executive Committee.
4. Without further debate, the Chair calls for a vote on the motion, explaining, "If you vote 'yes' the resolution in question will be declared urgent. If you vote 'no' the resolution will remain non-urgent."
5. If the motion passes to overrule the decision of the Executive Committee, the resolution in question becomes "urgent" and is brought before the body for a vote at a time appropriate according to the category of the resolution.

## **WITHDRAWING A RESOLUTION**

It is the policy of the Academic Senate that a maker of a resolution or the maker's designee may ask that a resolution be withdrawn at the plenary session by filling out a resolution form and submitting it to the Resolutions Committee Chair by 5:00 p.m. on the second day of Plenary. Any four seconders are required to confirm the maker's motion to withdraw a resolution. The original resolution and the motion to withdraw will be included in the Saturday resolution packet to be voted upon by the delegates. The resolution may be deemed successfully withdrawn only after a majority vote of the assembled delegates in support of the motion to withdraw.

## **FAILED RESOLUTIONS**

Resolutions which have not been approved at a plenary session may be brought back at future plenary sessions, with the exception of those regarding the disciplines list (see the *Disciplines List Handbook* for specific information regarding resolutions on disciplines). When a resolution that attempts to reaffirm an existing Academic Senate position, the existing position is not reversed. The rules of the Academic Senate require a 2/3 vote in the affirmative of any resolution seeking to reverse an existing Academic Senate position. That said, it is strongly advised to not introduce resolutions to reaffirm existing positions because of the confusion that may ensue should such resolutions fail.

(NOTE: In all other issues, the plenary session shall follow *Robert's Rules of Order Newly Revised*.)

## Part III: Resolution Writing and General Advice

### RESOLUTION WRITING

Since the resolution process guides the work of the Academic Senate, care should be taken in developing the resolutions. The following are some guidelines for Senate resolutions, as well as recommendations for proper resolution writing. When in doubt, consult with the Resolution Chair or Executive Director.

1. **Four is the Limit:** Resolutions cannot contain more than four “whereas” or “resolved” statements (this is a requirement per the published resolutions process for session).
2. **Homework:** The Academic Senate has hundreds of resolutions, and they are accessible for review on its web site, [www.asccc.org](http://www.asccc.org). It is possible that a resolution already exists for the position you wish to take. Please review the existing resolutions first so that duplication can be avoided.
3. **An Introduction:** Consider using the first “whereas” as an introduction, outlining the situation in general or providing background and indicating the people or groups involved before justifying your resolutions in the other “whereas” statements.
4. **Acronyms:** Write out the names of groups or organizations in your first reference to them in your resolution. The full name may be followed by a parenthetical abbreviation, which you may then use for future references.
5. **Make the Point:** Be as direct and to the point as possible. Cleverness that makes a resolution less clear will likely cause confusion and lead to that resolution ~~to~~ being defeated, amended, or referred.
6. **Avoid Lumping:** Limit yourself to one reason in support of or in defense of your resolution per “whereas” statement. Lumping too much into one statement causes confusion and is likely to provoke calls for revision.
7. **Professionalism Preferred:** Avoid personal attacks or insults of any person or group, even subtle ones. No matter how justified the statement or how offensive the target, such attacks will almost inevitably draw opposition from some members of the voting body.
8. **Only Academic Senate Action:** Remember that ~~Senate~~ resolutions can only direct the Academic Senate to take action. The Academic Senate does not have the authority to direct or require action from any other group or individual, including local senates. Your resolution can ~~do such things as also~~ request or recommend actions from other entities, or it can endorse or support particular positions, ~~but it can only direct action from the Academic Senate itself~~.
9. **Reality Check:** If your resolution directs an action by the Academic Senate, be certain that the action is possible for the Academic Senate to accomplish. Specifically, remember that the Academic Senate cannot absolutely ensure or prevent the actions of any other body. Some qualifying or alternative terms, such as “work with [other body] to ensure” rather than “ensure,” or “oppose” rather than “prevent,” may help to produce a more realistic resolution.



10. **Word Choice:** Judiciously use words such as “any,” “every,” “all,” “never,” “none,” or other qualifiers that make sweeping generalizations.
11. **Models:** You may benefit from reading some past examples of resolutions for ideas about structuring and phrasing your resolution.
12. **Resolution Title:** Be sure that the title of the resolution accurately reflects the content of the resolution, and follows proper rules of punctuation ~~rules of and~~ capitalization.
13. **Citing Legislation:** Cite the dates on stated legislation or regulations included in the resolution.
14. **Facts:** Resolutions should focus on facts rather than rhetoric. Resolutions should include references to specific information such as legislation, previous resolutions, papers, and the like, and should include footnotes, appendices, or links to those references for the delegates to research and make an informed vote.
15. **Hard and Soft Copy:** Resolutions and amendments submitted at session in soft copy must be accompanied by a hard copy (printed versions are fine).
16. **Amendments:** Amendments are made to the original resolution (the main motion).
17. **Senate Papers:** All of the Academic Senate adopted papers contain recommendations to local senates as well as to the state senate. These recommendations are considered to be directions to the field and are comparable to resolutions. Review the recommendations in Senate papers related to your topic to see if your issue has already been addressed.

## ADVICE ON WORDING FOR RESOLUTIONS

The wording of an Academic Senate resolution is an important matter that can sometimes prove tricky or confusing. A resolution with controversial, unclear, or offensive wording can lead to prolonged debate on the session floor and can ultimately cause a resolution to be delayed and rejected, even when its ideas are worth approving. In order to help resolution writers avoid such frustrating experiences, the Resolutions Committee offers the following advice in order to help you avoid wording and issues that have raised objections in the past:

- **Recommend:** If using the word “recommend” within your resolution, be very clear and cautious about what you are recommending and to whom. Make certain that any recommendation is directed to a specific body with authority over the issue in question, and make certain that the Academic Senate has standing to make such a recommendation.
- **Ensure:** If using this term, be certain that the Academic Senate has the power to fulfill the goal of your resolution. The Academic Senate may not have the power to ensure many outcomes, especially on its own. In many cases, better phrasing might ask the Academic Senate to work in cooperation with another group to ensure or to accomplish the outcome.
- **Assert or Affirm:** “Assert” and “affirm” imply that the Academic Senate is taking a specific position on an issue, and these terms have often been used in resolutions relating to matters on which the Academic Senate has not yet

researched and developed a clear position. Be cautious about what stand you ask the Academic Senate as a statewide body to take without proper discussion and foundation.

It may also be the case that the Academic Senate has taken a contrary position to one you now expect to affirm. Please take some time to review the resolutions listed on the Academic Senate website to see if a prior position on your issue has been determined. After such a review, you then can decide if you want the Academic Senate to take a new position on the issue because evidence or recent developments now indicate a need to reconsider. It is not necessary or recommended to affirm a previously stated position that remains valid.

- **Require:** As with “ensure,” make certain that the Academic Senate has the authority to require the action in question. In many cases, the Academic Senate may not have the power to fulfill the action requested.
- **Support:** Directions to support local senates, other organizations, documents, students, and more, are acceptable as desired actions of the Academic Senate. It is worth noting that the Academic Senate does not have the wherewithal to financially support individuals or organizations, but resolutions may direct the Academic Senate to support funding from the state or other source for colleges, programs, students, etc.
- **Work with:** When directing the Academic Senate to work with another official body, be certain that the body in question has appropriate involvement in or authority regarding the issue at hand. Often, the action “work with” is followed by another direction to accomplish something. Consider which is more important to the intent of your resolution: is it more important that the Academic Senate work with another group or that the action is accomplished? Then word your resolution in the manner that best emphasizes the goal you most wish to accomplish.
- **Verbs:** At past plenary sessions, the following verbs sometimes have raised fewer issues and received less negative response than those listed above. As such, you might consider whether calling for one of these actions would make your resolution more likely to be well-received by the delegates:
  1. Urge
  2. Research
  3. Develop (a position, materials, a paper, etc.)
  4. Distribute
  5. Oppose
  6. Publish
  7. Survey
  8. Encourage
  9. Conclude
  10. Adopt
  11. Request

12. Express
13. Form
14. Collect
15. Communicate
16. Recognize

#### **Part IV: The Role of the Resolutions Committee**

##### **A. Composition of the Resolutions Committee**

The Resolutions Committee is comprised of a Chair (usually an Executive Committee member) appointed by the President, two other executive committee members representing two different areas, and the Executive Director. In addition, two members of the field, from the two areas not represented by the Executive Committee members, are also appointed to serve as liaisons for the Resolutions Committee. Because of the need for these liaisons and non-Executive Committee members to assist the Area Representatives during the pre-session and session area meetings, the members of the Resolutions Committee should not be Area Representatives.

##### **B. Resolution Development**

During the resolution process, the Resolutions Committee should pay close attention to the following items while reviewing and editing the resolutions and amendments:

- Check to see that the proposed resolutions do not duplicate **any resolution** resolutions previously adopted by the body.
- Check to see that proposed resolutions do not contradict a prior position taken by the body (through resolution or other mechanisms).
- Check to see that resolutions follow the format as defined in the session materials.
- Check to see that “resolved” clauses of resolutions can stand alone, and if not, consider combining two or more into one “resolved” clause. The problem to avoid here is leaving two resolved clauses that may be separated during debate, which would then be nonsensical standing alone.
- Check to see that ~~none of the “whereas” or the “resolved” statements do not~~ **reiterate or contradict** previous positions taken by the body, **unless it is clear that the intent of the resolution is to reverse previously adopted senate positions. ~~which might be deleted or pose an inadvertent contradiction to senate positions when a resolution is considered for a vote~~ This is to avoid confusion over whether or not existing positions have been reversed.**
- Consult with contacts to edit for clarity, readability, and understanding.
- Confer with contacts (as makers of the motion) when conflicts or duplicate resolutions or amendments exist.
- Verify that actions requested or directed in resolutions are within the purview of the Academic Senate.

##### **C. Pre-plenary session**

Following the Executive Committee's forwarding of resolutions to the Resolutions Committee, the Resolutions Committee determines the placement and order of resolutions in each of the categories and the placement of resolutions on the Consent Calendar. The President reviews the packet prior to publication of the resolutions on the Academic Senate web page and dissemination to attendees of pre-session Area meetings. This initial packet of resolutions is distributed to senate presidents and delegates prior to pre-session Area meetings in preparation for the upcoming plenary session.

Prior to the pre-session Area meetings, the Resolutions Committee meets to review the Executive Committee resolutions, identify potential issues, and to discuss duties at the pre-session Area meetings. Committee members are expected to attend the Area meetings and assist the Area representative with the resolutions discussion.

Following the area meetings, the Resolutions Committee again places the resolutions and any amendments in the appropriate categories and in the appropriate order, and also determine which new resolutions and amendments are placed on the Consent Calendar. Once the President gives final approval of the resolution packet, it is prepared by the Academic Senate office staff and distributed to the field and posted on the plenary session web page.

The Academic Senate office staff assists with the preparation of supporting materials. If resolutions include the adoption of papers, references to other documents, or other explanatory materials, these appendices will be posted on the plenary session web page by the office staff. Limited hard copies of appendices are made available at plenary session. (Corrections or typos found in the documents should be directed to the Executive Director or the Resolutions Chair.)

## **D. Resolution Writing and Voting at Plenary Session**

### **1. First Day of Plenary Session**

a. A breakout session for the purpose of writing and submitting resolutions and amendments will be scheduled for the first day of plenary session after the other breakouts have concluded. Members of the Resolutions Committee facilitate the breakout, assisting with writing resolutions, editing proposed resolutions and amendments, and collecting the forms required for submitting either a resolution or amendment. Members of the Executive Committee are expected to attend the breakout to offer expertise on specific topics and assist with resolution development. In the case where an Executive Committee member has a conflict, that member may be excused from participation by the President.

b. At the conclusion of the breakout, the Resolutions Committee members meet to review, edit, compare, render moot, compile resolutions and amendments, and assign them to the Consent Calendar as appropriate. The committee also verifies that seconders are registered delegates. Committee members will make every effort to communicate with contacts of resolutions and amendments to resolve editing questions.

c. Once the resolutions and amendments are reviewed and edited, they are placed into categories and ordered so as to allow for consideration of each in a logical sequence. New resolutions and amendments are noted with a + in the Consent Calendar, table of

contents, and in body of the packet. Senate office staff assures that technology resources are available and working in order to assist the committee with completing its work. The committee formats the final version of the packet to be distributed for discussion on Friday. The Executive Director ensures that the final document is duplicated and made available to session attendees the following morning.

d. The resolution packet containing all new resolutions and amendments are sent by the Executive Director by email to the entire Executive Committee at the close of the first day of the plenary session. The Executive Director also ensures that the new resolution packet is published on the plenary session web page and notifies the field that the resolutions for discussion on Friday are now available. This ensures that all the resolutions and amendments will be available in electronic as well as hard copy format for the Area meetings held on the second day of the plenary session.

## 2. Second Day of Plenary Session

a. Following the conclusion of the day's breakout sessions, a session will be held for the contacts (as makers of the motions) of amendments and/or resolutions to clarify any questions the committee may have, to discuss duplication and possible consolidation of amendments, and to discuss conflicts between amendments. All Resolution Committee members attend this breakout to assist with problem solving. If the committee recognizes a conflict or duplicate early in the day, members of the committee can search for the authors and attempt to work out a solution before this final session. This method is preferred.

b. The Resolutions Committee reviews, edits, renders moot, compiles and assigns to the Consent Calendar as appropriate, the amendments submitted. Committee members will make every effort to contact authors of resolutions to resolve editing questions. It reviews resolutions submitted as urgent and makes a determination on whether or not to recommend resolutions as urgent to the Executive Committee. The Resolutions Chair brings the resolutions determined to be urgent to the Executive Committee for approval (see urgent resolutions in the *Session Packet*). All new resolutions and amendments, including motions to withdraw, are marked with a +. The committee formats and prints four hard copies of the final version of the resolutions packet to be distributed for debate on Saturday. The President, Parliamentarian, Executive Director and Resolutions Chair each get a hard copy. This allows the President and Parliamentarian to review the final packet the evening before resolutions debate and voting. ~~It is then duplicated and readied for distribution on the third day of the plenary session for voting.~~

c. The Executive Director ensures that the final document is duplicated and made available to session attendees the following morning for debate and voting. The resolution packet containing all new resolutions and amendments are sent by the Executive Director by email to the entire Executive Committee at the close of the second day of the plenary session. The Executive Director also ensures that the final resolution packet is published on the plenary session web page the night before the third day and notifies the field that the resolutions for debate and voting on Saturday are now available. This ensures that all the resolutions and amendments will be available in electronic as well as hard copy format during debate and voting on the final day of the plenary session.

## 3. Third Day of Plenary Session

a. The Executive Director and Resolutions Chair retrieve four copies of the final resolutions packets delivered from the printer and bring those along with their printed original hard copies to their meeting with the President and Parliamentarian early in the morning to review all the resolutions and amendments. The original hard copies are used to identify any discrepancies between the document submitted to the printer and the documents delivered by the printer. If discrepancies are identified, the Resolutions Chair prepares an addendum of corrections to distribute to the body before debate and voting begins. The Parliamentarian offers suggestions for proceeding through amendments and clarifies the intent and content of the resolutions. This meeting helps the President and Resolutions Chair be prepared for parliamentary motions from the floor.

b. Voting on the resolutions begins with the President, presiding over the proceedings as Chair, explaining the rules for debate. Members of Resolutions Committee sit at a table near the President in order to provide assistance to him/her during debate and to record the outcome of each amendment and resolution. The President appoints a time keeper for the debate. As the voting proceeds, the Resolutions Chair must alert the President to the following:

- If it appears that there is no longer a quorum [JF2](a quorum is determined by the number of delegates registered and officially signed-in to the plenary session).
- Issues with resolutions and amendments that were not previously recognized.
- Issues with the number of resolutions remaining for debate versus the time remaining in the session. It may be determined that a motion to limit time of debate on remaining resolutions should be made.

c. All passed, failed, and referred motions are recorded by all members of the Resolutions Committee, which allows committee members to participate in the debate as well as act as a recorder. If any resolutions and amendments are referred to the Executive Committee by the body, the instructions to the Executive Committee for referral are recorded by the Resolutions Committee. The dispositions of votes are recorded as follows:

M/S/C	Moved, Seconded, Carried
M/S/F	Moved, Seconded, Failed
M/S/Postponed	Moved, Seconded, Postponed [JF3]
<del>M/S/U</del>	<del>Moved, Seconded, Unanimous</del> [JF4]
M/S/R	Moved, Seconded, Referred (with referral instructions)
M/S/A	Moved, Seconded, Acclamation

### E. After Plenary Session

1. Within the first week following plenary session, the Resolutions Chair, working with the Executive Director, prepares and formats the final approved resolutions packet for distribution to the field. The packet is divided into four sections presented in the following order: adopted resolutions, referred resolutions, failed resolutions, and moot resolutions. All resolutions and amendments are renumbered to reflect this order in the final packet. Where appropriate, approved amendments are merged with resolutions so that amended resolutions are presented in their perfected forms. The outcomes of the votes on each resolution is recorded after each resolution, and for each amendment that is referred, failed or rendered moot. Referral instructions are included where appropriate. When a resolution is adopted after being significantly amended, the Resolutions Chair

will inquire with the contact to determine if he/she wishes to remain the contact on the resolution. If he/she declines to remain the contact, the mover of the amendment will become the contact for the perfected resolution. The office staff incorporates the list of all plenary session delegates at the end of the packet.

3. The final draft of the document is distributed to members of the Resolutions Committee, who confirm that the resolutions have been correctly labeled (as carried, failed, etc.) and renumbered, the amendments have been incorporated correctly, and referred motions include the proper directions to the Executive Committee. ~~The Upon review of the final draft of the adopted resolutions packet by the President approves the final draft of the resolutions, and~~ they are published by the office staff on the plenary session web sitepage, on the Resolutions website. The Executive Director also ensures that the final packet is distributed to the field and the Executive Committee by email.
4. The Resolutions Committee meets to identify resolutions that require action by the President or Executive Committee, prioritizes them in order of urgency, and prepares a list for the President. The Resolutions Chair forwards this list to the President.
5. The President and Executive Director meet to develop a list of draft resolution assignments to Senate committees, task forces or appropriate individuals. At the first Executive Committee meeting following the plenary session, the Resolutions Chair submit an agenda item for first reading and action of the draft resolution assignments and the resolutions referred by the body at plenary session. The Resolutions Committee will provide the Executive Committee with recommendations on how to dispose of the referred resolutions. The Executive Committee will approve the resolution assignments and act on the recommended dispositions of the referred resolutions and make assignments as appropriate to complete the tasks included in the referral instructions. Prior to the next plenary session, the Resolutions Chair will monitor the work on the referred resolutions and ensure that any revised resolutions are submitted to the Executive Committee in time for review and recommendation to Area meetings per the timeline assigned in the referral.
6. After assignment of a referred resolution to a committee or members of the Executive Committee, the contact of the resolution will be contacted to see if he/she is interested in helping to rewrite or clarify the resolution. If the original author declines, then the standing committee or Executive Committee members may proceed to carry out the directions in the referral.
7. When submitting a referred resolution back to the delegates per the timeline in the referral, the original contact may continue his/her status as contact of the improved resolution. If the contact declines, the member of the Executive Committee assigned the task of carrying out the referral instructions will be listed as the contact. A note listed below the resubmitted resolution will explain the reason for the referral, the date and number of the original resolution, and actions directed to the Executive Committee in the referral. See the example below:

“Note: This resolution was referred to the Executive Committee (see Resolution 3.02 R S08) for development of additional materials and is resubmitted to the delegates for discussion and debate.”

8. Each year prior to the fall plenary session [JF5] the Executive Director, using the committee reports, will prepare a status report of the resolutions from the previous year. The Executive Committee will discuss and approve the status for inclusion in the session packet [JF6].

Wheeler suggested a statement on the disposition of non-urgent resolutions. However, aren't these just acted upon by the body at the subsequent session?

## **Part V: Resolutions and the Role of the Executive Committee**

- **Development of Resolutions by the Executive Committee and its standing and ad hoc committees.** The Executive Committee and its standing and ad hoc committees consider and develop resolutions on an ongoing basis. Committee Chairs should work closely with their committees in the development of resolutions and before forwarding resolutions to the Executive Committee for consideration, should be sure to:
  - Research existing resolutions to be sure the proposed resolution does not contradict any existing position(s) or duplicate similar resolutions. If reversal of an existing position is to be debated, the *whereas* statements should make that point.
  - Ensure the resolution is addressing a significant issue, concern or problem and is not over-reactive and/or only addressing a small aspect of an issue, concern or problem. The issue should be statewide rather than local.
  - Determine if the best way to address the issue, concern or problem is with a resolution, a Rostrum article, or some other publication or communication.
  - Ensure the resolution is feasible.

Committee Chairs should also work with the committee and/or resolutions committee in editing resolutions prior to sending resolutions forward for consideration by the Executive Committee. See Resolutions Writing Guidelines for further assistance.

- **Resolution Training at Plenary Sessions and Leadership Institute.** In order to educate the body about the resolution philosophy, procedures, and processes, the Executive Committee conducts periodic breakouts at Fall and Spring Plenary Sessions and Leadership Institutes.
- **Disclaimer on the Resolutions Packet.** The Executive Committee as well as its standing and ad hoc committees develop resolutions to elicit direction from the body, not to engineer any particular course of action. While the writers of resolutions may have some investment in a resolution and hope that the body will ultimately adopt a resolution, once a resolution is submitted to the body, Executive Committee members endeavor to detach from a particular electoral outcome by trusting in the wisdom of the democratic process. To this end, all resolution packets are marked with the following 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 are to be debated and voted on by academic senate delegates at Academic Senate (Fall/Spring) Plenary Session held (date) in (location). Only upon adoption do resolutions become established positions of the Academic Senate that direct its work.*

- **Resolutions Marked with Contact.** To emphasize detachment from the outcome of a resolution and to avoid the appearance of bias, Executive Committee or its standing and ad hoc committee members are listed only as contacts for the proposed resolution. Contacts may or may not be the actual writers of the resolution, but by being listed as contact, they are expected to be in attendance at the plenary session where the resolution will be debated, and should be able to explain the background and intent of the resolution to plenary delegates and attendees. The resolution contact name is located at the bottom of the resolution. If the contact is an Executive Committee member, the contact name will be stated along with the phrase “Executive Committee” and the name of the Academic Senate committee or task force, if appropriate. (For example, Jane Doe, Executive Committee, Curriculum Committee, or Jack Frost, Executive Committee.) If the contact is a member of a Senate committee, then the contact’s college and committee affiliation are listed (For example, Jill Doe, Sunnydale College, Noncredit Committee.)
- **Competing Resolutions.** The complexity of a particular issue may exceed the scope of a single resolution. When this occurs, members of the Executive Committee or one of its standing or ad hoc committees or other individuals may submit competing resolutions that address an issue or problem in different ways in order to provide the body with a complete set of alternative choices. When this occurs, the Resolutions Committee and members of the Executive Committee endeavor to explain the rationale and possible interactions among competing resolutions to the best of their ability so the body can make an informed decision about the best direction it should take.
- **Area Resolutions.** Prior to plenary, the four Areas have an opportunity to clarify, perfect, or amend Executive Committee, standing committee, and *ad hoc* committee proposed resolutions and to craft new resolutions. In some cases, resolutions may be proposed to extend or counter resolutions presented in the initial Area resolutions packet. Every faculty member and member senate has the right to propose resolutions, or amendments to pending resolutions at Area meetings. In general, Executive Committee members should be supportive of new resolutions, provided that they are not duplicative of existing resolutions or positions. Executive Committee members at Area meetings should make every effort to help the Area members understand the merits of the resolution for the body’s consideration. All resolutions and amendments submitted at Area meetings will list the contact for the resolution or amendment and his/her college and Area (for example, Jesse James, Sunnydale College, Area C).
- **Plenary Resolutions.** Within the timelines provided in the session packet, all faculty members attending plenary session have the right to propose resolutions or amendments to pending resolutions. All resolutions and amendments submitted during plenary session will list the contact for the resolution or amendment, and

his/her college. Resolutions or amendments submitted during the plenary session will require four registered delegate signatures as seconders. Executive Committee members are encouraged to provide assistance and expertise as needed to individuals submitting resolutions and amendments at plenary session and may also act as seconders as appropriate.

- **Pro/Con Microphone.** Because of their potential expertise and awareness of specific issues, members of the Executive Committee are welcome at the Pro/Con microphones; however, members of the Executive Committee have additional mechanisms for communicating with the body (e.g., Rostrum articles, breakout sessions, contacts on resolutions, etc.). For this reason, unless an Executive Committee member has more or specific information on an item that would help inform the decision, Executive Committee members generally defer to non-Executive Committee members so that additional, possibly new, points and arguments can be raised. Once delegates have had a chance to speak, then Executive Committee members may provide additional information or opinions.
- **Parliamentary Microphone.** Given the complexity of some resolutions and the fast pace in which resolutions are considered, Executive Committee members are welcome at the Parliamentary microphone. Their goal is to help the President and the Parliamentarian conduct the resolution decision-making process in an efficient manner. In general, Executive Committee members should limit their parliamentary remarks and motions to those that clarify proposed resolutions for enhanced debate. In some cases, Executive Committee members in the audience become aware of delegate confusion and are able to use the Parliamentary microphone to provide needed insight or to reaffirm an action. In keeping true to the democratic process, Executive Committee members should assume the role of facilitators and contributors and refrain from making motions to refer a resolution back to the Executive Committee or to end debate.

## **Appendix A – Resolutions Categories**

1. Academic Senate
2. Accreditation
3. Affirmative Action/Cultural Diversity
4. Articulation and Transfer
5. Budget and Finance
6. State and Legislative Issues
7. Consultation with the Chancellor's Office
8. Counseling
9. Curriculum
10. Disciplines List
11. Distance Education and Education Technology
12. Faculty Development
13. General Concerns
14. Grading
15. Intersegmental Issues
16. Library and Learning Resources
17. Local Senates
18. Matriculation
19. Professional Standards
20. Students
21. Career and Technical Education

## **Appendix B: Resolutions Committee Timeline and Checklist**

### Two months before plenary:

- ✓ Resolutions Committee meets: establish meeting calendar, review status of resolution assignments from past plenary sessions, review committee documents, and prepare agenda request(s) for August/January Executive Committee meeting as appropriate.
- ✓ Resolutions Chair submits items for Executive Committee meeting: reminder of pre-sessions resolution deadline and resolutions procedures.

### One month before plenary:

- ✓ Resolutions Committee meets: review of tasks for preparing pre-session resolutions packet.
- ✓ Pre-session resolutions submitted to the Resolutions Chair and Executive Director by deadline.
- ✓ Resolutions Chair submits first reading/action agenda item to consider proposed pre-session resolutions for submission to the field.
- ✓ Within one week of the submission deadline, the Resolutions Committee reviews and edit the resolutions for grammar as needed, compiles the resolutions into a formatted draft pre-session packet.
- ✓ The Resolutions Chair submits the draft packet to the President and Executive Director for inclusion in the October/March Executive Committee agenda packet.

### Prior to pre-session Area:

- ✓ Monday after October/March Executive Committee meeting: Resolutions Chair finalizes formatted pre-session packet and any appendices and submits to Executive Director for distribution to the field.
- ✓ Resolutions Chair sends the document “Resolutions Writing and Advice” to the Area representatives for distribution to their areas.
- ✓ Committee members work with Area representatives to plan for resolutions discussion.

### After pre-session Area meetings:

- ✓ All committee members attend their Area meetings!
- ✓ Committee member assists Area representative with resolutions discussion.
- ✓ Committee member records:

- Edits and amendments to pre-session resolutions.
- New resolutions
- ✓ Committee member works with Area representative to review and submit edits, amendments, and resolutions to the Resolutions Chair and Executive Director within 24 hours of each Area meeting.
- ✓ Tuesday after the Area meetings, the Resolutions Chair:
  - Incorporates edits, amendments, and new resolutions from Area meetings into formatted draft packet for review by the President.
  - Works with contacts for clarifications as necessary.
  - Addresses the President's concerns, incorporates final revisions, and submits final formatted packet and appendices for discussion on Thursday at plenary session to the Executive Director for distribution to the field.

At Plenary Session (Wednesday through Saturday):

- ✓ Thursday: All committee members attend the resolutions writing session
  - At lunch, the Resolutions Chair reminds the President to announce the resolutions writing session and the deadline for submitting resolutions
  - The Resolutions Chair makes sure resolution forms are available at the resolutions writing session
  - The Resolutions Chair makes sure there are at least one flash drive and the delegate book available at the resolution writing breakout session.
  - The Committee answers questions and provides clarification as needed.
  - The Committee verifies that seconders are delegates.
  - The Committee edits, compares, renders moot, and compiles new resolutions.
  - The Committee prepares final formatted packet for Friday morning.
  - The Committee prints hard copies for the President and each Area representative and delivers them by the end of business on Thursday.
  - The Executive Director emails the Friday morning packet to the session attendees and the Executive Committee and ensures that it is posted on the session web page.
- ✓ Friday: All committee members attend their session Area meetings and the amendments discussion session.
  - At Area meetings: Committee members assist Area representatives to record edits, record requests to pull from the Consent Calendar, collect amendments, and to notify the Resolutions Chair if there are questions.
  - At lunch: The Resolutions Chair reminds the President to announce the amendments discussion session and amendment submission deadline, and reminds contacts that they should attend.
  - After lunch: The Resolutions Chair and other available committee members begin compiling amendments and begin to address potential conflicts and other issues.
  - Amendments discussion session: The Committee answers questions, provides clarification as needed.
  - Urgent resolutions: The Resolutions Chair notifies the President whether or not the Executive Committee needs to meet.
  - The Committee edits, compares, renders moot and compiles new amendments and any urgent resolutions.

- The Committee prepares final formatted packet for Saturday morning and submits to the printer per the instructions provided by the Executive Director.
  - The Committee prints hard copies for the President, Parliamentarian, Executive Director and Resolutions Chair, and delivers them by the end of business on Friday.
  - The Executive Director emails the Saturday morning packet to the session attendees and the Executive Committee and ensure that the packet is posted on the session website.
- ✓ Saturday: All committee members attend the general session.
    - Before voting session begins: The Resolutions Chair retrieves four copies of printed packets from the office to bring to the meeting with the President.
    - Before voting session begins: The Resolutions Chair and the Executive Director meet with the President and Parliamentarian and review the packets
    - If there are errors: The Resolutions Chair prepares an addendum for distribution to the body before resolutions debate begins.
    - During the voting session: The Resolutions Committee listens to debate, while committee members at the resolutions table record results of votes, record referral instructions, and identify potential issues.

Produce the Adopted Resolutions Packet within one week of the end of plenary:

- ✓ The Resolutions Committee compiles draft adopted resolutions packet: incorporates adopted amendments, renumbers resolutions according to adopted, referred, failed and moot.
- ✓ The Resolutions Chair works with contacts to resolve any outstanding issues as necessary (e.g. if a resolution was significantly changed by amendments)
- ✓ The Resolutions Chair forwards the draft packet to President for final review
- ✓ The Resolutions Chair addresses the President's concerns and makes final edits, The Resolutions Committee completes final review, and the Executive Director ensures distribution of the final adopted resolutions to the field.

Prior to the Post-Plenary Executive Committee meeting:

- ✓ The President and the Executive Director meet to make initial resolution assignments and shares recommendations with Chair.
- ✓ The Resolutions Committee meets to discuss referred resolutions and develop recommendations for addressing them.
- ✓ The Resolutions Chair submits agenda items for next Executive Committee meeting to determine dispositions of referred resolutions, and the Executive Director submits an agenda item to approve the proposed resolution assignments.

Following the Post-Plenary Executive Committee meeting:

- ✓ The Resolutions Chair prepares a summary of Executive Committee dispositions of referred resolutions and distributes to committee and President for review.
- ✓ After review by the Resolutions Committee and President, the Resolutions Chair makes corrections as needed.
- ✓ The Executive Director ensures the status of each adopted and referred resolution is posted on the resolutions website.

## **Appendix C: Sample Email to Area Representatives Prior to Pre-Session Area Meetings**

*Note: This is a sample email that a Resolutions Chair may elect to use when communicating with Area Representatives prior to pre-session Area meetings. It is provided as an example of the important reminders for the Resolutions Chair to provide the Area Representatives regarding resolutions discussion at pre-session Area meetings.*

Dear \_\_\_\_\_,

I'm sending you a "working" copy of the Executive Committee resolutions packet that you can use for typing in suggested edits and amendments to resolutions. Within 24 hours of the end of the meeting, please return the edited document to the Executive Director and me.

You will have a member of the Resolutions Committee at your Area meeting to assist you with the resolutions discussion, including giving the meeting attendees an overview of the resolutions process and to act as the scribe during resolutions discussion. When discussing the resolutions, please remember the following when proposing edits and amendments:

1. Indicate new language with underscores and deleted language with ~~strikethrough~~. Do not use track changes!
2. Please discourage stylistic edits to resolutions. Edits should only be made if they improve the clarity of the resolution's language. Also, please remind attendees that edits are suggestions and may be accepted at the discretion of the Resolutions Committee.
3. Substantive edits to whereas and resolved statements are amendments. Please remember the following:
  - a. If an amendment is being proposed, copy and paste the original language below the resolution, and then make the changes with underscores and strikethroughs as necessary.
  - b. An amendment may result in a mismatch with the original title. If the resolution title needs to be changed, include that in the amendment.
  - c. Make sure amendments don't result in inconsistencies within a resolution. For instance, if an amendment to a resolved statement changes the intent of the resolution, the supporting whereas statements may also need to be amended to support the amended resolved statement.
  - d. Don't forget to include contacts for each amendment! It should be in the format of Name, College, Area (e.g. Joe Smith, City Regional College, Area A).
4. New resolutions: Please copy and paste new resolutions to the end of the packet. Don't try to categorize or number them as that will be done by the Resolutions Committee. Again, don't forget to include the contact information at the end of each new resolution.

After you are finished, save the file and send it to the Executive Director and me.

If you have any questions, please don't hesitate to ask.

Best,

Chair, Resolutions Committee



## **Appendix D –President’s Script Example**

*Note: This is an example of the President’s script for the resolutions voting session on the third day of plenary session. The script may be revised as needed by the Executive Committee to ensure consistency with the Bylaws and Standing Rules of the Academic Senate, and with Robert’s Rules of Order.*

### **ASCCC RESOLUTION PROCEDURES SCRIPT**

1. I would like to welcome back the parliamentarian, \_\_\_\_\_. It is his role is to advise the Chair on the proper application of the current edition of Roberts’ Rules of Order and the Academic Senate’s adopted Procedures.
2. The Chair has the official copy of the resolutions.
3. The Chair holds the official watch; \_\_\_\_\_ has agreed to serve as timekeeper today; he will announce the current time so we can synchronize our watches.

#### Participation

1. In order to participate in debate, you must be a registered plenary session conference attendee. You DO NOT need to be a voting delegate.
2. In order to vote (in elections or) on resolutions, you must be separately signed in as the registered voting delegate from your local senate.
3. Out of courtesy, I ask that you set your cell phones to vibrate and turn off the sound for your laptops. If you need to make or receive a phone call, please step outside to conduct your conversation. At this point, I will give you 10 seconds to adjust your cell phone and laptop settings before continuing.

#### Microphones

1. There are three microphones.
2. The microphones labeled Pro and Con are provided for purposes of debate. If you wish to speak in support of a resolution, use the Pro mic. If you wish to speak in opposition to a resolution, use the Con mic.
3. Any registered session attendee desirous of debate may approach these two mikes. You do not have to be a registered voting delegate to do so.
4. You must be recognized by the Chair in order to begin speaking.

When you approach the mike, state your name and your college. If you do not do so, the audience will interrupt you and ask loudly, “Who are you?”

5. A third mic (located in the center aisle) is provided for the purpose of getting the Chair’s attention to make a motion, entertain a point of order, request information, or ask a parliamentary inquiry. The parliamentary microphone may be used by registered session attendees in order to seek clarification or guidance, but only delegates may make motions. Speakers appearing at the Parliamentary mic will be recognized prior to speakers at the other two mic.

6. The Chair will entertain the Pro speaker first, and then the Con speaker. After a speaker is finished, if there are no further speakers for the other side of the motion, the Chair will declare the debate closed.
7. Each speaker is limited to three minutes.
8. Debate on each resolution, including its amendments and the motions and inquiries made at the parliamentary microphone during the debate, is limited to a total of 15 minutes.
9. After the timer has indicated that the time for debate on a resolution has expired, if you are desirous of continuing debate, a registered voting delegate may move to extend debate for a specified amount of time. The motion requires a second. It is not debatable. We will then vote on the motion to extend debate. Debate may be extended only once per resolution for a maximum extension of 5 minutes.
10. No resolutions or amendments to the resolutions may be introduced from the floor.
11. All resolutions are subject to the ASCCC having resources to perform their mandate.

The votes will generally be successive.

1. I will first call for a Voice vote – only registered voting delegates;
2. If the Parliamentarian and I cannot determine the vote with certainty, I will call for a standing vote.
3. If the Parliamentarian and I cannot determine the results of a standing vote count with certainty, I will call for a serpentine vote.

These additional actions may be undertaken when the Chair is unclear of the outcome, or if there is a call for “A division of the house.”

The number of voting delegates for today's session is \_\_\_\_\_.

To challenge the Chair

1. Any voting delegate can challenge the ruling of the Chair by approaching the Parliamentary mike and stating, “I appeal the decision of the Chair.” A second is required. The Chair is afforded a brief statement to explain the basis for having made the original ruling. The motion is debatable. Because we are interested in accurately representing the wishes of the body, challenges are not received as insults: they are welcomed. The question to the body will be,  
     "The Chair has ruled .....

Do you wish to sustain the decision of the Chair?"
2. I have the right to summarize at the end of debate.
3. If the aye votes prevail, the Chair’s ruling stands. If a no vote prevails, the Chair’s ruling fails. In the case of a tie, the Chair’s ruling stands since the Chair would cast the deciding vote.

### Motions to Refer to Executive Committee

1. Motion should specify whether the Executive Committee is to:
  - Research and report back, or
  - Research and take action.
2. Motion should specify a timeline.
3. Motion is debatable.

### Reading Resolutions

As usual I will read only the resolved portion of the resolutions.

We will proceed in the order 1.01, 2.01, 3.01 and so on, with the exception that resolutions placed on the Consent Calendar by the Resolutions Committee will be considered in gross first.

Any registered attendee has been able to remove a resolution from the Consent Calendar before this morning by so informing the Resolutions Committee Chair or the Executive Director.

At the beginning of this session's debate, your president will announce a final opportunity to remove a resolution from the Consent Calendar. No justification is needed for this request and it does not require a "second" nor any vote to remove it.

If there are no attendees wishing to remove any further items, the Chair will then ask if the delegates are ready to approve the Consent Calendar in its entirety and a vote will be taken at one time on approving all items still remaining on the Consent Calendar.

For expediency's sake, I will substitute "we" for "Academic Senate for California Community Colleges" in the resolves.

## **NOTES FOR THE PRESIDENT/CHAIR**

### Breaks

Recommend breaks after each hour-and-a-half (90 minutes). Simply state, "If there is no objection, we will recess for \_\_\_ minutes. Debate will continue at \_\_\_\_."

### Other helpful information regarding voting

Move to Refer to Exec	Debatable	second req	Majority
Move to Postpone (during this plenary session)	Debatable	second req	Majority
Appeal Decision of Chair	Debatable	second req	Majority
Move to Reconsider (by proponent)	Debatable	second req	Majority
Move to Divide the resolution	Not Debatable	second req	Majority
Move to Extend Debate (Only once per resolution for a maximum of five minutes.)	Not Debatable	second req	Majority

Move to Amend	Submit Friday	second req	Majority
Move to Re-order	Not Debatable	second req	2/3
Move to Close Debate	Not Debatable	second req	2/3
Move to Rescind (from previous session)	Submit Thursday	second req	2/3
Call for Division of the House	Just do it (no debate, no second)		

A point of order requires no vote. It relies on the decision of the Chair. The maker can appeal the ruling of the Chair. This appeal must be seconded, as noted above.

### Amendments

When there is a main motion and amendments follow, the rule is to perfect the main motion first. The Chair will entertain amendment # 1, then amendment # 2, etc.

1. If #1 and/or and subsequent amendment passes, then read the main motion “as amended” and entertain it as a main motion.
2. If they fail, read the main motion in its original form. A final vote must then be taken on the motion--either as perfected or as originally stated.

### Other Helpful Tips:

Review resolution packets the night before to identify any likely problems – pay attention to order of amendments. Meet with Parliamentarian at 7:15 the morning of the meeting.



**Executive Committee Agenda Item**

SUBJECT: Status of Referred Resolution from Spring 2014 Plenary		Month: October	Year: 2014
		Item No. II G	
		Attachment: NO	
DESIRED OUTCOME:	The board will take action on the recommendation to render a resolution moot.	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	J. Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup>	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

**BACKGROUND:**

Resolution 1.06 S14 and amendment 1.06.01 S14 were referred to the Executive Committee by the body at the spring 2014 plenary session. Recent and planned activities by the Executive Committee in strategic planning appear to render the resolution and the proposed amendment moot.

**Resolution 1.06 S14 Insert the Phrase “Promotes Academic Excellence” in the Academic Senate for California Community Colleges Mission Statement, and 1.06.01 S14 Amend 1.06 S14**

Whereas, The Academic Senate for California Community Colleges is the official representative of all California community college faculty on academic and professional matters, and as that representative is responsible for promoting academic excellence in policy, initiative, consultative situations, to the legislature and Board of Governors, and to the media;

Whereas, The Academic Senate mission currently states<sup>2</sup>:

The Academic Senate for California Community Colleges fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges;

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

<sup>2</sup> The current Academic Senate mission statement is found at <http://asccc.org/about/mission>

Whereas, While the current mission implies that the Academic Senate actively promotes academic excellence, an explicit statement to that effect will strengthen the understanding of the work and mission of the Academic Senate given the competing state and national organizations that attempt to claim that they ensure academic quality in the state; and

Whereas, The Academic Senate often helps to develop and act on policies created in the state but does not always promote all policies in the state because some policies are contrary to positions of the Academic Senate;

Resolved, That the Academic Senate for California Community Colleges amend its mission statement to read:

The Academic Senate for California Community Colleges promotes academic excellence and fosters the effective participation by community college faculty in all statewide and local academic and professional matters; ~~develops, promotes,~~ advocates for, and acts upon policies of responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges.

Contact: Dianna Chiabotti, Executive Committee

MSR: Referred to the Executive Committee with 1.06.01 to clarify intent and return to the body by Fall 2014.

#### **1.06.01 S14 Amend Resolution 1.06 S14**

Amend the title to read:

**Insert the Phrase “Promotes Academic Excellence and Student Success” in the Academic Senate for California Community Colleges Mission Statement**

Delete fourth whereas:

~~Whereas, The Academic Senate often helps to develop and act on policies created in the state but does not always promote all policies in the state because some policies are contrary to positions of the Academic Senate;~~

Amend the resolved:

Resolved, That the Academic Senate for California Community Colleges amend its mission statement to read:

The Academic Senate for California Community Colleges promotes academic excellence and student success; ~~and~~ fosters the effective participation by community college faculty in all statewide and local academic and professional matters; ~~develops, promotes,~~ advocates for, and acts upon policies of

~~responding to statewide concerns~~ concern to the Academic Senate; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges.

Contact: Don Gauthier, Los Angeles Community College District, Area C

MSR: Referred to the Executive Committee with resolution 1.06 to clarify intent and return to the body by Fall 2014.

**Recommended Status: MOOT.** The Executive Committee met on September 6, 2014 to begin the strategic planning process. Because review and possible of the Academic Senate mission is part of the strategic planning process, it is inappropriate to bring a resolution recommending changes to the mission forward that is outside the process of strategic planning.





## Executive Committee Agenda Item

SUBJECT: Academic Senate Foundation		Month: October	Year: 2014
		Item No: III. C.	
DESIRED OUTCOME: To update the Executive Committee on the activities of the Foundation.		Attachment: NO	
		Urgent: NO	
CATEGORY:	Information – Written Report	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	J. Bruno	Consent/Routine	
STAFF REVIEW:		First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Academic Senate Foundation is looking forward to an exciting year. The ASF Board is in the process of planning our fall fundraiser as well as working on a number of initiatives to raise our profile and improve our fundraising capabilities.

#### Fall Plenary Session Fundraiser Area Competition and Raffle

Once again the ASF is beginning the academic year with the Area Competition for the coveted Monkey Trophy. In addition to the Monkey Trophy, the Area that wins the competition will enjoy a spring plenary party hosted by the ASCCC Executive Director. To ensure that all areas receive a fair chance at winning we will, through the magic of math, be leveling the playing field so that areas with fewer colleges will not be disadvantaged.

In a companion event, the ASF will hold a raffle for fabulous prizes. Winners will be drawn every day at session culminating with the grand prize drawing to occur on Saturday during resolution voting. The prizes for this year's raffle are:

#### Grand Prize:

- Free entry into 3 ASCCC Events of the winner's choice

#### Additional Prizes:

- Free entry into the Accreditation Institute
- Free entry into the Academic Academy
- Free entry into the Leadership Institute
- Free entry into the Curriculum Institute

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

Here's how it works: ASF supporters will buy raffle tickets, the stub will go into their Area bucket and the individual will place the ticket into the bucket designating their choice of institute. ASF will draw two winners per day. On Thursday, winners will be drawn from the Accreditation and Academic Academy buckets. On Friday, winners will be drawn from the Leadership and Curriculum Institute buckets. On Saturday, the grand prize winner will be drawn from combining the tickets of all the buckets. Additional prizes will be given out each day such as bundles of t-Shirts (must be present to win). Also, and as usual, the ASF will be selling the ever popular curriculum and values t-shirts and of course, lanyards. New this year will be tote bags with the ASF logo (\$5) and a limited quantity of tablet sleeves also branded with the ASF logo (\$12-15). Finally, we will enjoy the ASF wine reception on Friday evening. Tell all your friends.

Overall, the T-shirts, Spring Fling, Lanyards, and donations have provided the Foundation with a small amount of income. Below is a snapshot of the Foundation's current financial picture as of September 29, 2014:

## Foundation of the Academic Senate for CA Community Colleges

As of Date: 09/29/2014

### Statement of Financial Position

	Year Ending 06/30/2015	Year Ending 06/30/2014	Year Ending 06/30/2015
	Current Year Balance	Prior Year	Difference
<b>Assets</b>			
Current Assets			
Cash and Cash Equivalents	28,000.31	38,440.72	(10,440.41)
Accounts Receivable, Net	7,644.94	220.30	7,424.64
Other Current Assets	7,705.00	12,465.00	(4,760.00)
<b>Total Current Assets</b>	<b>43,350.25</b>	<b>51,126.02</b>	<b>(7,775.77)</b>
<b>Total Assets</b>	<b>43,350.25</b>	<b>51,126.02</b>	<b>(7,775.77)</b>
<b>Liabilities and net assets</b>			
Liabilities			
Short-term Liabilities			
Accounts Payable	0.00	20.00	(20.00)
Accrued Liabilities	0.00	11,440.00	(11,440.00)
<b>Total Short-term Liabilities</b>	<b>0.00</b>	<b>11,460.00</b>	<b>(11,460.00)</b>
<b>Total Liabilities</b>	<b>0.00</b>	<b>11,460.00</b>	<b>(11,460.00)</b>
<b>Net Assets</b>	<b>43,350.25</b>	<b>39,666.02</b>	<b>3,684.23</b>
<b>Total Liabilities and net assets</b>	<b>43,350.25</b>	<b>51,126.02</b>	<b>(7,775.77)</b>

**Legislative Report**  
**September 25, 2014**  
**August/September Update**

**Assembly Bills**

**AB 1271 (Bonta):** Inmate Education--Waives open course requirements for community college courses offered in state correctional facilities and allows attendance hours generated by credit courses at all correctional facilities to be funded at the full credit rate instead of the noncredit rate. Eliminates a disincentive for community colleges to provide credit courses to inmates of correctional institutions. Chancellor's Office supported.

Status: [9/8 Enrolled and presented to the Governor](#)

ASCCC Positions/Resolutions: No resolutions related to this topic.

**AB 1557 (Holden):** Board of Governors—Requires that, beginning with the next vacancy, one voting member of the Board of Governors must be a member or former member of the Armed Forces of the United States who has demonstrated expertise and leadership in the field of veterans' affairs. The bill would also have added to the board of governors one voting student member who and one nonvoting student member, each of whom is a member or former member of the Armed Forces of the United States. In the Senate Education Committee, the bill was amended to delete language adding board members and instead broaden the description of qualifications, "including but not limited to: disabled persons, veterans, racial and gender." **Last amended June 25.**

Status: [9/20 Chaptered](#)

ASCCC Positions/Resolutions: None.

**AB 1942 (Bonta):** Accreditation: This bill has been significantly amended and scaled back since it was first introduced. Accreditation: It now requires the accrediting commission to report to the Legislature on decisions affecting a college's accreditation and on policy changes that affect the accreditation process. The Chancellor's Office is required to ensure that the report is submitted. Additionally, the BoG is required to review the accreditation status of a college when determining compliance. **Last amended August 11, 2014.**

Status: [9/17 Chaptered](#)

ASCCC Positions/Resolutions: This bill has been heavily amended, and most of the aspects that various groups found objectionable have been deleted. There does not appear to anything that we would specifically object to.

**AB 2087 (Ammiano):** Amended to require the Board of Governors to amend Title 5 regulations on assigning a special trustee to include requirements that the special trustee identify benchmarks and standards that would lead to the local board regaining its authority. The special trustee would also be required to provide for consultation with the district prior to making decisions. Last amended June 18.

Status: 9/19 Chaptered

ASCCC Positions/Resolutions: None.

**AB 2247 (Williams):** Accreditation--Requires that final accreditation documents be made available to the public through the college's website. Last amended August 4.

Status: 9/17 Chaptered

ASCCC Positions/Resolutions: Bob Shireman actually contacted David and urged our support because he says it would force greater transparency from for-profits. To this point, this bill is consistent with our positions. It's really just about making documents public so far. For example, Resolution 2.08 F13 calls for transparency in the accreditation process.

**AB 2558 (Williams):** Faculty and Staff Development--Implements recommendations of the Chancellor's Office Professional Development Committee. Mostly good or innocuous. Removes outdated language of professional development funding from AB 1725, but does not replace it with any sense of stable or ongoing funding. The DoF is opposing the provision that authorizes the use of state money for professional development if it becomes available. Also, the Governor isn't generally in favor of categoricals. Chancellor's Office sponsored.

Status: 9/19 Chaptered

ASCCC Positions/Resolutions: We passed a resolution supporting the majority of the bill but asking that the language on funding remain. No one else is supporting. We continued to stress the need for funding in order to make the bill have any meaning.

## Senate Bills

**SB 173 (Liu):** Noncredit Education—The bill includes the following: (1) Require the Department of Education and the CCC Chancellor's Office to coordinate and issue assessment policy guidelines regarding the assessments to be used by school districts and community college districts for purposes of placement in adult

education courses offered by those districts at part of an adult education consortium; (2) Require the DoE and the Chancellor's Office, as part of the report required under the adult education consortium program, to jointly develop and issue policy recommendations to the Legislature regarding a comprehensive accountability system for adult education courses offered by school districts and community college districts in accordance with prescribed requirements; (3) Require the Chancellor's Office and the State Department of Education to coordinate and issue recommendations, including as to whether or not fees should be assessed, and fee policy guidelines to be used by school districts and community college districts regarding the authority to charge fees for courses offered pursuant to the adult education consortium program; (4) Require the Office of the Chancellor of the California Community Colleges, in conjunction with the State Department of Education, to annually report on the number and types of courses being taught and the number of students being served with funding provided to the adult education consortia; (5) Require the Chancellor's Office to annually report on the number and types of noncredit courses being taught and the number of students being served with funding provided to the community colleges for noncredit courses offered pursuant to a specified statute; (6) Require the Chancellor's Office to identify any deficits in course offerings based upon levels, types, and needs for adult education programs identified in adult education consortium plans. Amendments include clarification on reporting requirements and intent language regarding base program funding. [Last amended August 19.](#)

Status: [9/4 Enrolled and presented to the Governor](#)

ASCCC Positions/Resolutions: The aspects of this bill that we were most clearly opposed to have been deleted. However, there is now a lot of language on accountability that we need to look very closely at.

**SB 174 (De Leon):** Cal Grants--Requires the treasurer to certify monies available in the CATC Fund each year for allocation to the California Student Aid Commission (Commission), and requires the Commission to administer the funds for the purpose of increasing Cal Grant B Access Awards from \$1,473 up to \$5,000. This bill is contingent upon the enactment of SB 798, meaning both bills must become law to be in effect.

Status: [9/19 Chaptered](#)

ASCCC Positions/Resolutions: We have several resolutions in support of Cal Grants and, by implication, in support of increasing access to them. Resolution 20.01 F02 talks about lowering eligibility requirements. Resolution 6.06 S10 talks about defending Cal Grants. It seems that we would support this.

**SB 850 (Block):** Bachelor's Degree Pilot Program-- Would authorize the Board of Governors, in consultation with the California State University and the University of California, to establish a BA degree pilot program at 15 community college districts which would be determined by the Chancellor and approved by the BOG. Each participating district would be authorized to offer one type of BA degree at one campus within the district. BA degrees offered would be limited to degrees not offered by the CSU or the UC and in areas with unmet local workforce needs. A district participating in the program shall submit their plans for the program to the Chancellor for review and to the BOG for approval. Fees for upper division coursework shall be set by the Legislature. The program would commence in the 2017-18 year and would require degrees to be completed by 2022-23. Amendments specify that the LAO complete an evaluation of the program. Eliminates DoF role in the evaluation. [Last amended August 18.](#)

Status: [8/25 Enrolled and presented to the Governor.](#)

ASCCC Positions/Resolutions: 6.01 S10 took a position against the bachelor's degrees, although that resolution seems to be mostly focused on the financial situation at the time. Resolution 6.09 S10 asked us to explore the issue of granting bachelor's degrees. Our resolution at spring plenary maintained our position of opposition until more research is done.

**SB 897 (Steinberg):** Career Pathways Trust--Clarifies that public sector entities can participate in the 2013 Career Pathways Trust. Requires the commission to incorporate a specified social studies framework into the history-social science framework. The bill emphasizes the importance of basic teaching of American government and civics engagement, and registering to vote in some adult education courses. Amendments remove links to the consortia. [Last amended August 22.](#)

Status: [9/19 Chaptered](#)

ASCCC Positions/Resolutions: The bill seems mostly like a restructuring and clarification of current requirements. It does not appear that we have any established positions that are relevant.

**SB 967 (De Leon):** Sexual Assault--Requires the governing boards of each community college district, the California State University, the University of California to adopt policies concerning campus sexual violence, domestic violence, dating violence and stalking, including an affirmative consent standard in the determination of whether consent was given by a complainant. Requires these boards to adopt certain sexual assault policies and protocols. Amendments include clarifying language on behavior. [Last amended August 4.](#)

Status: [9/2 Enrolled and presented to the Governor.](#)

ASCCC Positions/Resolutions: We have anything on this specific topic but the idea seems consistent with numerous positions we have taken in the past. BOG is very interested in this topic.

**SB 1028 (Jackson):** Cal Grants--Requires the California Student Aid Commission (CSAC) to include consideration of California's long-term unemployed in selecting students to receive a Cal Grant C award. The bill raises Cal Grant C awards for all recipients to \$3,009 and up to \$5,000, and allows these funds to be expended for living expenses which make-up a majority of a college student's budget and cost of attendance. The bill requires CSAC to consult with the Economic and Workforce Development Division of the CO, the California Workforce Investment Board, and if possible representatives of leading competitive and emerging industry clusters, workforce professionals and career and technical education to determine which occupational training programs and industry clusters should be prioritized. [Last amended August 22.](#)

**Status:**

[8/29 Enrolled and presented to the Governor.](#)

ASCCC Positions/Resolutions: See SB 174 above.

**SB 1400 (Hancock):** Expulsion--Authorizes a community college district to require a student to apply for reinstatement upon the expiration of a protective order issued by a court against the student, and to clarify that a district must initiate this process prior to the expiration of the restraining order. A student is allowed to re-register at the expiration of a protective order without a review by the district, even though the circumstances of the protective order may still be in effect. The intent of the measure is to describe a process for a student to re-register but also for the district to review the application to ensure the student's interests are balanced with the need to maintain a safe campus.

**Status:** [8/25 Chaptered](#)

ASCCC Positions/Resolutions: We do not appear to have anything directly addressing this. No reason to oppose.

**Notes:**

ACR 119: Long term funding for CTE – 9/9 Chaptered

SB 1023: Funds for Foster Youth - 8/21 Enrolled and sent to Governor







## 2015 STATE LEGISLATIVE PROGRAM & STATE LEGISLATIVE TASK FORCE

### OVERVIEW

The Board of Governors (BOG) adopts a package of legislation to sponsor each year based on the recommendations of the Chancellor's Office, with input and guidance from the State Legislative Task Force. The State Legislative Task Force is comprised of a subset of members from the Consultation Council. Task Force members will review legislative proposals and may also recommend proposals to be considered for the BOG sponsored legislative package. The Chancellor's Office will present the 2015 sponsored legislative package at the November 2014 BOG meeting. *The Task Force is scheduled to meet from 3:00pm to 5:00pm on Wednesday, October 15<sup>th</sup> at the Chancellor's Office to discuss the various proposals submitted for the 2015 legislative package.* (For those unable to attend in person, a dial-in conference call line will be made available.)

The state legislative program typically addresses statewide policy priorities, as well as technical issues that require a statutory change to address a system wide need. These proposals are evaluated based on the current political and economic climate and steer away from local district issues or collective bargaining matters. Council members are invited to submit legislative proposals for discussion at the State Legislative Task Force meeting by completing the legislative proposal form (included).

Please submit legislative proposal forms to the Chancellor's Office by e-mailing the form to Sherrice Smith (ssmith@cccoco.edu) no later than Wednesday, October 1, 2014.

### Timeline:

#### 2014

- October 15<sup>th</sup>: State Legislative Program Task Force meeting
- October 16<sup>th</sup>: Consultation Council meeting – discuss proposals
- November 17<sup>th</sup>-18<sup>th</sup> Board of Governors Meeting – Present BOG sponsored legislative package for review and approval

#### 2015

- January - February 2015: Chancellor's Office staff secures authors for sponsored legislation





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

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

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

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

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

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

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

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

- Increasing effective delivery of English, ESL, and mathematics basic skills education.
- Strengthening the academic preparation of K-12 students and increasing success at a community college.
- Supporting efforts with four-year institutions designed to provide additional transfers to a four-year institution.

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

- Supporting coordinated state workforce programs and policies.
- Increasing efforts that align career technical education curriculum and program development between community colleges, K-12 and industry.

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

- Enhancing and strengthening the bilateral governance model of the Board of Governors and local district governing boards.
  - i. Maintaining local authority and control in the administration of the colleges.
  - ii. Enhancing the flexibility of the Board of Governors and the chancellor regarding internal management and operation.
- Strengthening college districts' ability to use their capital outlay, infrastructure bonds, and property management funds more efficiently.
- Assuring adequate representation by the California Community Colleges on appropriate boards, commissions, task forces, study groups, and other bodies that may have an impact on the system.
- Developing positions through the Consultation Council as provided by *Board of Governors Standing Order 317*.

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

- Protecting the fiscal integrity of the system.
- Seeking legislative support for the principles and policies established through the system's budget process in accordance with the priorities established by the Board of Governors.
- Aligning the System Strategic Plan with legislative and fiscal priorities wherever appropriate.

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

**California Community College Chancellor's Office Legislative Tracking Matrix  
2014 Legislative Session: 9/30/2014**

BILL	AUTHOR	SUBJECT	First House			Second House			Concurrence	STATUS
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte		
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1</b>										
AB 13	Conway	Nonresident Tuition Exemption: Veterans (Support)	X	X	X	X	X	X	X	Chaptered
AB 548	Salas	Community Colleges Registered Nursing Programs	X	X	X	X	X	X	X	Chaptered
AB 1446	Mullin	Designation of Voter Registration Agencies	X	X	X	X	X	X	X	Chaptered
AB 1557	Holden	Board of Governors of Community Colleges	X	X	X	X	X	X	X	Chaptered
AB 1906	Wilk	Community College Property: Direct Costs for Use	X	X	X	X	X	X	X	Chaptered
AB 1930	Skinner	CalFresh: Student Eligibility	X	X	X	X	X	X	X	Chaptered
AB 1942	Bonta	Community Colleges: Accreditation	X	X	X	X	X	X	X	Chaptered
AB 2000	Gomez	Public Postsecondary Education (Support)	X	X	X	X	X	X	X	Chaptered
AB 2087	Ammiano	Board of Governors of Community Colleges	X	X	X	X	X	X	X	Chaptered
AB 2099	Frazier	Title 38 Awards: Veterans' Education Benefits	X	X	X	X	X	X	X	Chaptered
AB 2160	Ting	Cal Grant Program: Grade Point Average (Support)	X	X	X	X	X	X	X	Chaptered
AB 2247	Williams	Accreditation Documents	X	X	X	X	X	X	X	Chaptered
AB 2445	Chau	Community Colleges: Transportation Fees	X	0	X	X	0	X	X	Chaptered
AB 2558	Williams	Community Colleges: Faculty and Staff Development (Sponsor)	X	0	X	X	X	X	X	Chaptered
ACR 95	Gomez	Community Colleges: Part-Time Faculty	X	0	X	X	0	X	X	Chaptered
ACR 119	Muratsuchi	Community Colleges: Career Technical Education	X	X	X	X	X	X	X	Chaptered
HR 41	Ting	City College of San Francisco (Support)	X	0	X	X	0	X	X	Enacted
SB 173	Liu	Education Funding: Adult Health and Safety Education	X	X	X	X	X	X	X	Chaptered
SB 174	De Leon	Student Financial Aid: Cal Grant Program (Support)	X	X	X	X	X	X	X	Chaptered
SB 798	De Leon	Income Taxes: Contributions to Education Funds (Support)	X	X	X	X	X	X	X	Chaptered
SB 850	Block	Community College Districts: BA Degree Pilot Program (Support)	X	X	X	X	X	X	X	Chaptered
SB 897	Steinberg	Educational Competitive Grant Programs: Adult Education	X	X	X	X	X	X	X	Chaptered
SB 967	De Leon	Student Safety: Sexual Assault (Support)	X	X	X	X	X	X	X	Chaptered
SB 1023	Liu	Community Colleges: Foster Youth (Support)	X	X	X	X	X	X	X	Chaptered
SB 1028	Jackson	Student Financial Aid: Cal Grant C Awards (Support)	X	X	X	X	X	X	X	Chaptered
SB 1391	Hancock	Inmate Education Programs: Computation (Support)	X	X	X	X	X	X	X	Chaptered
SB 1400	Hancock	Community Colleges: Expulsions	X	0	X	X	0	X	X	Chaptered
SR 47	Leno	City College of San Francisco (Support)	0	0	X	0	0	0	0	Adopted
AB 1969	Levine	Intersegmental Coordination in Governance Software Purchasing	X	X	X	X	X	X	X	Vetoed

**California Community College Chancellor's Office Legislative Tracking Matrix  
2014 Legislative Session: 9/30/2014**

BILL	AUTHOR	SUBJECT	First House			Second House					STATUS	
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence		
AB 1976	Quirk-Silva	Student Financial Aid (Support)	X	X	X	X	X	X	X	X	X	Vetoed
SB 923	Pavley	Educational Apprenticeship Innovation Act	X	X	X	X	X	X	X	X	X	Vetoed
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1: FAILED DEADLINES/HELD</b>												
AB 640	Hall	Cal Grant Program: Renewal Awards	X	X	X	X	X	X	X	X	X	Sen. Approps. Held
AB 1285	Fong	Student Financial Aid: Cal Grant Program	X	X	X	X	X	X	X	X	X	Sen. Approps. Held
AB 1348	Perez J	California Higher Education Authority	X	X	X	X	X	X	X	X	X	Sen. Approps. Held
AB 1451	Holden	Concurrent Enrollment in Secondary School (Sponsor)	X	X	X	X	X	X	X	X	X	Sen. Approps. Held
AB 1647	Wilk	Bonds: School Districts and Community College Districts	X	X	X	X	X	X	X	X	X	Senate Rules
AB 2201	Chavez	US Selective Service: Financial Aid Ineligibility (Support)	X	X	X	X	X	X	X	X	X	Sen. Approps. Held
AB 2235	Buchanan	Kindergarten-University Public Education Facilities (Support)	X	X	X	X	X	X	X	X	X	Senate Floor
AB 2352	Chesbro	Community Colleges: Early, Middle College High School	X	X	X	X	X	X	X	X	X	Sen. Approps. Held
AB 2705	Williams	Community Colleges: Faculty	X	0	X	X	X	X	X	X	X	Sen. Approps. Held
SB 1196	Liu	Public Postsecondary Education	X	X	X	X	X	X	X	X	X	Asm. Approps. Held
SB 1369	Block	Community Colleges: Disability Services Program	X	X	X	X	X	X	X	X	X	Asm. Approps. Held
SB 1425	Block	Community Colleges: Retroactive Awarding of Degree (Concern)	X	X	X	X	X	X	X	X	X	Asm. Approps. Held
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2</b>												
AB 675	Fong	Community Colleges: Employment of Faculty	X	0	X	X	X	X	0	X	X	Chaptered
AB 1433	Gatto	Student Safety	X	X	X	X	X	X	X	X	X	Chaptered
AB 1590	Wieckowski	Student Financial Aid: Cal Grant Program	X	X	X	X	X	X	X	X	X	Chaptered
AB 1606	Chavez	Community College Employee: Leaves of Absence	X	0	X	X	X	0	X	X	X	Chaptered
AB 1668	Wieckowski	Educational Facilities Authority	X	X	X	X	X	X	X	X	X	Chaptered
AB 1797	Rodriguez	California Workforce Investment Board	X	X	X	X	X	X	X	X	X	Chaptered
AB 1979	Nazarian	School Facilities: School Finance Authority	X	X	X	X	X	X	X	X	X	Chaptered
AB 1989	Chesbro	Underage Drinkers: Winemaking, Brewery Science Students	X	0	X	X	X	0	X	X	X	Chaptered
AB 2148	Mullin	Workforce Development: Annual Report Card	X	X	X	X	X	X	X	X	X	Chaptered
AB 2295	Ridley-Thomas	Community Colleges: Substitute, Short Term Employees	X	X	X	X	X	X	X	X	X	Chaptered
AB 2350	Bonilla	Prevention of Pregnancy Discrimination, Education	X	X	X	X	X	X	X	X	X	Chaptered
AB 2377	Perez J	State Student Loan Refinancing Program	X	X	X	X	X	X	X	X	X	Chaptered
AB 2736	Higher Ed. Cmte.	California State University	X	X	X	X	X	X	X	X	X	Chaptered
SB 845	Correa	Electronic Disbursement of Student Financial Aid	X	X	X	X	X	X	X	X	X	Chaptered
SCR 79	Galgiani	School and College Textbooks: Recycled Paper	X	X	X	X	X	X	X	X	X	Chaptered

**California Community College Chancellor's Office Legislative Tracking Matrix  
2014 Legislative Session: 9/30/2014**

BILL	AUTHOR	SUBJECT	First House			Second House				STATUS
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	
SR 23	Steinberg	Standing Rules of the State Senate	X	X	X	X	X	X	X	Enacted
AB 1431	Gonzalez	School District and Community College Elections	X	X	X	X	X	X	X	Vetoed
AB 1521	Fox	Local Government Finance: Property Tax Revenue	X	X	X	X	X	X	X	Vetoed
AB 1927	Frazier	Student Financial Aid: Debit Cards	X	X	X	X	X	X	X	Vetoed
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2: FAILED DEADLINES/HELD</b>										
AB 330	Chau	Student Financial Aid: Disclosures	X	X	X	X	X	X	X	Senate Floor
AB 1318	Bonilla	Student Financial Aid: Cal Grant Program	X	X	X	X	X	X	X	Senate Floor
AB 1549	Rendon	Postsecondary Education: Equity in Higher Education Act	X	X	X	X	X	X	X	Senate Floor
AB 1568	Grove	Public Contracts: Direct Quotes	X	X	X	X	X	X	X	Sen. Approps. Held
AB 1953	Skinner	Higher Education Energy Efficiency Act: Grants	X	X	X	X	X	X	X	Sen. Approps. Held
AB 2033	Salas	Agriculture Career Technical Education: Funding	X	X	X	X	X	X	X	Sen. Approps. Held
AB 2216	Muratsuchi	Regional Occupational Centers and Programs: Funding	X	X	X	X	X	X	X	Sen. Approps. Held
SB 837	Steinberg	Schools: Transitional Kindergarten	X	X	X	X	X	X	X	Asm. Approps. Held
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3</b>										
AB 834	Williams	Performance Sheets	X	X	X	X	X	X	X	Chaptered
AB 1711	Cooley	Administrative Procedures Act: Impact Assessment	X	X	X	X	X	X	X	Chaptered
AB 2060	Perez V	Postrelease Community Supervision: Workforce Training	X	X	X	X	X	X	X	Chaptered
AB 2476	Bonta	Employment After Retirement: Eligibility	X	X	X	X	X	X	X	Chaptered
AB 2675	Lowenthal	State Agency: Public Contracts	X	X	X	X	X	X	X	Chaptered
AB 2720	Ting	State Agencies: Meetings: Record of Action Taken	X	X	X	X	X	X	X	Chaptered
SB 915	Hill	Standardized Tests: Cancellation or Invalidation	X	X	X	X	X	X	X	Chaptered
SB 1022	Huff	Labor Market Outcome	X	X	X	X	X	X	X	Chaptered
SB 1200	Padilla	Public Postsecondary Education and Academic Standards	X	X	X	X	X	X	X	Chaptered
SB 1210	Lara	Postsecondary Educational Loan Program	X	X	X	X	X	X	X	Chaptered
SB 1220	Torres	State Teachers Retirement	X	X	X	X	X	X	X	Chaptered
AB 194	Campos	Open Meetings: Protections for Public Criticism	X	0	X	X	X	0	X	Vetoed
AB 2548	Ting	Postsecondary Education	X	X	X	X	X	X	X	Vetoed
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3: FAILED DEADLINES/HELD</b>										
AB 876	Bonta	Telecommunications: Teleconnect Committee Fund	X	X	X	X	X	X	X	Sen. Approps. Held
SB 1219	Torres	Public Employees' Retirement: Service After Retirement	X	X	X	X	X	X	X	Asm. Floor
SB 1248	Lara	Academic Achievement Gap Task Force	X	X	X	X	X	X	X	Asm. Approps. Held

**California Community College Chancellor's Office Legislative Tracking Matrix  
2014 Legislative Session: 9/30/2014**

BILL	AUTHOR	SUBJECT	First House			Second House					STATUS	
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence		
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - Budget</b>												
AB 1469	Skinner	Budget Act State Teachers' Retirement System	X	0	X	X	X	X	0	X	X	Chaptered
AB 1476	Skinner	Budget "Clean Up"/ Technical Amendments (UC/CSU Funding) Support	X	0	X	X	X	0	0	X	X	Chaptered
SB 852	Leno	Budget Act	X	0	X	X	X	0	0	X	X	Chaptered
SB 858	Leno	Budget Act Education Omnibus Trailer Bill	X	0	X	X	X	0	0	X	X	Chaptered
SB 859	Leno	Budget Act Local Control Funding Formula (K-12 Education Funding)	X	0	X	X	X	0	0	X	X	Chaptered
SB 860	Leno	Budget Act Omnibus Higher Education	X	0	X	X	X	0	0	X	X	Chaptered
SB 869	Leno	Budget Act Education Facilities	X	0	X	X	X	0	0	X	X	Chaptered
<b>Status</b>												
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												
Failed = The bill was heard in committee or on the floor and did not pass. Reconsideration may have been granted.												
Contact: Raul Arambula, Governmental Relations - rarambula@cccco.edu; (916) 327-6227												
Copies of these bills and legislative committee analyses can be found at <a href="http://www.leginfo.ca.gov">www.leginfo.ca.gov</a>												





September 30, 2014

## OVERVIEW

The Governor finished his work by today's deadline, September 30, 2014, to sign or veto all bills in his possession. The official adjournment of the regular, two-year session known as "sine die" is at midnight on November 30, 2014, and the 2015-2016 two-year session convenes on December 1, 2014. Except for urgency measures, legislation signed by the Governor and chaptered into law becomes effective on January 1, 2015. The Budget Act and the budget trailer bills are urgency measures, and in our top priority level "tier 1," AB 13 (Conway), SB 174 (De León) and SB 798 (De León) are urgency measures. Of note is that although the Governor signed AB 1476 (Committee on the Budget), a budget bill that makes technical changes to the Budget Act, he line-item vetoed \$100 million in funding for the University of California and the California State University that would have been added to those system's budgets for the current fiscal year.

Please find the attached legislative matrix which lists bills in priority order. Bills that failed deadlines are listed separately within each tier, and are in red, including bills that were "held" in committee. 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 1451 (Holden) Concurrent Enrollment.** AB 1451 authorizes a community college district and school district to enter into a formal concurrent enrollment partnership with the goals of helping high school students achieve college and career readiness, improving high school graduation rates, reducing community college remediation rates, and developing seamless pathways from high school to community college career technical education (CTE) programs or preparation for transfer. The bill also removes specified state policy barriers to concurrent enrollment.
  - **Position:** Sponsor/Support
  - **Status:** AB 1451 was "held" in the Senate Appropriations Committee.
  
- **AB 2352 (Chesbro) Community Colleges: Early, Middle College High School.** AB 2352 makes an exception from the low enrollment priority requirement for a student enrolling at a community college course who is attending an early college high school if that course is required for the student's early college high school program.
  - **Status:** AB 2352 was "held" in the Senate Appropriations Committee.
  
- **SB 850 (Block) Community College Districts: Baccalaureate Degree Pilot Program.** SB 850 would authorize the Board of Governors, in consultation with the California State University and the University of California, to establish a BA degree pilot program at up to 15 community college districts which would be determined by the Chancellor and approved by the BOG. Each participating district would be authorized to offer one BA degree program at one campus within the district. BA degrees offered would be limited to degrees not offered by the CSU or the UC and in areas with documented unmet local workforce needs. A district participating in the program shall submit their plans for the program to the Chancellor for review and to the BOG for approval. Fees for coursework shall be set by the Legislature. In addition to the \$46 per unit

community college fee, districts shall charge an additional \$84 fee for upper division coursework. The program would commence no later than the 2017-18 academic year and would require degrees to be completed by the end of the 2022-23 academic year. The program would be evaluated by the Legislative Analyst's Office in 2018 and 2022.

- **Position:** Support
- **Status:** Chaptered.
- **SB 1425 (Block) Community Colleges: Retroactive Awarding of Degree.** SB 1425 requires the Chancellor's Office to identify and purchase commercially available degree audit utilities for any campus that wishes to use it.
  - **Status:** SB 1425 was "held" in the Assembly Appropriations Committee.

## **ADULT EDUCATION**

- **SB 173 (Liu) Education Funding: Adult Education.** SB 173 requires the California Department of Education and the Chancellor's Office to coordinate and issue assessment policy guidelines regarding assessments to be used by school districts and community college districts for purposes of placement in adult education courses offered by those districts as part of an adult education consortium. The bill would also require the department and the chancellor's office, as a part of the report required under the adult education consortium program, to jointly develop and issue policy recommendations to the Legislature regarding a comprehensive accountability system for adult education courses offered by school districts and community college districts in accordance with prescribed requirements.
  - **Status:** Chaptered.
- **SB 897 (Steinberg) Educational Competitive Grant Programs: Adult Education.** SB 897 clarifies that public sector entities can participate in the 2013 Career Pathways Trust. Requires the commission to incorporate a specified social studies framework into the history-social science framework. The bill emphasizes the importance of basic teaching of American government and civics engagement, and registering to vote in some adult education courses.
  - **Status:** Chaptered.

## **CAREER TECHNICAL EDUCATION, CONTRACT EDUCATION, ECONOMIC DEVELOPMENT**

- **ACR 119 (Muratsuchi) Community Colleges: Career Technical Education.** ACR 119 encourages the Chancellor of the California Community Colleges, in consultation with affected stakeholders, to develop options to address the long-term funding needs of career technical education and other workforce and training programs at community colleges.
  - **Status:** Chaptered. Concurrent Resolutions do not need action by the Governor.
- **SB 923 (Pavley) Educational Apprenticeship Innovation Act.** SB 923 enacts the Educational Apprenticeship Innovation Act to award a competitive grant to school districts, county offices of education, charter schools, and community college campuses to promote apprenticeships, pre apprenticeships, and career pathways among local educational agencies, institutions of higher education, and businesses of importance to local economics. The bill would also specify certain criteria to determine the competitive values of an application for the grant.
  - **Status:** SB 923 was sent to the Governor.

## **FACILITIES**

- **AB 1906 (Wilk) Community College Property: Direct Costs for Use.** AB 1906 amends existing law authorizing the governing board of a community college district to grant the use of

college facilities or grounds for use by community groups. AB 1906 expands the definition of direct costs to include the share of costs for maintenance, repair, restoration and refurbishment proportional to an entity's use of the college facilities or grounds. This bill requires the Board of Governors Community Colleges to develop regulations for determining specific allowable costs.

- **Status: Chaptered.**
- **AB 2235 (Buchanan) Kindergarten-University Public Education Facilities.** AB 2235 would place a Kindergarten-University Public Education Facilities Bond Act of 2014 on the November 2014 statewide election ballot. Although AB 2235 passed both houses, the Governor signaled that he would not sign the bill.
  - **Position: Support**
  - **Status:** AB 2235 was sent to the Senate floor, but was placed on the inactive file and was not voted on the Senate floor. AB 2235 “failed” in the 2014 session.

### FACULTY AND STAFF

- **AB 2558 (Williams) Community Colleges: Faculty and Staff Development.** AB 2558 is the Board of Governors sponsored legislation to revitalize professional development for both faculty and staff as directed by recommendations from the Student Success Task Force and the Professional Development Committee which concluded its work in September 2013. Specifically, AB 2558 updates outdated statute to reflect a renewed focus on professional development; authorizes the use of state money for professional development activities if it becomes available through the state budget; and clarifies that all employees, classified staff and administrators as well as faculty, be eligible to receive professional development opportunities from participating districts.
  - **Position: Sponsor/Support**
  - **Status: Chaptered.**
- **AB 2705 (Williams) Community Colleges: Faculty.** AB 2705 amends existing law that related to community college faculty to change references from full-time and part-time faculty to full-time faculty, and contingent faculty.
  - **Status:** AB 2705 was “held” in the Senate Appropriations Committee.
- **ACR 95 (Gomez) California Community Colleges: Part-Time Faculty.** ACR 95 expresses the intent of the Legislature that community college districts not reduce the hours of part-time faculty for the purpose of avoiding implementation of the federal Patient Protection and Affordable Care Act.
  - **Status: Chaptered.**

### FISCAL ISSUES, FUNDING, ETC.

- **SB 1391 (Hancock) Inmate Education Programs: Computation.** SB 1391 waives open course requirements for community college courses offered in state correctional facilities and requires that credit courses at all correctional facilities be funded at the credit rate; Career Development and College Preparation (CDCP) courses be funded at the CDCP rate; and noncredit courses be funded at the noncredit rate. SB 1391 also requires the Chancellor’s Office and the California Department of Corrections and Rehabilitation (CDCR) to enter into an interagency agreement to provide community college courses to inmates in state correctional facilities. The courses provided would lead to degrees or certificates that would enhance workforce skills or allow for transfer to four year universities.
  - **Position: Support**
  - **Status: Chaptered.**

## GOVERNANCE

- **AB 1348 (Pérez, J) Postsecondary Education: California Higher Education Authority.** AB 1348 would repeal statutes establishing the duties of California Postsecondary Education Commission (CPEC) and establish the California Higher Education Authority, as the replacement for CPEC.
  - **Status:** AB 1348 was “held” in the Senate Appropriations Committee.
- **AB 1557 (Holden) Board of Governors.** AB 1557 broadens the description of the board members’ qualifications to encourage that the members of the Board include diverse representatives of as many of the unique demographic groups of persons found in California, “...including but not limited to: disabled persons, veterans, racial and gender.”
  - **Status:** Chaptered.
- **AB 1942 (Bonta) Community Colleges: Accreditation.** AB 1942 has been significantly amended since it was first introduced. AB 1942 requires the accrediting commission to report to the Legislature on decisions that affect a college’s accreditation and to report on policy changes that affect the accreditation process. The Board of Governors is also required to review the accreditation status of a college when determining compliance with minimum conditions and is responsible for ensuring that the accreditation commission submits its report to the Legislature.
  - **Status:** Chaptered.
- **AB 2087 (Ammiano) Board of Governors of Community Colleges.** AB 2087 requires the Board of Governors to amend Title 5 regulations on assigning a special trustee to include requirements that the special trustee identify benchmarks and standards that would lead to the local board regaining its authority. The special trustee would also be required to provide for consultation with the district prior to making decisions.
  - **Status:** Chaptered.
- **AB 2247 (Williams) Postsecondary Education: Accreditation Documents.** AB 2247 requires each campus or other unit of the University of California, California State University and the California Community Colleges that receives public funding through state or federal financial aid programs to make final accreditation documents available to the public via the institution’s website.
  - **Status:** Chaptered.
- **HR 41 (Ting and Ammiano) Relative to City College of San Francisco.** House Resolution 41 Urges the Accrediting Commission for Community and Junior Colleges (ACCJC) to consider the progress of City College of San Francisco (CCSF) toward achieving compliance with standards and to provide CCSF additional time to continue solving problems while keeping its accreditation intact. House Resolutions require adoption by a majority vote of the Assembly.
  - **Status:** Adopted.
- **SB 1196 (Liu) Public Postsecondary Education: State Goals.** SB 1196 establishes that the Governor or designee shall, in consultation with the segments of postsecondary education, private industry, and policy research entities, establish educational attainment goals for the segments and a target date to achieve those goals.
  - **Status:** SB 1196 was “held” in the Assembly Appropriations Committee.
- **SR 47 (Leno) Relative to City College of San Francisco.** Senate Resolution 47 urges the Accrediting Commission for Community and Junior Colleges (ACCJC) to consider the progress City College of San Francisco (CCSF) has made and, as necessary, provide the college with

additional time to continue solving problems and keep its accreditation intact. Senate Resolutions require adoption by a majority vote of the Senate.

- **Status: Adopted.**

## MISCELLANEOUS

- **AB 1969 (Levine) Intersegmental Coordination of Technology and Data.** AB 1969 requires the three segments of public postsecondary education to coordinate efforts when purchasing “large scale” purchases related to technology and software to enhance student achievement. It also requires the segments to develop procedures to coordinate and share student performance data as they invest in and upgrade infrastructure and software.
  - **Status: Vetoed.**

## NURSING

- **AB 548 (Salas) Nursing Programs: Community Colleges.** AB 548 extends the sunset provision in Education Code Section 78261.5 until January 1, 2020. Originally introduced by AB 1559 (Berryhill) in 2007, Section 78261.5 authorizes a set of criteria added to the screening process for applying to nursing programs. Multicriteria is designed to allow for a diverse field of candidates while improving the chances for successful completion in community college nursing programs and improving the passing rate for the nursing licensing exam.
  - **Status: Chaptered.**
- **AB 1446 (Mullin) Designation of Voter Registration Entities.** AB 1446 provides additional protections for the use of online voter registration information. AB 1446 also eliminates certain requirements in the Elections Code under Student Voter Registration that were found to be ineffective and costly by the Secretary of State's Office. This includes the deletion of sections that require every high school, community college and California State University campus to provide voter registration forms for the number of students enrolled who are of voting age or will be of voting age by the end of the year. AB 1446 also deletes requirements that colleges must permit students during class registration to elect to receive a voter registration form that is preprinted with personal information relevant to voter registration. In its place, AB 1446 requires the school to permit students, during class registration, to apply to register to vote online by submitting an affidavit of voter registration electronically through Secretary of State's website.
  - **Status: Chaptered.**

## STUDENT SERVICES

- **AB 1930 (Skinner) CalFresh: Student Eligibility.** AB 1930 requires county welfare departments to exempt students who participate in the California Community College Extended Opportunity Programs and Services program from the student work requirement when determining eligibility for the state's food stamp program (CalFresh).
  - **Status: Chaptered.**
- **SB 967 (De León) Student Safety: Sexual Assault.** SB 967 requires the governing boards of each community college district, the California State University, the University of California to adopt policies concerning campus sexual violence, domestic violence, dating violence and stalking, including an affirmative consent standard in the determination of whether consent was given by a complainant. SB 967 requires these governing boards to adopt certain sexual assault policies and protocols.
  - **Position: Support**
  - **Status: Chaptered.**

- **SB 1023 (Liu) Community Colleges: Foster Youth.** SB 1023 authorizes the Chancellor's Office of the California Community Colleges to enter into agreements with community college districts to provide additional funds for services in support of postsecondary education for foster youth. These services and support include child care and transportation allowances, books and supplies, counseling and mental health services, career counseling and housing assistance.
  - **Position:** Support
  - **Status:** Chaptered.
- **SB 1369 (Block) Community Colleges: Disability Services Program.** SB 1369 renames the provision of services to community college students with disabilities as the Disability Services Program and makes program modifications. These modifications included changing the purpose of program funds, funding priorities and evaluation requirements of the Chancellor's Office.
  - **Status:** SB 1369 was “held” in the Assembly Appropriations Committee.
- **SB 1400 (Hancock) Community Colleges: Expulsions.** SB 1400 authorizes a community college district to require a student to apply for reinstatement upon the expiration of a protective order issued by a court against the student, and to clarify that a district must initiate this process prior to the expiration of the restraining order. A student is allowed to re-register at the expiration of a protective order without a review by the district, even though the circumstances of the protective order may still be in effect. The intent of the measure is to describe a process for a student to re-register but also for the district to review the application to ensure the student’s interests are balanced with the need to maintain a safe campus.
  - **Status:** Chaptered.

#### TUITION, FEES, FINANCIAL AID

- **AB 1285 (Fong) Postsecondary Education: Cal Grant Program.** AB 1285 would phase in the elimination of a Cal Grant B restriction that prevents 98% of first year recipients from using their award to cover tuition and fees.
  - **Status:** AB 1285 was “held” in the Senate Appropriations Committee.
- **AB 1976 (Quirk-Silva) Student Financial Aid.** AB 1976 (Quirk-Silva) requires the California Student Aid Commission (CSAC) to utilize a new formula for calculating the annual “take rate” of 22,500 competitive awards per year, and authorizes CSAC to exceed the 22,500 award limit, under specified conditions.
  - **Position:** Support
  - **Status:** Vetoed.
- **AB 2000 (Gomez) Public Postsecondary Education.** AB 2000 provides that a student could qualify for exemption from nonresident tuition either by attending high school in California for three or more years or by attainment of credits from a California High school equivalent to three or more years of full-time high school coursework, in addition to the other conditions referenced in Education Code Section 68130.5.
  - **Position:** Support
  - **Status:** Chaptered.
- **AB 2160 (Ting) Postsecondary Education: Financial Aid.** AB 2160 requires a Grade Point Average (GPA) verification for all high school seniors and graduates from the prior academic year at public schools to be submitted to the California Student Aid Commission (CSAC) electronically by a school or school district official. Recent amendments allow for an “opt-out”

provision which would give a student the option to mail a GPA verification form to CSAC under specified conditions.

- **Position:** Support
  - **Status:** Chaptered.
  
- **AB 2201 (Chavez) US Selective Service: Financial Aid Ineligibility.** AB 2201 establishes a program funded by the US Selective Service through the Department of Motor Vehicles to register males between 18 and 26 years old for Selective Service. This includes registration as a conscientious objector. Failure to register violates federal law and results in fines and the loss of government benefits including Pell Grants, federal employment and services, etc. California loses an estimated \$100 million in lost student financial aid, job training and employment because a number of Californians fail to register. The US Selective Service System offered \$200,000 to the Department of Motor Vehicles to cover the costs of implementing this system.
  - **Position:** Support
  - **Status:** AB 2201 was “held” in the Senate Appropriations Committee.
  
- **AB 2445 (Chau) Community Colleges: Transportation Fees.** AB 2445 makes minor changes to current statute that authorizes a community college district to enter into a contract for the specified transportation services if a majority of the students of that district, or campus of that district, approve the payment of a certain fee within the same time period.
  - **Status:** Chaptered.
  
- **SB 174 (De León) Student Financial Aid: Cal Grant Program.** SB 174 provides for the use of voluntary tax contributions to the College Access Tax Credit Fund (CATC Fund). The bill requires the Treasurer to certify monies available in the CATC Fund each year for allocation to the California Student Aid Commission (Commission), and requires the Commission to administer the funds for the purpose of increasing Cal Grant B Access Awards from \$1,473 up to \$5,000. This bill is contingent upon the enactment of SB 798, meaning both bills must become law to be in effect.
  - **Position:** Support
  - **Status:** Chaptered.
  
- **SB 798 (De León) Income Taxes: Credit to Education Funds.** SB 798 allows a tax credit under the Personal Income Tax and Corporation Tax law for voluntary contributions to the College Access Tax Credit Fund (CATC Fund) established by this bill for purposes of distributing Cal Grant B Access Awards to students. This bill is contingent upon the enactment of SB 174.
  - **Position:** Support
  - **Status:** Chaptered.
  
- **SB 1028 (Jackson) Student Financial Aid: Cal Grant C Awards.** SB 1028 requires the California Student Aid Commission (CSAC) to include consideration of California’s long-term unemployed and low income students in selecting students to receive a Cal Grant C award. The bill allows these funds to be expended for living expenses. The bill requires CSAC to consult with the Economic and Workforce Development Division of the California Community Colleges Chancellor's Office, the California Workforce Investment Board, and if possible representatives of leading competitive and emerging industry clusters, workforce professionals, and career technical educators to determine which occupational training programs and industry clusters should be prioritized.
  - **Position:** Support
  - **Status:** Chaptered.

## VETERANS

- **AB 13 (Conway) Nonresident Tuition Exemption: Veterans.** AB 13 requires community colleges, the California State University, and the University of California to update an adopt policies to conform to the new federal law, the Veterans' Access, Choice and Accountability Act of 2014. Policies must be updated by July 1, 2015, the effective date for the section of the new law on veterans' education benefits. Although the Veterans Access, Choice, and Accountability Act of 2014 does not address residency, the effect of the federal law is that veterans who are using their GI Bill will pay in state tuition regardless of their state of residency.
  - **Position:** Support
  - **Status:** Chaptered.
- **AB 2099 (Frazier) Title 38 Awards: Veteran's Education Benefits.** AB 2099 establishes minimum requirements for postsecondary institutions approved by the California State Approving Agency for Veterans Education (CSAAVE) to participate in federal veteran's education benefits (Title 38). To receive Title 38 funds, institutions are required to provide information on where to access California license examination passage rates, certify that the degree-granting institution is accredited by an organization recognized by the US Department of Education. Institutions in preaccreditation status must provide evident of candidacy and status. AB 2099 tightens requirements that colleges must meet in order to be approved by CSAAVE to enroll Title 38 recipients. The bill seeks to provide protection for veterans from unscrupulous colleges that often leave students with high debt and without a degree or certificate of value.
  - **Status:** Chaptered.

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## Executive Committee Agenda Item

SUBJECT: C-ID Future		Month: October	Year: 2014
		Item No. IV. A	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will provide direction to the ASCCC and C-ID leadership regarding the future direction of C-ID.	Urgent: YES	
		Time Requested: 30 mins.,	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Morse/Bruno	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup>	Julie Adams	Action	X
		Information	

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

### BACKGROUND:

During his president’s report at the September meeting, Morse reported that the ASCCC was in negotiations with the Chancellor’s Office regarding the future of C-ID and promised to bring back information to the Executive Committee for direction. C-ID has grown beyond everyone’s expectations and is now being proposed as the foundation for many other projects, including the three technology initiatives. The ASCCC has guided the work of C-ID since its inception in 2007.

The Chancellor’s Office is proposing to move the C-ID operations to a district so that C-ID is less dependent on the ASCCC and better positioned for growth. Recently, the C-ID Technology was moved to Butte College to develop a more robust database and stable technology environment. While the Senate has developed the technology since 2007 using independent contractors with minimal funding, Butte College has a team of staff with expertise in supporting technological projects.

Currently, the discussions with the Chancellor’s Office have come to a point where direction from the Executive Committee is needed. The attached document is the proposal presented to Morse, Bruno, Pilati, and Adams and will be used to inform the RFP. The Chancellor’s Office staff has repeatedly stated that the ASCCC will continue to manage the curricular aspects of C-ID, but to this date no written agreement has been reached on this matter. Questions also remain regarding the decision-making structure of C-ID. Chancellor’s Office staff has to this point been reluctant to put the details of any agreement on these items into writing.

The Executive Committee will be informed about the conversations and decide further action, which includes the following possibilities: 1) continue to negotiate with the Chancellor’s Office, based on input from the Executive Committee, to reach agreement in writing on the role of the ASCCC in C-ID; 2) work with a district to compete for the RFP; or 3) take no further action at this time and wait until the RFP is awarded to work toward agreement with the fiscal agent.

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





## Executive Committee Agenda Item

SUBJECT: C-ID/TMC Update		Month: October	Year: 2014
		Item No: IV, B	
DESIRED OUTCOME:  To update the Executive Committee on the activities of the C-ID and TMC projects and determine if the changes made to the CB21 rubric require adoption by the body through the resolution process at the next plenary session.		Attachment: NO	
		Urgent: NO	
		Time Requested: 0	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	J. Bruno	Consent/Routine	
STAFF REVIEW <sup>1</sup> :	Julie Adams	First Reading	
		Action	X
		Information	

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

### BACKGROUND:

On September 19 and 20 (north and south), the ASCCC brought together faculty from English, Math, and ESL to complete a number of tasks regarding basic skills curriculum. The four tasks of the meeting included:

- Review the CB 21 rubrics for accuracy according to the levels.
- Create Basic Skills descriptors using the C-ID for English Composition and Statistic as examples, where useful. In order for a C-ID descriptor to be warranted, the course should be one that is generally taught among many colleges, has some common content and would facilitate student movement among colleges.
- Review the DRAFT Knowledge, Skills, Abilities and Competencies continuum created by the CAI discipline work groups to determine whether these accurately represent a continuum of competencies leading to the outcomes in the CB 21 rubrics and/or C-ID descriptors. This informal review prior to a full vetting process should identify missing areas or issues with the focus of items in the assessment competency document.
- Collect specific concerns regarding Fall 2013 **Resolution Number: 09.03 Resolved**, That the Academic Senate for California Community Colleges request that California community colleges review data collection processes for accuracy in CB 21 coding before the data is publicized and disseminated to inform programmatic and policy decisions.

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

Our lead, Janet Fulks provided a report on the results of the two-day workshop (See below\*\*). The discipline faculty revised the language of the CB21 rubric in some areas but did not change any of the levels.

**Action:** The Executive Committee needs to determine if the changes made to the CB21 rubric require adoption by the body through the resolution process at the next plenary session.

## **C-ID/ TMC**

### **Past Events**

September 19 and 20: CB 21 Review and C-ID Descriptor Discussion \*\*

### **32 TMCs Completed**

CO Templates to be released on Feb 1 - Nutrition and Dietetics and Child and Adolescent Development

Film, Television, and Electronic Media - TBA

### **Upcoming C-ID/TMC Events**

October 17 – CORE Mega-review meeting (to address backlog on specific disciplines)

October 18 - Discipline Input Group (DIG) meeting for Area of Emphasis Degrees (Gender and Multicultural Studies/Diversity Studies, Global/International Relations) and Allied Health/Exercise Science FDRG Meeting

October 31 – CTE FDRG Meetings in SoCal

## **ICW Update**

ICW met on September 24 to discuss the following issues:

TMC Discipline Update – Public Health Science finished vetting. Biology has vetted but the faculty are having difficulty meeting. Faculty are needed for Social Work and Graphic Design.

MC Discipline Update -The committee received an update on the disciplines working on developing Model Curriculum including Nursing, Engineering and ICT. Nursing is currently on hold. Engineering has received an NSF grant to continue their work. The ICT FDRG is getting close to finalizing the model curriculum but there is some discussion about whether the model curriculum will be an intersegmental MC or community college MC.

ADT Paper - The ICW reviewed the ADT paper and provided some comments and feedback.

TMC Review - The ICW is drafting the procedure for the 5-year review cycle for TMCs as well as criteria to be used to evaluate a TMC.

MOU between CSU and CCC Academic Senates – ICW continues to refine the Memorandum of Understanding between the Academic Senates.

TMC development - ICW decided to move forward with a TMC in the Hotel/Hospitality discipline. It was determined that Communicative Disorders is not a viable discipline for a TMC at this time and more research is needed on Family and Consumer Science.

CO Template Posting -The ICW reviewed its policy on CO template posting dates in light of recent events when a few templates missed the September 1<sup>st</sup> date. The ICW decided that the templates that were posted would remain with an October 1<sup>st</sup> date. The remaining templates will be posted on February 1<sup>st</sup>.

The ICW policy on TMC Posting and CCCCO Template Availability is located on the C-ID website at <http://www.c-id.net/policies.html>

**\*\*Summary of CB21/C-ID work Nov 19 and Nov 20**

Janet Fulks 9/30/2014

The North and South CB21/C-ID meetings invited discipline faculty from basic skills to participate in four tasks. The discipline groups (Math, English, ESL and Reading) were asked to:

Tasks	Results by Discipline
1. Review the CB 21 rubrics for accuracy according to the levels.	English – Tweaks to language (simplifying for use in C-ID descriptors) no level changes – see attached English Rubric changes. ESL, Math, Reading – No changes and consensus that levels were still generally the same and agreed upon.
2. Create Basic Skills descriptors using the C-ID for English Composition and Statistic as examples, where useful. In order for a C-ID descriptor to be warranted, the course should be one that is generally taught among many colleges, has some common content and would facilitate student movement among colleges.	English – the north created draft descriptors for levels 1&2 which were different from the south which created descriptors to 4 levels below. ESL created no descriptors but in the south felt that a descriptor for one level below in ESL writing would work. The opinions on this were contentious and driven by issues other than curriculum (e.g. funding fears of standardization) Math was able to get a partial descriptor for Intermediate Algebra. Debates here included a stat versus algebra/calculus pathway and acceleration. Reading created draft descriptors for one level below.
3. Review the DRAFT Knowledge, Skills, Abilities and Competencies continuum created by the CAI discipline work groups to determine whether these accurately represent a continuum of competencies leading to the outcomes in the CB 21 rubrics and/or C-ID descriptors. This informal review prior to a full vetting process should identify missing areas or issues with the focus of items in the assessment	English/Reading- found the competencies to be exceedingly high. This was validated independently north and south and between reading and English. Concerns about the need for reading faculty on the CAI work group were noted. Math-reviewed competencies only in the south and found them to be pretty useful with a little variation in the levels of the continuum. ESL- did not really look at the competencies in detail but some felt the previous work on the ESL common assessment probably contributed to an adequate continuum in the current work. ESL notes: <b>Overall positive feedback</b> at the level of work and detail <b>Feedback on Writing</b> -Group found inconsistency in rigor and sophistication between the category of Writing Tasks, Structure,

<p>competency document.</p>	<p>and Organization  <b>Feedback on Listening</b> - some inconsistency in rigor and demand between listening task the competencies below it          Suggestion to look at the supra-segmentals row and work in language that describes the increase in abstraction</p>
<p>4. Collect specific concerns regarding Fall 2013 <b>Resolution Number: 09.03</b> Resolved, That the Academic Senate for California Community Colleges request that California community colleges review data collection processes for accuracy in CB 21 coding before the data is publicized and disseminated to inform programmatic and policy decisions.          *See attached ESL issues notes</p>	<p>A printout of the current CB21 courses offered and their coding was provided by the CCCCO. Several issues were identified:</p> <ol style="list-style-type: none"> <li>1) Some colleges had coding errors</li> <li>2) Some colleges had active courses with students enrolled that were believed to be inactivated.</li> <li>3) Accelerated courses may need additional coding options to adequately track progress in multiple levels.</li> <li>4) The specifications of the Basic Skills tracker need to be reviewed.</li> </ol>



## Executive Committee Agenda Item

SUBJECT: Accreditation Institute Preliminary Program		Month: October	Year: 2014
		Item No: IV C	
		Attachment: YES	
DESIRED OUTCOME:	Provide Feedback and Approve Program	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

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

### BACKGROUND:

*The Executive Committee will be appraised of the Accreditation Committee's work on the preliminary program for the Accreditation Institute.*

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







**ACADEMIC SENATE  
for CALIFORNIA COMMUNITY COLLEGES**

**ACCREDITATION INSTITUTE  
FEBRUARY 20-21, 2015  
San Mateo Marriot**

**Friday, February 20**

9:00AM Continental Breakfast and Check-In

10:00 – 11:00 General Session 1

Orientation to Accreditation Institute  
*Overview of New Accreditation Standards*  
Point to details in the breakouts, but give a general overview (e.g.,  
infusion of outcomes into all standards)

11:15 – 12:15 Breakout Session 1

1. Accreditation 101: Structure of Accreditation and Peer Review in Higher Education  
*Randy Beach, Phil Crawford*
2. Accreditation Challenges in Multi-College Districts  
*Danny Martino, Someone from Ventura District Office? Robin Calote? Chair-of-Chairs Rep? Bill Scroggins? Kale Braden?*
3. Student Services and Distance Education  
*Pat James/Dolores Davison, Michael Heumann*
4. Preparing Your Campus for A Site Visit  
*John Stankas, Stephanie Curry, ALO Mink Stavenga? Kay Weiss?*

12:30 – 2:00 General Session 2

Welcome (ASCCC President, Foundation President)  
Lunch  
*Where have we been? Where are we going?* The historical context of the  
evolution of accreditation standards  
Constance Carroll?

2:15 – 3:30 Breakout Session 2

1. Integrity Is the New Theme – Is it like Obscenity?  
*Administrator VC Inst. Eff.? Danny Martino, Michael Heumann*
2. Student Learning Outcomes and Continuous Quality Improvement – SLO  
Assessment Results Driving Planning and Budgeting  
*Randy Beach, Susanna Gunther? RP Group*
3. Team Training – Views from Visiting Teams  
*Stephanie Curry, Ginny May, Kale Braden, Richard Mahon, Susan Bangasser, Kay Weiss*

4. Silver Linings: Thriving Through Sanctions  
*Susanna Gunther, Phil Crawford, Administrator from College of the Redwoods?  
Cheryl Marshall?, Tammeil Gilkerson*

3:45 – 5:00 Breakout Session 3

1. Institutional Set Standards  
*RP Group Person, Randy Beach, Rebecca, Michael Heumann*
2. Human Resources, Professional Development and Employee Evaluation  
*Phil Crawford, Leslie Carr (4CSD Staff Development College of the Canyons)?, VC of HR?*
3. College Processes in the Context of Accreditation an Opportunity for Equity  
*James Todd, Susanna Gunther, Stephanie Curry*
4. Boards, Unions, and other Things You Will Get Dinged for That You Can't Do Anything About  
*CCLC person? John Stankas, Kale Braden, Robin Calote?*

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

Dinner with Committee Members/Exec.?

## **Saturday, February 21**

9:00 – 10:15 Breakout Session 4

1. Accreditation 102: Sanctions, Two-Year Rules, Q&A time  
*ALO, ACCJC Person, Julie Bruno*
2. Institutional Learning Outcomes  
*Stephanie Curry, Michelle Grimes-Hillman/Dolores Davison*
3. What to Do When You Know You Don't Meet the Standard  
*Michael Heumann, Biju Raman*
4. Changing the Culture – Facilitating Campus Wide Involvement in the Self-Evaluation Process  
*Danny Martino, Susanna Gunther*

10:30 – 11:45 General Session 3 – Integrity and Equity

Vice Chancellor of Institutional Effectiveness: Theresa Tena  
How to incorporate the work of the college and the standards of accreditation into a comprehensive program

Closing Remarks



**Executive Committee Agenda Item**

SUBJECT: Academic Academy Draft Program Outline		Month: October	Year: 2014
		Item No: IV D	
		Attachment: YES	
DESIRED OUTCOME:	Consideration of Approval	Urgent: YES	
		Time Requested: 30 mins.,	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	James Todd, Cynthia Rico	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

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

**BACKGROUND:**

At its August meeting, the Executive Committee approved the theme focused on student success and equity and access for the 2015 Academic Academy and directed the Equity and Diversity Action Committee and Transfer and Articulation Committee will work together to plan the event. The Equity and Diversity Action Committee and the Transfer and Articulation Committee have worked on a draft program outline for the Academic Academy, bringing together the themes of student success and student equity. The event is designed to bridge the work of student services and instruction, covering the work of Student Success and Support Programs with the work of Student Equity. The Executive Committee will discuss the outline and provide advice.

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



## Academic Academy Program 2015

### PROGRAM DRAFT

#### *Friday, March 13, 2015*

9:00 AM Continental Breakfast & Registration

10:00 - 10:15 AM Welcome  
James Todd, Cynthia Rico

10:15 - 10:45 AM State of the Senate  
David Morse

10:45 AM – 11:45 AM--Keynote Address: “How does equity lead to student success” or  
“Leading Student success through equity”

Possible Presenters: Darla Cooper from the RP group  
Speaker from Association of American Colleges and Universities

12:00 – 1:30 PM Lunch & **Poster Session: Best Plans, Best Practices in Equity and Student Success**

#### **1:45 – 3:00 PM Breakout Session Block I**

- A. Equity*
- B. Student Success and Support*
- C. Equity*
- D. Student Success and Support*
- E. Equity*

#### **3:15 – 4:30 PM Breakout Session Block II**

- A. Equity*
- B. Student Success and Support*
- C. Equity*
- D. Student Success and Support*
- E. Equity*

5:00 – 6:00 PM No Host Reception

#### *Saturday, March 14, 2015*

7:30 – 8:30 AM *Breakfast Buffet*

10:00 - 11:15 AM – Panel Discussion

#### **8:30 – 9:45 AM Breakout Session Block III**

- A. Equity*
- B. Student Success and Support*
- C. Equity*
- D. Student Success and Support*
- E. Equity*

11:15 - 11:45 AM Q & A

11:45 - 12:00 PM Closing Remarks  
James Todd, Cynthia Rico

# Academic Academy Program 2015

## BREAKOUT IDEAS

Send out a ‘**Call of Proposals**’ to present a best practice in specific areas or share their SSSP and Student Equity plans – create database to share and present.

**Orientation:** Best Practices of online, in groups, high school to college, noncredit to credit

**Assessment:** Best Practices of Pre-Assessment processes, “bridge programs”, test preparation

**Educational Planning:** Best Practices of workshops, groups, classroom, instructional courses, basic skills

### **Follow-up activities:**

- Intervention practices showcasing successful results of working with student services
- Effective communication practices to students in promoting intervention practices coordinated between student services
- Wrap Around Services as an intervention: food, shelter, and health
- Why is it so hard to decide—Career guidance
- What can faculty do or help students with their career choice
- Adapting Career related programs and courses
- Career Café, has examples of handouts that faculty can incorporate in their class

### **Equity and Intervention:**

- Scaling Up the First-Year Experience Course
- Going from Boutique Program to Institution-Wide Program
- Growing and Using Your Learning Center: From Tutoring to SI
- Cultural Competency on Your Campus: Understanding Student and Faculty Culture
- Using Disproportionate Impact to Think about Curriculum and Instruction
- Planning for Equity: Institutional Effectiveness and Accreditation

### **Basic skills:**

- Why is Equity a Basic Skills Issue?
- Sustaining Learning Communities
- Start to finish- Basic skills model and Student Services
- Panel review of the e- resource/handbook on best practices on basic skill completion
- Sustaining Students through the Sequence

### **Seeking others to assist delivery of student success activities:**

Best Practices: Defining the Continuum the roles of Counselors and Paraprofessionals (Student mentors, success coaches; instructional aides or supplemental instruction)

### **Institutional Transformation:**

- Building Equity into Your Program Review
- Presentation on “Shifting to an equity mindset”
- Data informs → Interventions or activities chosen and implemented → Evaluation
- Closing the “Silo” Gap, bringing student services and instruction
- Where is the research/literature?
- Coordinating with Categorical programs
- Sustaining professional development on equity for the campus

### **Noncredit:**

- Equity and the Noncredit Question
- Best practices in implementing Orientation, Assessment and Orientation
- Best practices in transitioning noncredit student to credit

## Executive Committee Agenda Item

<b>SUBJECT:</b> Proposed Outline for the revision of the document: <i>Empowering Local Senates—Local Senates Handbook</i>		Month: October	Year: 2014
		Item No: IV. E.	
		Attachment: <b>YES</b>	
<b>DESIRED OUTCOME:</b>	Approval of outline	Urgent: <b>NO</b>	
		Time Requested: 40 minutes	
<b>CATEGORY:</b>	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
<b>REQUESTED BY:</b>	Kale Braden	Consent/Routine	
		First Reading	X
<b>STAFF REVIEW<sup>1</sup>:</b>	Julie Adams	Action	X
		Information	

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

### BACKGROUND:

The Relations with Local Senates Committee has been directed to revise the document *Empowering Local Senates*. The last revision of this document was undertaken in 2007. The Relations with Local Senates committee would like to make sure that the structure of the document meets the interests of the ASCCC Executive committee, so they have broken down the current paper into an outline in order to receive direction from Exec. The items on the handout that are **red and underlined** are sections which have been added by the committee. The paper has been divided amongst the committee with the following instructions:

1. **Read for clarity.** Does the text clearly state how senates should operate? Is this the information that you needed when you started as a Senate President? Is it phrased (or linked) in a way that would have allowed you to find it?
2. **Does the section contain enough information?** If not, what needs to be added?
3. **Does the section contain too much information?** Should parts be split off into the appendices?
4. **What information should be in the appendices**—there are current placeholders but we will need to go and find documents, examples, and content to fill those placeholders.
5. **Evaluate the evidence presented.** Is it current? Is it still correct? Should we recommend to the ASCCC Executive committee that a paper might need to be revisited
6. **What rostrum topics, potential breakout topics or resolutions are suggested by your sections?**

The goal is to have a draft of this paper to the Executive Committee for a first reading at our January meeting.

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

## Local Senates Handbook Working Outline

- I. Preamble and Preface
- II. Responsibilities
  - A. The Academic Senate in California: A Brief History
  - B. The Legal Basis: Education Code, Title 5, Accreditation, and Local Implementation
    - i. Defining Ed. Code and Title 5
      1. Ed. Code 101: How do you find what you are looking for?
        - a. Education Code: Selected Passages
          - i. § 70902 (b)(7) Governing Boards; Delegation
          - ii. § 87359 (b) Waiver of Minimum Qualifications; Equivalency
          - iii. § 87360 (b) Hiring Criteria
          - iv. § 87458 (a) Administrative Retreat Rights
          - v. § 87610.1(a) Tenure Evaluation Procedures
          - vi. § 87663 (f) Evaluation Procedures
          - vii. § 87743.2 Faculty Service Areas
        2. Title 5 101: How do you find what you are looking for?
          - a. Title 5. Selected Passages
            - i. § 53200 Definitions
            - ii. § 53203 Powers
          - ii. Role of the Senate in Accreditation Processes
            1. Survey of current ASCCC positions and papers
        - iii. Incorporating the Law at the Local Level: Board Policy, Regulations, Delegation of Authority, and Senate/Union Relations
          1. Board Policies and Regulations
            - a. Delegation of Authority
          2. Senate/Union Relationships
  - III. Your Duties as a Local Senate President
    - A. Job Description for a Local Academic Senate President: General Duties
      - i. List of Duties
      - ii. Advocating Faculty Interests
      - iii. Promoting Effective Relationships with the Board of Trustees
      - iv. Maintaining Contact with the ASCCC
      - v. Maintaining effective relationships with other governance groups
      - vi. Developing Senate Participation and Leadership
      - vii. Fostering Communication
      - viii. Securing Resources to Ensure Senate Success
      - ix. Furthering Efforts to Appoint and Retain Qualified Personnel
      - x. Working with your local Senate Executive team
        1. Organizing and delegating authority
      - xi. Senate Constitution and Bylaws (Cross-listed from section IV.b)
      - xii. Responsibilities Within a Multi-college District



- B. College/District Reports Requiring Senate Sign-Off, Review or Vigilance
- C. Committee Appointments
  - i. Strategies to increase participation
  - ii. Discussion of reassigned time for shared governance work
- IV. Ensuring the Effectiveness of the Local Senate
  - A. Placement in The College's Governance Structure
  - B. Constitutions and Bylaws (Cross-listed with III.i.11)
    - i. Section on duties and responsibilities of officers
  - C. Effective Participatory Governance
    - i. Goal Setting, Status Reports and Annual Reports
    - ii. Local Senate Meetings
      - 1. Compliance with the Open Meeting Acts
      - 2. Setting and Posting Agendas
        - a. The Order of Business
        - b. Public Comments at Meetings
        - c. Posting Agendas
      - 3. Conducting Senate Meetings
        - a. Standing Rules
        - b. About Parliamentary Procedure
        - c. A Strategy for Conducting Discussions of Agenda Items
        - d. Strategies for Voting on Agenda Items
      - 4. Adapting the Resolution Process for your Local Use
        - a. Motions
        - b. Resolutions
        - c. Writing Resolutions
        - d. Revising Resolutions
        - e. Discussing and adopting Resolutions
        - f. Disposition of the Resolution
    - iii. Keeping the Faculty Informed
      - 1. Create a Website for Your Local Senate
      - 2. Use Campus Email
      - 3. Create a Senate Logo and Letterhead
      - 4. Publish a Newsletter
      - 5. Develop a Senate Events Calendar
      - 6. Publicize the Names of Senate Representatives
      - 7. Publicize Senate Meetings
      - 8. Publish Senate Agendas and Minutes
      - 9. Use the Resolution Process
      - 10. Maintain Senate Bulletin Boards--Electronic and Physical
      - 11. Develop a Governance Handbook
      - 12. How do you do all of this?
        - a. Delegation
        - b. Organizing local exec team and committee chairs

iv. Faculty Participation

1. Soliciting Faculty Participation

- a. Meet Personally With the Faculty
- b. Listen to Opinions
- c. Conduct Faculty Opinion Polls
- d. Turn the Suggestion Box Into a Volunteer Recruiting Center
- e. Provide an Orientation for New Faculty
- f. Create a Faculty Governance Flex Activity
- g. Hold a Senate Retreat.
- h. Make Committee Opportunities Known
- i. Invite State Academic Senate Representatives to Speak to Faculty
- j. Take Faculty to Academic Senate Sessions and Leadership Training

2. Maintaining Faculty Participation

- a. Develop Professional Recognition of Faculty
- b. Give Credit Where Credit is due
- c. Make Senate Involvement an Evaluation Criterion
- d. Discuss Governance Participation in the Hiring Interview
- e. Sponsor a Breakfast, Lunch or Coffee Hour
- f. Provide Incentives for Participation

i. Tying local Awards to ASCCC Awards (Link with V.G.)

3. Resources available in your Senate Files (Discussion of digital archive strategies)

- a. Local Resources
- b. Local Senate Website
- c. Communications
- d. Regulations
- e. Models (of processes)
- f. State-wide Resources
- g. Academic Senate Website
- h. Communications
- i. Regulations
- j. Chancellor's Office Web Site

D. Institutionalizing Your Senate's Effectiveness

- i. Seeking Technical Assistance to Ensure Compliance
- ii. **Other services that ASCCC provides for local senates (Cross listed with IV.iv.2.f.i)**

V. Linking the Local and District Senates to the Academic Senate for California Community Colleges

A. Functions Of The Academic Senate

B. Area Divisions

C. Role Of The Relations With Local Senate Committee

D. Senate Institutes

E. Senate Plenary Sessions

- i. Resolutions
- ii. Local Senate's Use of Academic Senate Resolutions
- iii. Disciplines List Special Procedure

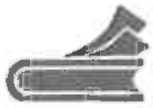
- F. Participation On Academic Senate Committees
- G. Nominations For Statewide Awards And Service ([Link with IV.iv.2.g](#))
  - i. Academic Senate Awards
  - ii. Service to the Board of Governors
- H. Consultation Process
- VI. Concluding Thoughts
- VII. Appendixes

*Note: All of the appendixes for this document (as stored online) seem to be missing.*

- A. Appendix A: Sample of local Board Policies regarding the Senate’s interaction with their administration: Mutually Agree upon or Primarily Rely upon
- B. Appendix B: Samples of Decision review sign-off sheets
- C. Appendix C: Samples of Senate—Bargaining unit Joint Issue Committees
- D. Appendix D: Listing of reports or documents requiring Senate President signature
- E. Appendix E: College’s Governance Structure
- F. Appendix F:
  - i. F-1: “illustrates how a poll of faculty at one college was predicated on those [Senate] defined responsibilities”
  - ii. F-2: “based on those obligations, faculty determined what areas needed their attention and thus formulated specific goals for the year”
- G. Appendix G: Senate Annual Report
- H. Appendix H: Summary of open meeting laws
- I. Appendix I: Sample meeting agendas
- J. Appendix J: Responding to parliamentary motions within a senate meeting
- K. Appendix K: Describing the resolution process
- L. Appendix L: "Sample Resolution Form for Use by Local Senates" and "Sample Resolution, Annotated explaining what a resolutions typically contain.
- M. Appendix M: “Compilations of resolutions adopted by the local senate can be submitted as part of a year-end report and widely disseminated among governance groups as your statement of accomplishment as well as evidence of your philosophy.”
- N. Appendix N: “Describes the variety of technical assistance offerings and concludes with an Assistance Request Form you may copy and submit if your senate seeks these services.”
- O. Appendix O: “outlines this relationship and indicates how additional technical assistance and review may be possible through association with this national professional organization.”
- P. Appendix P: “illustrates this Consultation Process and offers a sample of an Academic Senate-sponsored Consultation Digest item.”
- Q. Appendix Q: Area Divisions for ASCCC
- R. Appendix R: Plenary Delegate roles and responsibilities.
- S. Appendix S: “contains a list of current Academic Senate committees, as well as the Chancellor's Office Task Forces and committees on which community college faculty serve are appointed to serve.”

T. Appendix T: “Nomination/Application Form to indicate your interest or to nominate another faculty member for such service”

DRAFT



## Executive Committee Agenda Item

SUBJECT: Officers Meeting Action Items		Month: October	Year: 2014
		Item No. IV F	
		Attachment: YES	
DESIRED OUTCOME:	Discussion and possible approval of Officers' Committee meeting guidelines and executive director evaluation process.	Urgent: NO	
		Time Requested: 15 min.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	D. Morse	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup>	Julie Adarns	Action	X
		Information	

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

**BACKGROUND:** At the August meeting of the ASCCC Executive Committee, the officers were assigned two tasks: develop guidelines for the scope of the Officers' Committee Meetings and propose a revised structure for the evaluation of the ASCCC Executive Director. Those two items will be presented to the Executive Committee for discussion and possible approval. The details of the two items are attached.

If the structure for the executive director's evaluation is approved by the Executive Committee, it will then be sent to the attorneys of both the ASCCC and the executive director in order that it may be incorporated into the executive director's contract.

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

Guidelines for Officer Meeting: The Officers will meet monthly or on an as needed basis for the following reasons:

- To assist the president in preparing the Executive Committee Agendas;
- To be a sounding board for decisions that must be made prior to the next Executive Committee meeting;
- To provide advice regarding the functions of the Executive Committee; and
- To discuss other tasks as assigned by the Executive Committee.

Executive Director Evaluation Process:

- Setting goals
  - The president, vice president, and executive director will mutually agree on the annual goals for consideration by the Executive Committee.
- Evaluation:
  - The elected officers and one Executive Committee member (elected by the Executive Committee) will serve as the evaluation team.
  - All Executive Committee members will provide input via an evaluation instrument.
  - The Evaluation Team will synthesize the feedback from the Executive Committee and provide the Executive Committee with a summary report and make a recommendation to the Executive Committee – either satisfactory or unsatisfactory.
  - The Executive Committee will decide whether or not to accept the recommendation of the Evaluation Team. If they decide not to accept the recommendation, they will provide a detailed report of their decision.



## Executive Committee Agenda Item

SUBJECT: Local Senate Survey		Month: October	Year: 2014
		Item No: IV G	
		Attachment: YES	
DESIRED OUTCOME:	Approval of survey	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Kale Braden	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

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

### BACKGROUND:

In order to prepare for the Fall Plenary Breakout entitled: “You want me to drive where” and to address Resolution 01.05 Spring 2014, “Evaluate Representative Positions of the Academic Senate for California Community Colleges Executive Committee.” The Relations with Local Senates committee would like to distribute a survey to measure the field’s impressions on our current division of areas.

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





**Survey on Representative Positions (Area A, B, C, D, North, South, and At-large)  
of the ASCCC Executive Committee**

**In response to Resolution 01.05 Spring 2014**

- 1) The current structure of the current ASCCC representative areas (A, B, C, and D) represents an equitable division of California Community Colleges.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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- 2) The geographical division of the current ASCCC representative areas (A, B, C, and D) works for my college.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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- 3) The types of colleges in my current ASCCC representative area (A, B, C, or D) groups similar colleges with similar needs together.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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- 4) I am satisfied with the current ASCCC representative areas (A, B, C, and D).

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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- 5) The current structure of the ASCCC representative areas (A, B, C, and D) represents a barrier to full participation in the ASCCC for the faculty of my college.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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- 6) There are too many colleges in my current ASCCC representative area (A, B, C, or D) to allow for full participation?

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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- 7) The ASCCC should restructure the current ASCCC representative areas (A, B, C, and D) to ensure geographical proximity of the colleges within the area (as much as possible).

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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## Executive Committee Agenda Item

SUBJECT: Currency (Recency) Survey From Standards and Practices Committee		Month: October	Year: 2014
		Item No: IV. H.	
		Attachment: YES	
DESIRED OUTCOME:	Executive Committee approval to send the currency survey out to local colleges.	Urgent: NO	
CATEGORY:	Action	Time Requested: 20 min	
REQUESTED BY:	Craig Rutan	<b>TYPE OF BOARD CONSIDERATION:</b>	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Consent/Routine	
		First Reading	X
		Action	X
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

Resolution 10.01 F2011 asked the Academic Senate to investigate including currency:

*Resolved, That the Academic Senate for California Community Colleges investigate the feasibility of adding discipline currency (recency) and/or work experience to the disciplines list of minimum qualifications and the implications of this addition for local colleges' hiring procedures and equivalency processes, and report its findings no later than the Fall 2014 Plenary Session.*

The Standards and Practices committee has created a survey to collect information about the feasibility of adding a recency requirement to the minimum qualifications and if any colleges are currently requiring recency. The committee hope that the survey will be distributed to senate presidents and human resources administrators. The committee is spilt on including the following question:

*Would you be in favor of changing the minimum qualification to include currency (recency) for certain disciplines?*

- Yes
- No

The committee has requested the input of the executive committee about the inclusion of this question. Some committee members believe that the question is not the intent of the resolution; other committee members believe that applying recency to some disciplines might be feasible, but that colleges will reject adding the requirement to all discipline.

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

Resolution 10.01 F2013 directed the Academic Senate to research the inclusion of recency in the Minimum Qualifications for Faculty and Administrators in the California Community Colleges.

*Whereas, The Community College Reform Act of 1988 (AB 1725) sought to professionalize the community college faculty policies and procedures on the model of the four year institutions rather than K-12 institutions;*

*Whereas, In this effort, the act eliminated any further granting of lifelong community college credentials on the expectation that currency (recency) in the area of expertise would be the expected and required standard for the qualification to teach at a California community college, not just the possession of a degree, however old and outdated;*

*Whereas, The disciplines list (minimum qualification for hiring a faculty member) was never modified to reflect these expectations of an applicant's currency in a discipline, as opposed to mere possession of a degree; and*

*Whereas, The Board of Governors has delegated to the Academic Senate the responsibility to determine and implement the professional standards by which individuals become members of the community college faculty;*

*Resolved, That the Academic Senate for California Community Colleges investigate the feasibility of adding discipline currency (recency) and/or work experience to the disciplines list of minimum qualifications and the implications of this addition for local colleges' hiring procedures and equivalency processes, and report its findings no later than the Fall 2014 Plenary Session.*

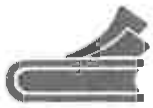
The ASCCC Standards and Practices Committee is seeking input about the feasibility of adding currency (recency) requirements to the minimum qualifications where appropriate.

Please send this survey to any faculty and administrators who have been part of your local hiring process.

1. Please indicate which group you belong to:
  - Full Time Faculty
  - Part Time Faculty
  - Administrator
  - Classified Staff
2. Does your college include currency (recency) in any of its hiring practices?
3. What are some potential benefits from adding a currency (recency) requirement?

4. What challenges might arise from adding a currency (recency) requirement to the minimum qualifications?
5. Are there any disciplines at your college for which a desire for a currency (recency) minimum has been discussed? If so, for what discipline(s)?
6. Would you be in favor of changing the minimum qualification to include currency (recency) for certain disciplines?
  - Yes
  - No
7. Would you be in favor of changing the minimum qualification for all disciplines to include currency (recency)?
  - Yes
  - No





## Executive Committee Agenda Item

SUBJECT: Accreditation Best Practices Paper		Month: October	Year: 2014
		Item No. IV. I	
		Attachment: No	
DESIRED OUTCOME:	Provide direction for Paper	Urgent: No	
		Time Requested: 30 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

*The Accreditation Committee is charged with writing a best practices paper in response to resolution SP12 2.01 (pasted below). The direction is unclear to the committee exactly how to address to resolved statement. In some ways, the resolution seems to call for a "how-to" regarding specific processes including the writing of the institutional self-evaluation. This seems directed to existing Senate positions, papers, and writing. On the other-hand, the best way to improve accreditation outcomes is to weave the standards into the life of the institution. A paper addressing that would focus on faculty participation in institutional processes.*

*The committee created two brief outlines and requests direction from the executive committee regarding how best to fulfill the requirements of the resolution. The organizational structure of each outline skews the direction of the paper overall.*

Option 1 is:

- I Opening Section
  - Justification for the Paper
  - History of Peer-Review
  - Faculty Involvement
    - Include committee on campus
    - Campus-Wide Dialog
  - Continuous Process
- II Integrate Accreditation in everyday operations
  - Developing a culture of evidence by documenting college processes
- III Mid-year and Follow-Up Reports

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

- IV Preparing Self-Evaluation Report
  - A. General Best Practices
    - a. Sending People on Teams
    - b. Using ACCJC Guides
    - c. Answer the Questions
    - d. Don't Lie
  - B. Standard 1
  - C. Standard 2
  - D. Standard 3
  - E. Standard 4
- Include Multi-Campus Districts
- V Preparing for Site-Visit
- VI Responding to Recommendations/Sanctions
- VII Closing Thoughts and Recommendations
- Appendix of Diagrams of Successful College Processes

*Option 2 is:*

- I Opening Section
  - Justification for the Paper
  - History of Peer-Review
- II Best Practices for College Processes
  - Faculty Involvement
  - Include committee on campus
  - Campus-Wide Dialog
  - Continuous Process
  - Sending People on Teams
  - Using ACCJC Guides
  - Answer the Questions
  - Don't Lie
  - Developing a culture of evidence by documenting college processes
  - Preparing for Site Visit
- III Standards and Reporting to the Commission
  - A. Reports (mid-term, follow-up, special, and self evaluation)
  - B. Standard 1
  - C. Standard 2
  - D. Standard 3
  - E. Standard 4
- IV Closing



*The resolutions requiring this work, from Spring 2012 (02.01) is:*

Whereas, The Academic Senate for California Community Colleges has traditionally developed and distributed papers and resources that provide guidance to local districts in meeting state developed regulations;

Whereas, The Academic Senate for California Community Colleges held its annual Accreditation Institute on February 10-11, 2012, in Anaheim, and feedback from the attendees indicated the value of the specific examples presented in the general sessions and breakouts;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) participated in planning and presenting the 2012 Accreditation Institute, and the ACCJC has expressed interest in continuing to work with the Academic Senate for California Community Colleges; and

Whereas, The ACCJC staff reiterated numerous times that colleges need to develop their own processes and that the ACCJC has not historically provided specific examples of the multiple ways that colleges can document evidence in meeting the standards, yet the collaboration with the ACCJC at the 2012 Accreditation Institute provided the opportunity to solicit multiple examples to meet accreditation compliance;

Resolved, That the Academic Senate for California Community Colleges develop resources, including a paper, on effective practices for accreditation compliance including but not limited to effective examples of the following: completion of a self evaluation, actionable improvement plans, institutional effectiveness, surviving sanctions, program review, budgeting process, and governance structures.



## Executive Committee Agenda Item

SUBJECT: Fall Plenary Session Program		Month: October	Year: 2014
		Item No: IV. J	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval any changes to the Fall Plenary Session program and be updated on keynote presentations.	Urgent: YES	
		Time Requested: 20 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	David Morse	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	Julie Adarris	Action	X
		Information	

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

### BACKGROUND:

The 2014 Fall Plenary Session is November 13 – 15, 2014 in Irvine California. The Executive Committee approved the preliminary session program breakout topics at its last meeting. The Executive Committee will review the preliminary program and make any modifications if necessary, as well as be updated about the keynote presentations.

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



## 2014 Fall Session Timelines

### Due in October 2014

- Presenters list to President and Executive Director by October 7, 2014.
- Final breakout descriptions due to Julie by October 10, 2014
- A/V Needs due to Tonya by October 17, 2014.
- Area Meetings: October 24-25, 2014
- Deadline for Area Meeting resolutions to Julie.
  - Area A & B October 25, 2014; Area C & D October 26, 2014
  - Deadline for any print requests to Tonya: October 22, 2014
- All presentations, handouts, and material due for posting to website to Tonya by October 24, 2014.
- Last day to pre-register: October 29, 2014 (end of day)
- "Print your Boarding Pass and Breakouts" Email Out: November 3, 2014



## FALL 2014 PLENARY SESSION PROGRAM

Thursday, November 13, 2014

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

**8:00 a.m. – 8:25 a.m. New Delegate Orientation**

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

Welcome – David Morse, President (8:30 a.m. to 8:35 a.m.)

Adoption of the Procedures – Vice President (8:35 a.m.)

Keynote – Panel Discussion on the Technology Initiatives (8:35 a.m. to 9:45 a.m.) – Bruno (facilitation)

**BREAK (9:45 a.m. to 10:00 a.m.)**

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

1. New Delegate Orientation/I'm New (MGH/Rutan)
2. The Online Education Initiative (Freitas/Crump, OEI)
3. Professional Development and Student Success (Davison/Adams, PDC)
4. Legislation (Bruno, Braden)
5. Student Mental Health Program (Rico/EDAC)
6. Equity and Accreditation: Using SSSP, Equity Plans, Enrollment Management Plans in the Accreditation Process (Stanskas/Todd, Accreditation)

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

1. Adult Basic Education Course Development and new CDCP Funding: Hopes, Dreams, and Concerns (MGH/Klein)
2. ASCCC Strategic Planning Process (Morse/Bruno/Adams)
3. Resolutions Process Nuts and Bolts (Freitas, Resolutions)
4. EPI (Rico, EPI)
5. Relations with Local Senates: What have you done for me lately? (Braden/Crump)
6. Program Review Tools (North/Crawford)

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

Lunch (12:30 p.m. – 12:50 p.m.)

State of the Senate (12:50 p.m. - 1:10 p.m.)

Resolution Presentation (1:10 p.m. – 1:20 p.m.)

**Intermission (1:20 p.m. to 1:45 p.m.)**

Keynote Panel Presentation: Noncredit Funding Transitions (1:45 p.m. – 2:45 p.m.) – Debbie Klein

**Break (2:45 p.m. to 3:00 p.m.)**

**THIRD BREAKOUT SESSION (3:00 p.m. to 4:15 p.m.)**

1. Exploring New Possibilities for Student Success Follow-up Breakout (Klein/Stanskas, Noncredit)
2. You want me to drive where? (Braden, Local Senates)
3. Messaging to students about the ADT's (TAC)/C-ID TMC Update (Bruno/Rico)
4. Cultural Competency in our Local Senates and On Campus (Todd/EDAC)
5. Concurrent Enrollment/Dual Enrollment/Apprenticeship (North/Crawford)

6. Common Assessment (CAI, Rutan)

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

**4:45 p.m. to 6:00 p.m. Resolution Writing**

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

**Friday, November 14, 2014**

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

1. Who Are You? Academic Integrity and Student Authentication in Online Courses/ Student Success in Online Education (Freitas/Davison)
2. Hiring Diverse Faculty (Todd, EDAC)
3. Update on Bylaws Revision (Rutan, Adams, S&P)
4. The New Standards (Stankas, Accreditation)
5. Come get your Curriculum Hot Topics before they are gone (MGH)
6. 50% law/75/25/FON/Budgetary restrictions (Morse/Bruno)

**10:00 a.m. to 12:00 noon. Area Meetings**

**THIRD GENERAL SESSION (12:15 p.m. to 2:15 p.m.)**

**12:15 p.m. to 1:00 p.m. Lunch**

Resolution Presentations

**1:15 p.m. – 2:15 p.m. General Session: Gender Equity**

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

- Resolutions Office Hours – resolution/amendment writing assistance provided by the Resolutions Committee
1. Roundtable Gender Equity Follow-up (Todd, EDAC)
  2. Thriving through Sanctions, “Thank you, sir may I have another?” I have sanctions, now what? (Stankas/Crawford, Accreditation)
  3. Planning and Implementing Professional Development (Davison/Adams, PDC)
  4. Disciplines List and Equivalency (Rutan, S&P)
  5. Conversation with the President (Morse/Bruno)
  6. Brown Act Compliance (Braden, Local Senates)

**4:00 p.m. Resolution and Amendments Due**

**4:00 p.m. to 4:30 p.m. Resolution Amendment Discussions**

**4:00 p.m. to 5:00 p.m. Discipline List Hearing (need Meet and Confer/Phone line)**

**5:00 pm – 6:00 p.m. Foundation Reception**



**Saturday, November 15, 2014**

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

**7:30 a.m. to 8:00 a.m. – Breakfast**

**FOURTH GENERAL SESSION (8:30 a.m. to 11:45 a.m.)**

**Announcements**

**Resolution Voting Begins**

**12:00 p.m. – 12:45 p.m. Lunch Buffet**

**Secretary's Report**

**Treasurer's Report**

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





## Executive Committee Agenda Item

SUBJECT: ASCCC Certification		Month: October	Year: 2014
		Item No. IV K.	
DESIRED OUTCOME: The Executive Committee will consider for approval developing an ASCCC certification program.		Attachment: NO	
		Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Linda Schlager-Butler	Action	X
		Information	

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

### BACKGROUND:

Many professional societies and trade organizations (501(c)6) develop credentialing programs for their members. In 2011, the American Society of Association Executive conducted a multi-phased survey of association executives to “build greater understanding of the perceived benefits to membership associations of administering or sponsoring a certification or accreditation program”<sup>2</sup>. The survey was conducted in two phases. The first phase was focused on gathering opinions of association leaders about credentialing in general with 126 leaders (25%) responding. The second phase focused on specific programs with 570 credentialed programs asked to participate. In this phase, 228 managers, those that administered the program, (40%) responded.

The researchers found that there is a strong perception that credentials provide both a direct and indirect value to associations. Specifically, the survey provided the benefits of a credentialing program to the association and its members. Below are those benefits that are relevant to our organization and membership.

#### Benefits to the organization:

- Reinforced values of association
- Income earned from fees, products, and services related to the credential program
- Increased legitimacy as voice of members to government
- Increased loyalty of members
- Increased involvement of members in association
- Increased visibility of association to general public
- Helped to provide valued service to members, government, employers, and the public

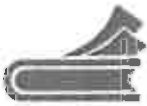
<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.

<sup>2</sup> Tschirhart, M., Lee, C. & Travinin, G. (2011). The benefits of credentialing programs to membership organizations. ASAE Foundation Research Series. Washington, D.C.: American Society of Association Executives.

**Benefits to the credential holder:**

- Defined a common body of knowledge
- Elevated reputation of credential holders
- Built connections and community among credential holders
- Supported compliance with external standards
- Had instrumental value for credential holders, for example, justified charging a price premium

Since the ASCCC launched its first pilot under the Professional Development College, it might make sense for us to also develop a credentialing program to provide value to our membership, increase the creditability of our programs, and to increase the visibility of our role in professional development in California community colleges. The Executive Committee will consider for approval developing a credentialing program and if so, direct the Executive Director, in collaboration with the Professional Development Committee Chair, to develop a program for further discussion and approval by the Executive Committee.



## Executive Committee Agenda Item

SUBJECT: Committee Communications		Month: October	Year: 2014
		Item No. IV L.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval committee practices for communicating meeting information to the field.	Urgent: NO	
		Time Requested: 20 mins.,	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup>	Linda Schlager-Butler	Action	X
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

Last year, it became increasingly apparent that our delegates and faculty in general would like greater transparency in the work of the Senate. In an effort to communicate better with our membership, several changes in how we communicate with the field have been implemented. For example, the first day of the Executive Committee meetings are now held on a community college campus in hopes to allow greater access to our meetings to faculty, administrators, and staff. Prior to the meetings, colleges in the area are highly encouraged to attend these meetings. In addition, the Executive Committee agendas are available about 10 days prior to the meeting and emailed to local senate presidents and posted on the ASCCC website. In addition, a Facebook page has been developed to communicate with faculty and the public who are not necessarily associated with the local senate.

The purpose of this item is to discuss with the Executive Committee ways to improve the way we communicate the work of our committees and task forces. The current policy is as follows:

How does the committee chair keep the Executive Committee and President informed of committee activities? Where are reports sent?

- First, the committee chair should always send copies (hard copies or electronic copies) of agendas, reports, and correspondence to the Executive Director. These copies contribute to the Academic Senate's archives and provide back up for the committee chair.

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

- The committee chair is responsible for reporting the meeting activities to the President within 10 days of the meeting. These reports are also sent by the committee chair to the Academic Senate Office for inclusion in the Executive Committee agenda and, once approved, for posting on the Senate website.
- The chair is responsible for archiving reports and other materials on the flash drive.

With improvements to the usability of the ASCCC website, it is now possible that the chairs of the committees can now post agendas, meeting minutes, as well as other resources and materials. In the very near future, committee chairs will also be able to post their meetings on the ASCCC calendar. In addition, committee meetings can be posted to the Facebook page for greater reach. The Executive Committee will discuss how to implement consistent practices for communicating with the field the work of all committees and task forces.

## ACADEMIC SENATE COMMITTEES

### The Work of the Committees

#### Where do the tasks and responsibilities of Academic Senate committees originate?

- Fall and spring plenary session resolutions which are assigned by the Executive Committee to a specific committee, group, or individuals responsible for providing a response with approval of the Executive Committee.
- Directive of the Executive Committee.
- Directive of the President.
- Decision of the committee, subject to approval of the Executive Committee.
- Breakout presentations at fall and spring plenary sessions.

#### How should a committee proceed with its work?

- All projects should have prior approval of the President and the Executive Committee. Activities that require extraordinary funding (over \$200), including extensive mailing and printing, must have prior approval of the President.
- The committee, under the leadership of the chair, should, at its first meeting, adopt its strategic plan for the year. (See also "Duties of the Committee Chair" below.)

#### How are committee members chosen?

- Committee members may be recommended by their local senate, the committee chair, the President or members of the Executive Committee. In addition, individuals may indicate their desire to serve on an Academic Senate committee. The Selection Process is described in detail below. The President, in consultation with the Executive Director and committee chairs, will make recommendations on committee membership to the Executive Committee, which approves committee membership at its September meeting.
- In selecting committee members, the chairs should observe adopted guidelines urging consideration of diversity, geographical location, and college size. See the Diversity Policy for more information.
- Committees generally have 3-6 members including the chair. If a chair requests more members, the President may approve or deny the request.
- As a general rule, no more than half the members of a committee should be Executive Committee members. Also, an Executive Committee member should not expect to serve on more than one or two Academic Senate committees.
- The President will endeavor to distribute committee memberships among as broad a constituency as possible. Members from the field serve one-year terms and no more than two consecutive terms on a given committee, unless there are extenuating circumstances.
- Members should not promise acceptance to potential committee members but inform them that committee appointments are contingent on approval of the Executive Committee.

The following description of the appointment process appears in plenary session packets, on our website, and information provided to each chair. All chairs should be aware of the duties and obligations this document obliges them to fulfill.

## **Senate Committee Appointment Process**

The Academic Senate continuously collects “Application for Statewide Service” forms” at Senate events such as plenary session and institutes and via the website. The Senate Office acknowledges the receipt of the application with a confirmation letter/email. This letter provides nominees with information about the appointment process as well as the timeline for appointments.

### **Standing Committee**

In June, committee chairs review the list of interested faculty and select members based on criteria below. The committee chair may also search the Senate directory or solicit the local senate presidents for additional nominations.

Criteria for selection include:

- Diversity (i.e., regional, discipline, ethnicity, skill sets)
- Previous senate assignments (performance, frequency or recency of service)
- Location (If the committee is not one that requires geographical equity, the chair may select members with an eye to minimizing travel expenses.)

The committee chair will contact the selected faculty to confirm their willingness to serve. In August, the committee chair will present recommended members to the President for consideration and in September to the Executive Committee for approval since all appointments are subject to Executive Committee approval. Following approval of the recommended committee members, the chairs will contact those faculty they drafted to confirm approval. Names of faculty members who are not selected for a standing committee membership will be retained throughout the year as other needs may arise.

### **Ad Hoc, Special Task Forces, Grant Readers, or Advisory Groups**

Throughout the year, the Academic Senate receives requests for faculty to participate on a number of task forces or advisory groups. When such a request is received, the Senate Office reviews the list of faculty interested in serving on Senate committees for faculty that have the expertise needed on the task force or advisory committee. If no faculty on the list have the skills or expertise needed for the task force or advisory committee, the Senate Office contacts local senates for nominations. Names of potential appointees are given to the President for approval. Once the President has selected potential appointees, the Senate Office contacts the local senate president to confirm the nominee’s appointment. Then the faculty member is contacted.

### **Terms**

According to Article V, Section 4, appointments to committees or special assignments shall be for no more than one year. At the end of the one-year term, faculty members must resubmit the Application for Statewide Service form if they would like to serve on the committee again. No faculty may serve on any one committee for more than two consecutive one-year appointments, unless the Executive Committee confirms exigent circumstances.



## Duties of the Committee Chair

### How does the chair develop a work plan for the committee?

- The committee chair, in consultation with the President, should identify specific goals for the committee, based on assigned resolutions, status of work done in previous years, and emergent needs. Consulting the committee flash drive to review meeting minutes and the annual report submitted by the previous chair offers a good starting place. These goals will be submitted for the Executive Committee meeting in August. Sometimes priorities have to be made, but the chair should always consult with the President as work progresses and when changes have to be made.
- As work progresses during the year, the chair must regularly update the strategic plan for the committee indicating which tasks have been completed and how the task was completed (i.e. Rostrum article, breakout session, etc.)
- Committees usually have a first meeting in August; because the committee members may not have been confirmed, the chair needs to make clear to participating members the tentative nature of their August participation.

### How does the committee chair keep the Executive Committee and President informed of committee activities? Where are reports sent?

- First, the committee chair should always send copies (hard copies or electronic copies) of agendas, reports, and correspondence to the Executive Director. These copies contribute to the Academic Senate's archives and provide back up for the committee chair.
- The committee chair is responsible for reporting the meeting activities to the President within 10 days of the meeting. These reports are also sent by the committee chair to the Academic Senate Office for inclusion in the Executive Committee agenda and, once approved, for posting on the Senate website.
- The chair is responsible for archiving reports and other materials on the flash drive.

### Issues of immediate concern should be communicated to the President without delay.

- Committees do not report, orally or in writing, or send their deliberations to bodies outside the Academic Senate, unless such reports, including position papers and other documents, have been approved by the Executive Committee or the plenary body.

### How are meetings scheduled?

- The chair should schedule meetings at times and places taking into consideration cost factors and members' schedules. These meeting dates will be established at the beginning of the year after consultation with the committee members and will be posted on the Academic Senate website and should be changed only under extreme circumstances. The Senate Office should be notified of any changes to initial meeting dates.
- To reduce expenditures, the chair should also consider conducting meetings using electronic means (e.g., CCCConfer, teleconferencing, etc.). At each orientation, Executive Committee chairs will receive information about the latest options available to them.
- Prior to making any commitments to individuals or venues, the chair should share with the Executive Director any concerns about unusual expenses (cost of hotel room, cost of food, etc.). Alternatives may be available.

### What are the chair's responsibilities to committee members?

- The committee chair should make sure that all committee members understand the travel and expense reimbursement policies of the Academic Senate, including the need for receipts, and the need to send the expense forms to the Academic Senate Office, and reports to the President.
- The committee chair should ask the Academic Senate Office to include on the Academic Senate mailing list committee members who would not otherwise receive Academic Senate material (i.e., those who are not Executive Committee members, delegates or senate presidents, heads of organization).
- The committee chair should distribute to all committee members a list of fellow committee members with home as well as college phone numbers, email and place addresses. This list should also be forwarded to the Academic Senate Office.

Committee chairs send their own agendas, meeting notices, and meeting minutes to their committees. While the Executive Director may serve as an ex officio member, it is NOT the responsibility of this individual to do this work under usual circumstances. With permission of the President, a committee chair may wish to make use of Academic Senate distribution lists to send local senate presidents, curriculum chairs or others time-sensitive information.

### Are there suggestions for conducting effective committee meetings?

The chair should appoint a committee secretary to keep an accurate record of committee minutes and decisions.

- The chair should involve all committee members when assigning and distributing committee tasks and should avoid overburdening some individuals and overlooking others. Committee membership is an opportunity to cultivate statewide leadership.
- The chair should assign committee members to assume responsibility for writing portions of position papers in response to resolutions from the fall and spring plenary sessions, to draft policies or procedures, to contact speakers or presenters.
- Use the Ground Rules found in the section on Executive Committee Responsibilities.

### What fiscal responsibilities does the chair have?

- The committee chair has a responsibility to review and comment on the Academic Senate's own budget; specifically, the chair must be familiar with the allocations provided to that committee, to monitor those committee's expenditures, and to review them when reported cumulatively over the year by the Treasurer. More immediately, the committee chair must promptly submit draft or officially adopted minutes or reports of the committee; **no chair or committee member can be reimbursed for incurred expenses without submission of the minutes or a report from the committee.**
- Committee chairs are responsible for communicating the Academic Senate expense reimbursement policy to committee members.

### What obligation does the chair have to next year's committee?

- The chair must write an annual report. Each chair's responsibility is to the Academic Senate and the faculty it represents, as well as to the Executive Committee that carries out the Senate's charges. Thus, each chair has a responsibility to communicate clearly with successive committees what has been accomplished, what has only been partially addressed, what remains to be completed, what possibilities lie ahead. The annual report

contains that information and launches subsequent chairs.

- Prior to each plenary session, chairs will be asked to submit a Status Report on resolutions assigned to their committee. These reports are submitted to the field to ensure progress on adopted resolutions.
- The chair must maintain and turn in the flash drive created for that committee. This flash drive minimally contains: committee minutes, agendas, goals, membership, papers in progress, resolution status, and annual reports. This flash drive will be given at Orientation to the Executive Director who will transmit it to the individual who will serve as chair the following year.

### Committee Expectations

#### How should a committee chair prepare for the fall and spring plenary sessions?

- The chair should report on the progress of work being done.
- The chair should recommend resolutions, as appropriate to the work of the committee.
- The chair should suggest breakouts and discussions as appropriate.
- The chair should designate a committee member, if possible, to take notes for the committee record or for reporting in a forthcoming *Rostrum* article.
- The chair should work with committee members to write a relevant article for the *Rostrum*, explaining some of the issues to be addressed in forthcoming breakouts sponsored by the committee.

#### What other reports are expected of the committee chair?

- The chair should distribute minutes and a report of every meeting to the President and the Executive Committee. The chair should also provide regular reports to the Executive Committee, detailing work in progress.
- The chair should prepare a final report of committee accomplishments for the Academic Senate Annual Report for action at the June Executive Committee meeting. (See Annual Reports Section of this manual.)

#### What are the responsibilities of the committee and its membership?

- Committees serve as an advisory group to the Executive Committee.
- Members should work with the chair to further the work of the committee rather than pursue private or unrelated agendas.
- Members should make every attempt to attend all meetings as scheduled.
- Members should be honest about the workloads they can bear, declining membership if unwilling to assume their fair shares of the duties and obligations.
- Members should bring to bear their particular experiences in fulfilling the assigned tasks.

### **Task Forces, Subcommittees and Ad Hoc Committees of the Academic Senate**

#### Why are there task forces, subcommittees and ad hoc committees of Academic Senate committees?

- A project may be too large for a single committee or have overlapping concerns with another committee; or, conversely, one or two individuals on a committee may assume the primary responsibility for an assigned task while other members attend to other work.
- The expertise of someone not on the full committee may be needed and that individual may be asked to join committee members in working on a special project.
- Some urgent matters may arise from inter-segmental, Consultation Council or system

advisory committees requiring immediate attention of experts from the field as well as from Executive Committee members. These tasks are usually of shorter duration but might not be driven by specific resolutions.

What are some task force, subcommittee and ad hoc committee procedures?

- Subcommittees and ad hoc committees report to their parent committees or to the committee chair, who then reports to the full committee, the Executive Committee, or the President, as needed.
- Expenses for task forces, subcommittee and ad hoc committee work must be approved by the President.

<b>Committee Charges</b>
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Note: Some committees may be assigned hiatus status for a period of time by the Executive Committee.

**Standing Committees**

*Accreditation and Assessment Committee*

The Accreditation and Assessment Committee informs and makes recommendations to the Academic Senate Executive Committee and the faculty regarding accreditation and assessment issues. The committee supports faculty in the creation of self evaluation reports by gathering and disseminating effective practices for accreditation, institutional evaluation, and accountability. The committee distributes information regarding faculty roles in accreditation via listservs, publications, and institutes, and collaborates with outside groups to provide information to faculty throughout the state. The committee provides input to the President regarding interaction with accrediting commissions and other appropriate organizations. The committee advises the President about concerns regarding regional and federal accreditation policy and processes. Under the direction of the president, the chair and/or members of the committee provide assistance to local academic senates and the faculty in general who request assistance with accreditation and/or assessment issues. The committee gathers effective practices for assessment and supports faculty in evaluating and improving the assessment process.

*Articulation and Transfer Committee*

The Articulation and Transfer Committee is responsible for the review of intersegmental issues regarding articulation and/or transfer, such as IGETC, LDTP, UC Streamlining, and related legislation. The Committee informs and makes recommendations to the Academic Senate Executive Committee and the faculty regarding intersegmental policies and procedures. The Committee works closely with the Counseling and Library Faculty Issues Committee on issues of concern to both.

*Basic Skills Committee*

The Counseling and Library Faculty Issues Committee is responsible for development and review of policies, procedures, administrative requirements and general information regarding counseling and library issues; discussion of current counseling and library programs; and consensus development on issues through study and research. The committee presents position

statements and policy recommendations to the Academic Senate Executive Committee.

#### Counseling and Library Faculty Issues Committee

The Counseling and Library Faculty Issues Committee is responsible for development and review of policies, procedures, administrative requirements and general information regarding counseling and library issues; discussion of current counseling and library programs; and consensus development on issues through study and research. The committee presents position statements and policy recommendations to the Academic Senate Executive Committee.

#### Curriculum Committee

The Curriculum Committee is charged to make recommendations to the Executive Committee on issues related to the development, review, and implementation of curriculum both at the college and state level. The committee distributes information through institutes, the website, and listservs, as well as senate publications. Under the direction of the president, the chair and/or members of the Curriculum Committee provide technical assistance to local college curriculum committees, academic senates, and the faculty in general. Note: Resolution 15.03 S94 charged the Senate with appointing a library science member and noted past recommendations to the Senate to appoint a counselor, articulation officer, vocational education and basic skills faculty.

#### Equity and Diversity Action Committee (EDAC)

The Equity and Diversity Action Committee (EDAC) responds to resolutions from the session that deal with the issues of equity and diversity in hiring, equal opportunity, and cultural diversity in the curriculum. The EDAC committee recommends strategies that promote student equity and student success, including effective teaching and student learning styles and fostering a campus climate conducive to faculty diversity and student achievement. The Committee advises the Executive Committee on guidelines, laws and regulations relating to equal opportunity and cultural diversity and promotes the integration of equity and diversity issues in appropriate ASCCC activities.

#### Faculty Development Committee

The Faculty Development Committee advises the Executive Committee on policies and processes and develops papers and resources related to faculty development for local senates and others. The Committee supports local faculty development committees and provides guidance to enhance faculty participation in the areas of faculty development policies and innovations in teaching/learning strategies and practices. The Committee advocates through breakout sessions and senate publications the importance of faculty development activities, critical issues related to student success and quality faculty teaching and learning, and of the need for appropriate levels of funding for such activities. (Revised 2/2011).

#### Governance and Internal Policy Committee

Develop recommendations to the Executive Committee for the Board of Governors and the CCC Chancellor's Office regarding changes to policy or the development of new policies as they apply within the California Community College System.

1. Research or compile and publish as needed information and recommendations on governance and policy issues at local colleges and districts.
2. Coordinate communication with and as appropriate disseminate information to local senates on matters of governance, local policy, and California Community College system policy.
3. Develop and disseminate information and tools to local colleges and districts for use in

responding to governance and policy issues regarding both local and systemwide matters.

This committee was formed in 2012 - 13 during a re-organization of the Senate's standing committees and was not re-instituted in 2013 -14.

*Note: Formerly Educational Policies Committee.*

#### Leadership Development Committee

The Leadership Development Committee seeks to strengthen and enhance the work of academic senates by empowering faculty leaders. It does so by:

Providing information, workshops, and institutes to enhance the talents and skills of current and potential academic senate leaders;

Encouraging the full participation of all community college faculty in leadership activities; and  
Identifying state and local community college issues that would benefit from progressive thinking and focused leadership, and developing positions on those issues, by recommending policy and/or positions to the Academic Senate for California Community Colleges.

In addition, the Leadership Development Committee plans and organizes the Vocational Leadership Institute, and collaborates with the Executive Committee in planning and organizing the Leadership Institute.

This committee was formed in 2012 - 13 during a re-organization of the Senate's standing committees and was not re-instituted in 2013 -14.

*Note: Formerly Relations with Local Senates Committee and Occupation Education Committee.*

#### Legislation and Educational Policy Committee

The LEP Committee monitors, analyzes and prepares responses to reports and efforts from outside the California Community College System and to state and federal legislation where academic and professional matters are included as content or intent in the documents, bills or efforts. Analyses and recommendations are provided to the Officers or Executive Committee for evaluation, approval or recommendation to the field.

This committee was formed in 2012 - 13 during a re-organization of the Senate's standing committees and was not re-instituted in 2013 -14.

*Note: Formerly the Future of California Community Colleges*

#### Legislation and Governmental Relations Committee

The Legislative and Governmental Relations Committee is responsible for providing the President with background information on all legislation related to academic and professional matters. Through research and analysis, and representation on appropriate advocacy groups, the Committee will provide the President and the Executive Committee with recommendations on such legislation. The Committee is also responsible for providing legislative alerts to the local senates, identifying liaison persons to contact legislators, and providing support to local senates regarding California's legislative process as it has bearing on academic and professional matters. It is the goal of the Committee to provide the President and the Executive Committee with the resources to ensure that the Senate is recognized as the voice of authority with the Legislature

and Governor's Office in the areas of academic and professional matters.

#### *Noncredit Committee*

The Academic Senate Committee on Noncredit will serve as a resource to the President and Executive Committee on issues related to instruction, counseling, student services, and program development in noncredit and the role of faculty in noncredit instruction as related to governance and local participation in academic and professional activities.

#### *Occupational Education Committee*

The Occupational Education Committee provides a forum for discussion of current vocational education issues, develops consensus on those issues and recommends policy and positions to the Executive Committee and the General session. The Committee develops and implements strategies to increase the number of occupational education faculty on their local Senates.

#### *Publications Committee*

The Publications Committee is responsible for soliciting and reviewing contributions for The Rostrum and The Forum, reviewing and approving the layout designs for the publications, development of the publications budget, and reviewing the publications policies to reflect current needs.

#### *Relations with Local Senates Committee*

The Relations with Local Senates Committee serves to augment the work of the Executive Committee in its efforts to provide an opportunity to share information on issues of concern at the local and state levels. While members of the Relations with Local Senates Committee should be conversant with pertinent statutes and strategies for effective academic senates, their work will be primarily as liaisons and conduits for information and requests for assistance.

#### *Research Committee*

The charge of the Research Committee is to enable research support for assigned goals of the standing committees, to assess project requests, and to work with committee chairs to link them to available and project-appropriate researchers screened by the committee. The State Academic Senate's Research Committee is dedicated to supporting faculty research efforts in areas such as accreditation and program review.

#### *Standards and Practices Committee*

The Standards & Practices Committee is charged with reviewing, acting on, and monitoring various activities as needed and assigned by the President or the Executive Committee of the Academic Senate. The Standards & Practices Committee's activities include, but are not limited to, conducting Disciplines List hearings, monitoring compliance with the Full Time/Part Time Ratio (75/25 rule), reviewing the faculty role in accreditation, screening faculty Board of Governors applications, analyzing and reviewing suggested changes in Executive Committee policies and Senate Bylaws and Rules, and administering designated awards presented by the Academic Senate. As assigned by the President or Executive Committee, the committee chair or designee will assist local academic senates with compliance issues associated with state statutes and their implementation.

### Standards, Equity, Access, and Practices Committee

The Standards, Equity, Access, and Practices (SEAP) Committee works at promoting equal opportunity for the inclusion of diverse voices and opinions of faculty and students. SEAP is responsible for the following: Resolutions that deal with the issues of equity, access, and diversity Recommending actions to promote inclusion of all faculty in Academic Senate activities Supporting local senates in recruiting and encouraging faculty with different backgrounds to serve on Academic Senate standing committees Reviewing and conducting Disciplines List hearings Screening faculty Board of Governors applications Analyzing and reviewing suggested changes in Executive Committee policies, Academic Senate bylaws, rules and procedures Administering designated awards presented by the Academic Senate.

This committee was formed in 2012 - 13 during a re-organization of the Senate's standing committees and was not re-instituted in 2013 -14.

### Student Learning and Support Committee

The Student Learning and Support Committee provides guidance for faculty in areas related to learning and assessment. The committee gathers effective practices for assessment and supports faculty in evaluating and improving the learning process. The committee distributes information via the SLO listserv and through institutes and senate publications. The committee continuously solicits feedback and regularly updates documents specific to student learning and assessment including the SLO Terminology Glossary. The committee also provides SLO Coordinator training throughout the state. Under the direction of the President, the committee provides assistance to local college academic senates and the faculty in general who request assistance with SLO and assessment issues.

This committee was formed in 2012 - 13 during a re-organization of the Senate's standing committees and was not renewed in 2013 - 14.

### Technology

The Technology Committee is responsible for considering issues surrounding existing and emerging technologies and the implications for teaching and learning. It has additional responsibilities for making recommendations to the Executive Committee on such technologies and implications for the Academic Senate in fulfilling its communication and representative responsibilities

## **Operational Committees**

### Budget and Finance Committee

The Budget and Finance Committee is responsible for making recommendations to the Executive Committee for the annual budget for each subsequent year and making recommendation on fiscal policies and procedures. This committee is also responsible for the review of budget performance and revision of the budget, if necessary. The Treasurer shall report on a periodic basis to the Committee. The Committee shall approve the Senate Investment Policy and shall approve investments.



### *Elections Committee*

The Elections Committee is responsible for the delegate credential sign-in registration, providing election information, overseeing the nominations process, and collecting and tabulating of ballots at the fall and Spring Session of the Academic Senate.

For more information about the responsibilities of the Elections Committee, see the Elections Manual.

### *Resolutions Committee*

The Resolutions Committee charge is to provide accurate and timely documents of the resolutions that eventually are adopted at the Senate Sessions. The process begins with Senate Committees that submit resolutions to the Executive Committee, which in turn adopts resolutions for submission to Area meetings where more resolutions may be written. A resolution document is in the packet at the Session and additional resolutions are developed there and printed at the Session. A final document for Plenary Session deliberation is prepared including resolutions and amendments.

For more information about the responsibilities of the Resolutions Committee, see the Resolutions Manual.

### **Ad Hoc Committees**

#### *Distance Education Ad Hoc Committee*

The Distance Education Ad Hoc Task Force is established to review, prioritize, and recommend to the Executive Committee policies and practices regarding distance education needs that are within the purview of the Academic Senate. The Committee will interact with existing standing committees, as appropriate, write resolutions as needed, and provide recommendations to the Executive Committee.

#### *Future's Ad Hoc Committee*

The Ad Hoc "Future of California Higher Education" Committee is charged with advising the president and the executive committee regarding the on-going role of the California community college system within California higher education. The committee will review public policy documents such as the *California Master Plan for Higher Education* and AB1725, resolutions of the Academic Senate for California Community Colleges, and recent public policy research and position papers in order to foreground and emphasize those policies and practices that will best serve all citizens of California as the California community college system educates and prepares the citizens of the state for life in the twenty-first century.

#### *Outreach and Recruitment Committee*

The Outreach and Recruitment Committee helps the President expand the pool of faculty volunteers for Academic Senate committees and other related statewide service. This Committee seeks to develop an ongoing pool of qualified community college faculty applicants that represents diversity to include racial/ethnic background, sex, geographical area, college/district, and discipline. Membership: Initially chaired by the Academic Senate Vice President and includes in the membership the Relations with Local Senates Chair, and one representative from each area (not on the Executive Committee). As of 2009-2010, two former EDAC members will also serve on the Committee.

*Professional Development College Ad Hoc Committee*

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

*Textbook Ad Hoc Committee*

The Textbook Ad Hoc Committee is charged with bringing forward concepts to address the issue of high textbook costs for students for the Academic Senate to consider as possible legislative proposals. The Committee will use its paper *Textbook Issues: Economic Pressures and Academic Values* and discussions with the Student Senate for California Community Colleges as resources in the development of such proposals.



## Executive Committee Agenda Item

SUBJECT: Executive Committee Resolutions Fall 2014		Month: October	Year: 2014
		Item No: IV. M.	
		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: 3 hours	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	J. Freitas	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	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.

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



## **Draft Fall 2014 Executive Committee Resolutions**

### **1.0 ACADEMIC SENATE**

#### **1.01 F14 Adopt the Resolutions Handbook**

Whereas, The work of the Academic Senate for California Community Colleges is directed by resolutions adopted by the body at fall and spring plenary sessions;

Whereas, Four Academic Senate documents currently exist regarding the resolutions process, two of which are public and distributed to the body prior to plenary sessions (“Resolution Writing and General Advice” and the “Plenary Session Resolutions Procedures”) and two of which are internal Executive Committee documents (“Resolutions Philosophy, Procedures and Process,” adopted by the Executive Committee in June 2012, and the “Resolutions Committee Manual,” approved by the Executive Committee in December 2008);

Whereas, At its January 2014 meeting the Executive Committee approved the Resolutions Committee’s recommendation to compile the existing Academic Senate resolutions documents into a handbook that provides a single, comprehensive source of information to the field, including information on the role of the Executive Committee and Resolutions Committee, about the resolutions process;

Whereas, The Resolutions Committee drafted a Resolutions Handbook that consolidates all of the Senate’s internal and public resolutions documents;

Resolved, That the Academic Senate for California Community Colleges adopt the Resolutions Handbook as the official document of its resolution development and writing process that replaces all previous resolutions process documents, effective immediately upon its adoption by the body.

Contact: John Freitas, Executive Committee, Resolutions Committee

Note: The draft Resolutions Handbook is found in Appendix A

### **7.0 CONSULTATION WITH THE CHANCELLOR’S OFFICE**

#### **7.01 F14 Restructure the FON to Include Noncredit Faculty**

Whereas, Noncredit instruction is included in the mission of the California Community Colleges because “The provision of noncredit adult education curricula in areas defined as being in the state’s interest is an essential and important function of the community colleges” (California Education Code §66010.4), and noncredit instruction serves some of the state’s most at-risk and needy students;

Whereas, 95% of noncredit instruction in California community colleges is taught by part-time faculty<sup>1</sup> whose part-time status denies them full participation in college planning and governance discussions, and noncredit students are often deprived of full access to services such as instructor office hours, thereby negatively impacting their opportunities for academic success and advancement;

Whereas, The Faculty Obligation Number (FON) omits the inclusion of full-time noncredit instructional faculty, thus creating a disincentive to hiring full-time noncredit faculty, yet simply adding full-time noncredit faculty to the FON without further recalculation would have a negative effect on hiring requirements for full-time credit faculty; and

Whereas, The proposed increase of funding for Career Development and College Preparation (CDCP) noncredit instruction to a level equal to that of credit instruction in 2015-2016<sup>2</sup> provides numerous opportunities that could enable greater student success, opportunities that will not be fully embraced by districts while the disincentive established by the FON to hiring full-time noncredit faculty remains;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other system partners to restructure the calculation of the FON in a manner that includes full-time noncredit faculty without diminishing the requirements for hiring full-time credit faculty.

Contact: Candace Lynch-Thompson, Noncredit Committee, School of Continuing Education

## **7.02 F14 ASCCC Involvement in the California Community College Institutional Effectiveness and Technical Assistance Program**

Whereas, In September 2014 the California Community Colleges Chancellor's Office issued a Request for Applications (RFA) for a new California Community College Institutional Effectiveness and Technical Assistance Program "for the benefit of all California Community Colleges and Students" with a goal of "develop[ing] and manage[ing] a comprehensive technical assistance program to enhance institutional effectiveness and further student success";

Whereas, The RFA for the Institutional Effectiveness and Technical Assistance Program solicits a community college district to serve as fiscal agent for the program and states that the grant recipient "will be responsible solely for handling the creation, fiscal and logistical needs, and the evaluation and expansion of the program" and but does not at

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<sup>1</sup> Academic Senate for California Community Colleges. (2009). *Noncredit Instruction: Opportunity and Challenge*, Sacramento, CA: Author. Retrieved September 20, 2014 from [http://www.asccc.org/sites/default/files/publications/noncredit-instruction09\\_0.pdf](http://www.asccc.org/sites/default/files/publications/noncredit-instruction09_0.pdf).

<sup>2</sup> SB 860 is the Education Finance: education omnibus trailer bill. Senate Bill No. 860, Chapter 34. (2014). 84750.5 (d)(4)(A)(ii).

any point require the grant recipient to consult or coordinate with the Academic Senate for California Community Colleges;

Whereas, The RFA states that the primary areas in which the program will provide technical assistance are accreditation status, fiscal viability, student performance and outcomes, and programmatic compliance with state and federal guidelines and that the grant recipient will “establish a network of content experts” to help provide assistance in these areas to districts; and

Whereas, Three of the four areas in which the program will provide technical assistance—accreditation processes, budgetary processes, student performance and outcomes—fall under the Academic Senate’s purview, and indeed the Academic Senate should be the content expert to provide assistance in the area of student performance and outcomes;

Resolved, That the Academic Senate for California Community Colleges request of and strongly urge the California Community Colleges Chancellor’s Office to require the recipient of the Institutional Effectiveness and Technical Assistance Program Grant to contract directly with the ASCCC regarding technical assistance regarding student performance and outcomes and to consult appropriately with the ASCCC regarding technical assistance in the areas of accreditation status and fiscal viability.

Contact: Julie Bruno? If she is willing, I would give this one to her.

Note: The resolution above might go better in another category. I’m not sure. I’ll leave that up to you.

## **9.0 CURRICULUM**

### **9.01 F14 Non Associate Degree for Transfer (non-ADT) and General Education Requirements**

Whereas, The mandate of using only the CSU Breadth or IGETC patterns for a local (non-Associate Degree for Transfer, or non-ADT) degree that has the local program goal of transfer began with the 5<sup>th</sup> edition of Program and Course Approval Handbook (PCAH), with the result that a local degree with a program goal of transfer will not be approved by the Chancellor's Office if a college uses its local general education pattern;

Whereas, Title 5 §55063(b)(1) states that “Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality” and that “The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option”;

Whereas, The 5<sup>th</sup> edition of the PCAH conflicts with Title 5 §55063(b)(1) by improperly mandating the use of only CSU Breadth or IGETC general education patterns for local

degrees that have the program goal of transfer; and

Whereas, Limiting students to completing the CSU Breadth or IGETC patterns in order to receive a local (non ADT) degree may result in the student having to accumulate extra units or transfer without receiving a local degree that would otherwise be obtained, and it erodes local control of degree creation and local degree requirements;

Resolved, That the Academic Senate for California Colleges assert to the Chancellor's Office that students should be able to choose the general education patterns that best serve their educational goals, regardless of the program goal associated with a local (non ADT) degree as reported to the Chancellor's Office in the Curriculum Inventory;

Resolved, That the Academic Senate for California Colleges work with the Chancellor's Office to revise the Program and Course Approval Handbook in order to eliminate the mandate that only the CSU Breadth or IGETC patterns for a local (non ADT) degree that has the local program goal of transfer may be used and to ensure that Title 5 §55063(b)(1) is honored.

Contact: Ginni May, Sacramento City College, Curriculum Committee

Note: Please see Appendix B for excerpts from the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> editions of the *Program and Course Approval Handbook*.

#### **9.02 F14 Reporting Data on Low Unit Certificates**

Whereas, Title 5 §55070-55072 allow colleges to create certificates less than 18 units, with those between 12 and 18 units eligible for submission at the option of the district to the Chancellor's Office for approval as Certificates of Achievement, while those below 12 units may not be submitted for such approval but may be conferred on students as a recognition of reaching an academic goal;

Whereas, Many of these low-unit certificates are not reported into the System data-gathering records and therefore are not counted in the state's reporting, contributing to a failure to tell the full story about student success and completion in California's community colleges;

Resolved, That the Academic Senate for California Community Colleges encourage colleges to report optional data for all certificate awards to more comprehensively and accurately demonstrate student success in California's community colleges.

Contact: Cheryl Aschenbach, Lassen College, Curriculum Committee

#### **9.03 F14 Reinstating Local Approval of Stand-Alone Courses**

Whereas, AB 1943 (Nava, 2006) amended California Education Code §70901-70902 to allow California community college districts to offer credit courses that are not part of an



approved educational program (stand-alone credit courses), requiring approval only by local curriculum committees and district governing boards and eliminating the requirement for approval by the Chancellor's Office for the period Fall 2007 through Dec. 31, 2012;

Whereas, The extension of local approval of credit stand-alone courses until January 1, 2014, authorized by AB 1029 (Lara, 2011), expired, removing the authority to approve credit stand-alone courses from local curriculum committees and governing boards and returning this authority to the Chancellor's Office, which has created a backlog of curriculum review and approval; and

Whereas, The removal of approval authority for stand-alone courses from local curriculum committees and governing boards prevents colleges from responding to emerging community needs in a timely manner;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to sponsor new legislation that would return stand-alone course approval authority to local curriculum committees and district governing boards; and

Resolved, That the Academic Senate for California Community Colleges recommend to the Chancellor's Office that guidelines that provide colleges with instructions and best practices for local approval of stand-alone courses be developed in consultation with the Academic Senate.

Contact: Sofia Ramirez Gelpi, Allan Hancock College, Curriculum Committee

#### **9.04 F14 Faculty Inclusion in Implementation of Community College Baccalaureate Degrees**

Whereas, On September 29, 2014, the governor signed SB 850 (Block, 2014), authorizing a baccalaureate degree pilot program in which fifteen community colleges in fifteen separate districts can be authorized to develop and offer one baccalaureate degree if that degree is not offered by any California State University (CSU) or University of California (UC) campus;

Whereas, The Academic Senate for California Community Colleges had previously taken a position of opposing the community college baccalaureate degrees, but, now that SB 850 been passed by the legislature and signed by the governor, the ASCCC should participate in the implementation of the pilot in order to ensure the protection of faculty rights and the highest quality programs for students;

Whereas, Numerous questions regarding the implementation of the community college baccalaureate degrees remain to be answered before implementation can take place, including but not limited to questions regarding instructors' minimum qualifications, articulation of upper division courses, determinations of similar programs at the university level, upper division general education, and appropriate funding; and

Whereas, The implementation of the baccalaureate degree pilot program may have significant implications for the CSU and UC systems as well as for the community college system, and thus faculty from all three segments should be included in the implementation process in order that all implementation issues are addressed and resolved clearly and successfully;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure that faculty are appropriately represented on all task forces and other bodies involved with the implementation of the community college baccalaureate degree pilot program; and

Resolved, That the Academic Senate for California Community Colleges request of the California Community Colleges Chancellor's Office that appropriate faculty representation from the California State University and University of California segments be included on task forces and other bodies involved with the implementation of the community college baccalaureate degree pilot program.

Contact:

**9.05 F14      General Education Patterns for Community College Baccalaureate Degrees**

Whereas, SB 850 (Block, 2014) creates a baccalaureate degree pilot program that authorizes the creation of one baccalaureate degree per college if that degree is not offered by any California State University (CSU) or University of California (UC) campus;

Whereas, The CSU Executive Order 1065 (General Education Breadth Requirements)<sup>3</sup> mandates that "At least nine of these semester units or twelve of these quarter units must be upper-division level, taken no sooner than the term in which upper-division status (completion of 60 semester units or 90 quarter units) is attained"; and

Whereas, No perceived difference should exist between the quality of a baccalaureate degree offered by the California Community Colleges and those offered in any other segment of the California higher education system;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates (ICAS) to define the expectations between lower division and upper division general education course work and communicate the expectations for transfer general education and non-transfer general education; and

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<sup>3</sup> CSU Executive Order 1065 is found at <http://www.calstate.edu/eo/EO-1065.html>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other relevant constituencies to ensure that any baccalaureate degrees created in the California community colleges must include upper division general education requirements consistent with those offered by the California State University.

Contact: Rich Cameron, Cerritos College, Curriculum Committee

**9.06 F14      Update the paper *The Course Outline of Record: A Curriculum Reference Guide***

Whereas, The Academic Senate for California Community Colleges adopted the paper *The Course Outline of Record: A Curriculum Reference Guide* in Spring 2008 and has not updated it since;

Whereas, Numerous changes to Title 5 and the California Community College's Chancellor's Office curriculum requirements have occurred since Spring 2008; and

Resolved, That the Academic Senate for California Community Colleges update *The Course Outline of Record: A Curriculum Reference Guide* to more accurately reflect the current curriculum processes, guidelines, and requirements and present it for approval at the Spring 2016 ASCCC Plenary Session.

Contact: Ginni May, Sacramento City College, Curriculum Committee

**9.07 F14      Secure Funding to Develop C-ID Course Descriptors for College Preparation Courses**

Whereas, Statewide efforts are currently underway to align and integrate instruction for college preparation, including credit basic skills, noncredit basic skills, adult education, regional occupational programs, and both public and private K-12 education;

Whereas, The various approaches to college preparation lead to inconsistent expectations and standards across these systems, often causing incoming college students to be placed in lower levels before embarking on transfer-level study;

Whereas, C-ID course descriptors establish broad minimum expectations for a course and define the expectations for student achievement and success, and thus developing C-ID descriptors for the top pre-transfer level courses would provide a means for these systems to voluntarily adopt common curricular expectations for students entering into college; and

Whereas, The California Community College System and the State of California have not allocated sufficient resources to coordinate and support the efforts required to develop C-ID descriptors for pre-transfer level basic skills education;

Resolved, That the Academic Senate for California Community Colleges work with college preparation stakeholders to secure funding for the development of C-ID course descriptors for one or two levels below transfer in order to establish consistent curricular expectations and pathways for California's pre-transfer level students.

Contact: Leigh Anne Shaw, Noncredit Committee, Skyline College

## **10.0 DISCIPLINES LIST**

### **10.01 F14 Revise the Paper *Equivalence to the Minimum Qualifications***

Whereas, Education Code §87359(b) states that local academic senates are responsible for developing procedures for evaluating and determining equivalency to minimum qualifications by joint agreement with their governing boards;

Whereas, The Academic Senate for California Community Colleges adopted resolutions 10.06 S07, 10.01 S09, 10.02 F09, and 10.11 S11, which call for further guidance on equivalency through such actions as the development of criteria and standards and the presentation of model practices for determining equivalence to minimum qualifications by establishing eminence;

Whereas, Numerous breakout sessions held at plenary sessions since 2006 on minimum qualifications and equivalency have included discussions and requests for assistance regarding eminence, criteria, and model practices; and

Whereas, The paper *Equivalence to the Minimum Qualifications* was last revised in 2006;

Resolved, That the Academic Senate for California Community Colleges survey the field to identify local practices for establishing equivalence to minimum qualifications, including the use of eminence; and

Resolved, That the Academic Senate for California Community Colleges revise the paper *Equivalence to the Minimum Qualifications* and bring it to the body for adoption at the Spring 2016 Plenary Session.

Contact: Paul Setziol, De Anza College, Standards and Practices Committee

## **12.0 FACULTY DEVELOPMENT**

### **12.01 F14 Professional Development and the Academic Senate**

Whereas, The academic and professional matters identified in Title 5 §53200 include "faculty professional development policies" as an area that falls under the purview of local academic senates and, at the state level, the Academic Senate for California Community Colleges;

Whereas, The Board of Governors Standing Orders section 332 (b) states, “The appointment of faculty to councils, committees, and task forces established in conjunction with Consultation to deal with academic and professional matters on the systemwide level shall be made by the Academic Senate”;

Whereas, The Online Education Initiative and the Common Assessment Initiative have identified faculty professional development components and appointed faculty and colleges to serve as the leaders of these components without consultation with the ASCCC or, in some cases, the local academic senates; and

Whereas, The presence of faculty on these initiatives does not equate with the participation of either the Academic Senate for California Community Colleges or local academic senates;

Resolved, That the Academic Senate for California Community Colleges assert to statewide initiative leaders the importance of respecting the purview of the Academic Senate and local senates regarding faculty professional development; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and other system partners to ensure that the Board of Governors’ Standing Orders are respected and that all future assignments in the area of faculty professional development involve input and affirmation from the Academic Senate and local senates.

Contact: Lorraine Slattery-Farrell, Mt. San Jacinto College, Professional Development Committee

**12.02 F14 Professional Development and Part-Time Faculty**

Whereas, Professional development benefits all faculty, regardless of discipline, position, or college;

Whereas, Professional development opportunities for part-time faculty can be limited or even non-existent in many districts; and

Whereas, Part-time faculty are able to contribute to professional development activities in many ways, including bringing a variety of perspectives and experiences to the college;

Resolved, That the Academic Senate for California Community Colleges urge local senates to extend and promote professional development opportunities to all faculty at their colleges, regardless of full- or part-time status.

Contact:

**12.03 F14 Faculty Professional Development Under AB 2558 (Williams, 2014)**

Whereas, The passage of AB 2558 (Williams, 2014) establishes a new structure for professional development at the California community colleges, creating a new Community College Professional Development Program for professional development opportunities for faculty, administration, and staff;

Whereas, Funding for professional development would only be allocated to districts which submit affidavits demonstrating that the district has established a professional development advisory committee (comprised of faculty, staff, and administrators), that the district has a completed campus human development resources plan which covers the current and subsequent years, and that the district provides a report of the actual expenditures for faculty and staff development for the preceding year;

Whereas, The academic and professional matters identified in Title 5 §53200 include “faculty professional development policies” as an area which falls under the purview of the academic senate; and

Whereas, The new legislation has no provision specifically naming the academic senate as a body which should, as stated in Title 5, be involved in the development of faculty professional development policies;

Resolved, That the Academic Senate for California Community Colleges remind local senate leaders of their rights and responsibilities for involvement in the development of faculty professional development policies; and

Resolved, That the Academic Senate for California Community Colleges provide options and information to local senate leaders regarding faculty professional development and its role at their colleges.

Contact: Dolores Davison, Executive Committee, Professional Development Committee

**12.04 F14 Using Anticipated Savings from Adopting the Common Course Management System to Support Online Faculty Professional Development Needs**

Whereas, The California Community Colleges Chancellor’s Office (CCCCO) has proposed that if the system could purchase a Common Course Management System (CCMS) for distance education courses throughout the state it would provide an “economy of scale” allowing this course management system to be provided at little or no cost to colleges and districts;

Whereas, The CCCCCO is hopeful that a potentially significant migration to a CCMS would provide the system leverage to create or purchase a system that exceeds those course management systems currently on the market;

Whereas, While the adoption of a CCMS would be optional for local colleges, local senates and faculty potentially could feel great pressure to adopt this system because of anticipated budgetary savings arising from migration to the CCMS; and

Whereas, A conversion between course management systems without careful forethought may result in unanticipated financial and personnel costs for the college and place burdens upon faculty, including but not limited to training in the new system, and conversion of course materials, assignments, and other materials into the new system;

Resolved, That the Academic Senate for California Community Colleges urge local senates and bargaining units to work with their administrations to ensure that any monetary savings which may result from a district or college transitioning to a Common Course Management System (CCMS) be used primarily to support the professional development needs of faculty making the transition to the new CCMS.

Contact: Kale Braden, Executive Committee, Online Education Committee

### **13.0 GENERAL CONCERNS**

#### **13.01 F14 Improving Student Success Through Compliance with the 75/25 Ratio**

Whereas, The California Legislature stated in AB 1725 (Vasconcellos, 1988) that “If the community colleges are to respond creatively to the challenges of the coming decades, they must have a strong and stable core of full-time faculty with long-term commitments to their colleges”;

Whereas, The full-time/part-time faculty ratio has, statewide, steadily declined in the past ten years from 62.25% (2004) to 56% (2013);

Whereas, Research shows that increased reliance on part-time faculty correlates with declining graduation rates, particularly at public comprehensive institutions<sup>4</sup>, and that community college graduation rates decrease as the ratio of full-time to part-time faculty employed decreases<sup>5</sup>, in part due to the fact that, by the nature of their assignments and through no fault of their own, part-time faculty may spend significantly less time preparing for class, advising students, and giving written and oral feedback other than grades to students than do full-time faculty<sup>6</sup>; and

Whereas, The successful implementation of mandated programs such as Basic Skills, Student Success and Support Programs, and Student Equity Plans requires sufficient numbers of full-time faculty<sup>7</sup>;

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<sup>4</sup> In 2005, Ronald G. Ehrenberg, director of the Cornell Higher Education Research Institute stated (Conference presentation reported in Chronicle of Higher Education).

<sup>5</sup> Daniel Jacoby and Harry Bridges. "Effects of Part-Time Faculty Employment on Community College Graduation Rates." Journal of Higher Education November 2006.

<sup>6</sup> 2014 Center for Community College Student Engagement report

<sup>7</sup> In 2007 California Community College Chancellor Drummond commented on the need for full-time instructors in order for the new, system Basic Skills Initiative to succeed.

Resolved, That the Academic Senate for California Community Colleges assert that the success of students is strongly linked to higher proportions of full-time faculty at California community colleges; and

Resolved, That the Academic Senate for California Community Colleges, in consultation with its system partners, support actions, including possible legislation, that ensure progress toward the regulatory goal that 75% of credit courses offered be taught by full-time faculty, excluding overload assignments.

Contact: Phil Crawford, Executive Committee, Educational Policies Committee

## **17.0 LOCAL SENATES**

### **17.01 Consulting Collegially with Local Senates on Participation in Statewide Initiatives**

Whereas, The Chancellor's Office launched three major grant-funded initiatives in Fall 2013, with those initiatives being the Education Planning Initiative (EPI), Common Assessment Initiative (CAI) and the Online Education Initiative (OEI);

Whereas, Participation in each of these initiatives has implications for local senate purview over academic and professional matters at their campuses, including but not limited to curriculum, educational program development, policies or standards for student preparation and success, faculty professional development and institutional planning processes; and

Whereas, Participation in the initiatives may lead governing boards and their designees to believe that local senate purview over academic and professional matters does not apply to matters related to the initiatives;

Resolved, That the Academic Senate for California Community Colleges affirm that college/district participation in any of the current or future statewide initiatives does not nullify local senate purview over academic and professional matters, and therefore governing boards and their designees must engage in collegial consultation with local senates before and during participation in any of the statewide initiatives; and

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to remind governing boards and their designees of the need to consult collegially with local senates before and during participation in these statewide initiatives.

Contact: John Freitas, Executive Committee

### **17.02 F14 Collegial Consultation Regarding Participation in the Online Education Initiative Pilot and the Future Online Course Exchange**



Whereas, Contracts for course management systems present significant operational costs for college distance education programs;

Whereas, A key deliverable for the Online Education Initiative (OEI) is the development of a systemwide Common Course Management System (CCMS) that the California Community Colleges Chancellor's Office (CCCCO) expects will be an attractive inducement for colleges to participate in the current OEI pilot and in the future Online Course Exchange (Exchange) because of the promise of significant budgetary savings arising from migration to the CCMS; and

Whereas, The anticipated budgetary savings arising from participation in the OEI pilot and the Exchange due to migration to the CCMS may lead administrators and governing boards to view a decision to participate in the Exchange as an operational decision that does not require collegial consultation with local senates, potentially resulting in decisions being made with little consideration given to the educational needs of their students and the professional needs of their faculty;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office (CCCCO) to remind governing boards and their designees to engage in collegial consultation with local senates before committing to participation in the Online Education Initiative pilot and in the future Online Course Exchange; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to focus on the educational needs of their students and the professional needs of their faculty when giving consideration on whether or not to recommend to their governing boards or designees participation in the Online Education Initiative pilot and the future Online Course Exchange.

Contact: John Freitas, Executive Committee, Online Education Committee

### **17.03 F14 Faculty Primacy in Distance Education Instructional Programs and Student Services**

Whereas, The academic and professional matters identified in Title 5 §53200, including, but not limited to, curriculum development, approval policies, and procedures; educational program development; faculty professional development policies; student success policies; and institutional planning processes are matters of faculty primacy equally vital to ensuring the development and delivery of both quality in-person and distance education instructional programs and student services that promote educational success for faculty and students;

Whereas, The Academic Senate for California Community Colleges recommends in its paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates* (adopted by the body Spring 2008) that "colleges should create a

committee structure that ensures that the incorporation of technology into the college is initiated and proceeds from an educational perspective rather than a technological perspective” and “colleges should ensure that their technology infrastructure provides support that promotes educational success for faculty and students”; and

Whereas, The provision of college and district distance education instructional programs and student services may be viewed by some colleges as purely an operational matter, which may result in misunderstandings about the necessary oversight role of college participatory governance structures, and about the requirements for collegial consultation with local academic senates on academic and professional matters in the development of policies and procedures for the development and delivery of quality college and district distance education instructional programs and student services;

Resolved, That the Academic Senate for California Community Colleges affirm that requirements for collegial consultation on academic and professional matters fully apply to college and district distance education instructional programs and student services; and

Resolved, That the Academic Senate for California Community Colleges support local academic senates in their efforts to assert to their governing boards and designees that faculty primacy over academic and professional matters applies fully to college and district distance education instructional programs and student services.

Contact: Dolores Davison, Executive Committee, Online Education Committee

## **20.0 STUDENTS**

### **20.01 F14 Developing a System Plan for Serving Disenfranchised Students**

Whereas, California’s community colleges serve a diverse population of students, some of whom are attempting to achieve academic goals while their emotional and environmental circumstances disenfranchise them from engaging in normal societal privileges and activities;

Whereas, These students may be homeless, may be suffering from untreated medical and mental ailments, may not have steady income or transportation, and are often highly disinclined to allow themselves to be identified as being in need of support because the common characteristic among these students is that they exist in a constant state of threat and fear;

Whereas, California’s community colleges are already overburdened with mandates to provide education plans for each of their students without sufficient resources and are underprepared and underfunded to provide the extensive services required by these students with greater needs; and

Whereas, The California Community College System has established no future plans to provide the services that these disenfranchised students so badly need;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and Board of Governors to develop a long range plan that will increase services to the growing population of disenfranchised students.

Contact: Cynthia Rico, Executive Committee, Transfer and Articulation Committee

***Food for thought for a resolution on paraprofessional advisors: The issue is hiring classified employees and tasking them with duties normally assigned to academic employees.***

*The initial thought of making an MQ for doing these tasks has a rough edge in that MQs apply to academic employees. The ASCCC has one resolution seeking to inspire local senates and bargaining units to address the problem but this is not really an effective solution in that behavior isn't changing. (see below)*

*At issue here is the definition of what is an academic employee is very vague in the student services area. It's clear in instruction. One is assigned a course to teach for which the district collects state apportionment. Or one is assigned administrative obligations to preside over academic employees who teach courses and programs that earn state apportionment. Since apportionment isn't directly collected in student services, like FTES is for instruction, it is not clear how an MQ would create a clear boundary like it does for instruction and administration, even if they could be applied to classified employees.*

*So the question is how to improve the locals' ability collaborate or negotiate clearer definitions for these grey area employees on what is academic, per the resolution below.*

*One option would be to work with the state's union leaders to develop resources such as "Academic Employee job description" templates that the locals could adopt and/or negotiate into contracts to help them better define these roles. Another option would be to create a non-Masters MQ for paraprofessionals that also defines their roles – which would not be in the Disciplines List but could still be locally adopted/negotiated. Doing both of these, in effect defines the job description for both roles, but these would be solely imposed by local choice.*

*Are there other ways to empower the local resolution of this problem?*

*The Committee has reviewed the following resolution adopted in the fall of 2013; however, we feel that there may be other avenues to explore as suggested above.*

*08.01 Counselors as Discipline Experts*

*Fall 2013*

*Whereas, The Student Success Task Force recommendations and recent legislation require colleges to increase matriculation services and other tasks typically completed by counselors due to their discipline expertise;*

*Whereas, Counselors are faculty who are required to meet the minimum qualifications stated in Minimum Qualifications for Faculty and Administrators in California Community Colleges (January 2012), and thus are the discipline subject matter experts whose roles and responsibilities are legally reserved to them because it falls within their subject matter expertise as defined in the state minimum qualifications;*

*Whereas, The recent Academic Senate for California Community Colleges adopted paper The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges reiterates the four functions of counselors noted in Title 5 §51018 and notes some of the discipline-specific competencies that counselors possess and some possible duties for paraprofessionals that are not reserved for counselors; and*

*Whereas, A recent Public Employment Relations Board (PERB) decision indicated “Unilateral transfer of work between classifications is unlawful,” (Desert Sands, PERB decision No. 1682, 8/25/04);*

*Resolved, That the Academic Senate for California Community Colleges strongly encourage local senates to work collaboratively and collectively with their local bargaining units to prevent the improper appropriation of subject matter expertise and the roles and responsibilities legally reserved for counseling faculty to non-faculty paraprofessional advisors.*

MSC

## **Appendix A – Resolutions Handbook**

### **Appendix B – Excerpts from the *Program and Course Approval Handbook* (3<sup>rd</sup> edition, 2009, 4<sup>th</sup> edition 2012, 5<sup>th</sup> edition 2013)**

Excerpted from 3<sup>rd</sup> edition (2009, p. 43)/4<sup>th</sup> edition (2012, p. 59)

For students intending to transfer, students should normally be required to complete the CSU-GE, IGETC pattern or GE pattern for a 4-year institution in an adjacent state to fulfill general education, 18 or more semester units (or 27 quarter units) in a major or area of emphasis, and the balance of units (to reach 60) in transferable courses for an associate degree. There may also be additional local graduation requirements at individual colleges, such as a physical education or information competency course. Some students who intend to transfer may complete more than 60 units in order to meet all requirements for the associate degree.

When an associate degree is developed for students who do not intend to transfer, a general education pattern of a minimum of 18 semester or 27 quarter units may be required. However, colleges should strongly recommend or require that a student select

the appropriate general education pattern for his or her intended goal with advice from a counselor. There are some high-unit baccalaureate majors, such as engineering and architecture, which require a large number of lower division major preparation courses. Students who intend to transfer into such programs at four-year institutions may complete fewer units of general education at the community college than the number required in CSU-GE and IGETC patterns. They may need to complete a local general education pattern consisting of 18 or more units and complete any remaining general education requirements after they transfer.

Excerpted from 5<sup>th</sup> edition (2013, p. 144)

If the associate degree program goal selected is “Transfer,” or Career Technical Education (CTE) and Transfer,” then students must be advised to complete the CSU-GE-Breadth or IGETC pattern. Unless the major requires a high number of units, students who intend to transfer must not be allowed to complete only 18 or more units of local general education requirements. In most cases, the local general education requirements do not provide adequate preparation for transfer.

If the associate degree program goal selected is “Other – Designed to meet local community needs,” then the college may use a locally-developed general education pattern to complete the 60 semester or 90 quarter units, and must so state when adding the general education units at the bottom of the program requirements table. The locally-developed general education pattern is not sufficient to meet the requirements of the CSU-GE or IGETC patterns designed for degrees that include “Transfer” as a goal.





## Executive Committee Agenda Item

SUBJECT: Associate Degree for Transfer Guidelines Paper		Month: October	Year: 2014
		Item No. IV. N	
		Attachment: No	
DESIRED OUTCOME:	Approve an extension for the ADT paper.	Urgent: Yes	
		Time Requested: 40 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	J. Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

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

### BACKGROUND:

In fall 1013, the body adopted a resolution calling for a paper establishing guidelines and effective practices for local development and implementation of Associate Degrees for Transfer (ADTs). In response to the resolution, an ADT Paper task force was formed to write the paper to be considered for adoption by the body at the fall 2014 plenary session. The Executive Committee approved the first reading of the paper in September. The paper was scheduled for a second reading in October so that it could go before the body for adoption at the fall plenary session.

The combination of Board of Governor’s goals for ADT development, C-ID participation requirements, and legislated ADT mandates have created a number of issues that impact how faculty, staff, and administrators move forward with developing and implementing ADTs. The varied deadlines and the unclear consequences of not meeting them has the field expressing a wide array of concerns with respect to how best to serve their students. The lead authors (Bruno and Pilati) of the ADT paper believe that the following unanswered questions are significant enough to delay the progress of the paper:

1. What is the consequence of not achieving the college’s stated BoG Goals for ADT development? Can a college change its BoG goals? And, if so, how does one do so?
2. Does a college have to remove its existing degree if it has a transfer degree in the TOP Code and is not able to create an ADT?
3. Does the existence of a degree with a CTE goal in a TMC TOP Code create a degree-creation obligation?

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

4. Do we need C-ID approval by June 30th, 2015 for ALL courses on an ADT that have a C-ID designator or just courses that appear in the CORE and LIST A? (NOTE: efforts are underway to obtain clarification on this issue.)
5. Given that a C-ID determination of “Conditional Approval” or “Not Approved” can be made at any time and, potentially, just before the June 30 deadline for approval, will the CCCCCO hold harmless colleges that have acted in good faith and permit them additional time to obtain C-ID approval?
6. What is the consequence of not creating an ADT as required by SB440?
7. What is the process for modification of an existing ADT?

The paper would be incomplete without the answers to these questions. Please note that we are working with our colleagues at the Chancellor’s Office to obtain answers to the above questions but the issues are complex and we did not have definitive answers in time to revise the paper in time for the October Executive Committee meeting.

Once these questions are answered, the paper may be revised and brought to the spring plenary session for adoption. In lieu of a paper for this session, Bruno and Pilati will write a Rostrum article, drawn from the paper, describing effective practices for ADT development. Further, we will discuss the evolution of the paper in our plenary session breakout to keep the field informed of our progress.

Action: The Executive Committee delay the second reading of the paper until the above questions and any remaining issues on ADT development and implementation are resolved.





## Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: October	Year: 2014
		Item No. V. A.	
		Attachment: Yes	
DESIRED OUTCOME:	Discussion	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Morse/Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Information	

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

### BACKGROUND:

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

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

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

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





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## September 2014 Agenda

# Board of Governors Meeting Agenda for September 2014

## Order of Agenda

### Meeting Location

California Community Colleges  
Chancellor's Office  
1102 Q Street, 3rd Floor  
Sacramento, CA 95811

### September 9, 2014 at 9:30 AM

#### Consent Calendar

- Item 1.1 July 7-8, 2014, Meeting Minutes
- Item 1.2 Approval of Contracts and Grants
- Item 1.3 Appointment of Patricia Sullivan to the Board of Directors of the Foundation for California Community Colleges

#### Action Calendar

- Item 2.1 2015-16 System Budget Request (Attachment)
- Item 2.2 Attendance Accounting Regulations – In-service Training (Regulations) (Analysis) (Comments)
- Item 2.3 Credit Course Repetition Regulations (Analysis) (Comments)
- Item 2.4 BOG Fee Waiver Regulations – Ineligible Student (Regulations) (Analysis)
- Item 2.5 Board of Governors Appointment to the California Commission on Teacher Credentialing (Attachment)

#### First Reading

- Item 3.1 Board of Governors Meeting Dates for 2016 (Attachment)
- Item 3.2 Nomination of Board Officers

#### Information and Reports

- Item 4.1 Foundation for California Community Colleges – 2020: A Vision for Success
- Item 4.2 CTE Enhancement Fund
- Item 4.3 Multi-Agency Collaboration to Address California's Workforce Needs
- Item 4.4 State and Federal Legislative Update (State Update) (Matrix) (Federal Update)
- Item 4.5 Report on Prerequisites and Corequisites
- Item 4.6 Board Member Reports


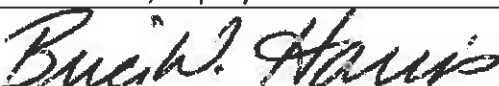




# The Board of Governors of the California Community Colleges

PRESENTED TO THE BOARD OF GOVERNORS

DATE: September 9, 2014

SUBJECT: July 7-8, 2014 Board Meeting Minutes		Item Number: 1.1	
		Attachment: No	
CATEGORY:	Executive	TYPE OF BOARD CONSIDERATION:	
Recommended By:	 Erik Skinner, Deputy Chancellor	Consent/Routine	X
		First Reading	
Approved for Consideration:	 Brice W. Harris, Chancellor	Action	
		Information	

**ISSUE:** This item presents the July 7-8, 2014, board meeting minutes for review and approval by the Board of Governors.

**RECOMMENDED ACTION:** It is recommended that the Board of Governors approve the July 7-8, 2014, meeting minutes as presented.

## July 7, 2014

### Call to Order

The Board of Governors meeting was called to order at 12:03 p.m. by Board of Governors President Manuel Baca.

### Roll Call

#### The following board members were present on Monday, May 19, 2014:

Arnoldo Avalos, Manuel Baca, Geoffrey L. Baum, Joseph J. Bielanski, Jr., Scott Budnick, Cecilia V. Estolano, Danny E. Hawkins, Lance T. Izumi, Deborah Malumed, Gary Reed, Nancy Sumner, Colin van Loon

### Pledge of Allegiance

Led by board member Colin van Loon

## **President's Report**

*President Manuel Baca*

He attended the California Coalition for Public Higher Education on June 5, 2014.

He attended the Umoja Community Summer Learning Institute June 9-13, 2014.

He attended the Online Teaching Conference June 20-21, 2014.

He congratulated board member Nancy Sumner for her recognition as Veteran of the Year for the 43rd Assembly District.

## **Chancellor's Report**

*Chancellor Brice W. Harris*

He toured several colleges and centers in the Central Valley.

He joined Peralta Community College District's Commemoration Day on July 1, 2014 to celebrate the districts 50<sup>th</sup> anniversary.

He announced the appointment of Pam Walker as the new Vice Chancellor of Academic Affairs and the appointment of Patrick Perry as Executive Vice Chancellor.

He thanked staff for their work on the 2014 Rice Awards.

He administered the oaths for the newly appointed board members and reappointed board members.

## **Consent Calendar**

### **Item 1.1 Approval of the Minutes**

This item requested approval of the May 19-20, 2014, board meeting minutes.

### **Item 1.2 Approval of Contracts and Grants**

This item requested approval of the contracts and grants described in the July 2014 agenda.

Gary Reed moved approval of the items on the consent calendar. Danny Hawkins seconded the motion. The vote was unanimous in support of the motion.

## **Board Comments**

Joseph J. Bielanski, Jr., Cecilia V. Estolano and Geoffrey Baum

## **Action Calendar**

Board member Joseph J. Bielanski, Jr. recused himself. He explained that he was advised to recuse himself by the Chancellor's Office staff because he is a commissioner on the Accreditation Commission for Community and Junior Colleges and it presents a conflict of interest.

### **Item 2.1 Reappointment of a Special Trustee for San Francisco Community College District** *Presented by: Erik Skinner*

This item requested board approval for the reappointment of a special trustee at San Francisco Community College District.

Deputy Chancellor Erik Skinner reported that on July 3, 2013, the Accrediting Commission for Community and Junior Colleges terminated City College of San Francisco's accreditation. As a result, a special trustee was appointed to manage San Francisco Community College District for one year. It is necessary to keep the special trustee to complete the restoration process.

Cecilia V. Estolano moved approval to add to the recommended action that the Chancellor's Office staff will present to the board at their November 2014 meeting, a plan and timeline for returning oversight of City College of San Francisco to the locally elected Board of Trustees. She also moved approval to add a fifth action to the Resolution which states that the Chancellor's Office staff will consult with the Board of Trustees regarding the plan and timeline. Lance Izumi seconded the motion. A roll call vote was taken. In favor: Arnoldo Avalos, Manuel Baca, Geoffrey Baum, Cecilia V. Estolano, Danny Hawkins, Lance Izumi, Deborah Malumed, Gary Reed, Nancy Sumner and Colin van Loon. In opposition: None. Abstention from voting: Joseph J. Bielanski, Jr. and Scott Budnick. The motion was passed by the Board of Governors.

### **Public Comments**

Allan Fisher, Christine Hanson, Jenny Lam, Noemi Sohn, Timothy Killikelly, Shanell Williams, Dana Jae Labrecque, James McKinney, Taruchu Farrar, Muriel L. Parenteau, Wendy Kaufmyn, Karen Saginor, Monica Collins, Carole Meagher, Alvin Ja, Harry Bernstein, Rodger Scott, Leslie Simon, Edward Simon Hanson, Josh Pechthalt, Rafael Mandelman, Dean Murakami, Alisa Messer

### **Board Comments**

Danny Hawkins, Geoffrey Baum, Cecilia V. Estolano, Scott Budnick, Nancy Sumner, Arnoldo Avalos

### **Item 2.2 2015-16 Capital Outlay Projects**

*Presented by: Dan Troy and Susan Yeager*

This item requested board approval of the 2015-16 California Community Colleges Annual Outlay Spending Plan.

Lance Izumi moved approval of the 2015-16 California Community Colleges Annual Outlay Spending Plan. Nancy Sumner seconded the motion. The vote was unanimous in support of the motion.

### **Board Comments**

Joseph J. Bielanski, Jr.

**Item 2.3 California Community Colleges 2015-16 Five-Year Capital Outlay Plan**

*Presented by: Dan Troy and Susan Yeager*

This item requested board approval of the California Community Colleges 2015-16 Five-Year Capital Outlay Plan prepared pursuant to the requirements of Government Code sections 13100-13102 and Education Code sections 67501 and 67503.

Gary Reed moved approval of the 2015-16 Five-Year Capital Outlay Plan. Cecilia V. Estolano seconded the motion. The vote was unanimous in support of the motion.

**Board Comments**

Cecilia V. Estolano

**Item 2.4 Student Success and Support Program Funding Regulation**

*Presented by: Linda Michalowski and Dan Troy*

This item requested board approval to authorize the Chancellor to lower the requirement for district matching funds for the Student Success and Support Program through proposed changes to California Code of Regulations, title 5, section 55518.

Joseph J. Bielanski, Jr. moved approval for the Student Success and Support Program proposed changes. Cecilia V. Estolano seconded the motion. The vote was unanimous in support of the motion.

**Item 2.5 Enrollment Priorities Regulations**

*Presented by: Linda Michalowski*

This item requested approval of changes that are proposed to amend California Code of Regulations, title 5, section 58108, to implement statutory changes affecting students eligible for priority enrollment and to conform these regulations to the financial assistance award regulations by permitting foster youth to retain their eligibility for priority enrollment regardless of their academic standing.

Cecilia Estolano moved approval of proposed changes to enrollment priorities regulations. Geoffrey Baum seconded the motion. The vote was unanimous in support of the motion.

**Public Comments**

Karen Saginor

**Board Comments**

Scott Budnick and Joseph J. Bielanski, Jr.

**Item 2.6 Student Success Initiative Implementation – System Goals**

*Presented by: Patrick Perry*

This item requested the board to approve the implementation of a Student Success Task Force recommendation. The specific item seeking approval is the System Goals, a series of statewide measures and goals that are aligned with student success.

Joseph J. Bielanski, Jr. moved approval of the implementation of System Goals. Danny Hawkins seconded the motion. The vote was unanimous in support of the motion.



**Board Comments**

Arnoldo Avalos, Cecilia V. Estolano, Geoffrey Baum, Nancy Sumner and Lance Izumi

**First Reading Calendar**

**Item 3.1 BOG Fee Waiver – Ineligible Student Regulations**

Presented by: Linda Michalowski

This item requested to add section 58629 to the California Code of Regulations, title 5, to permit a district that erroneously awarded a Board of Governors Fee Waiver to an ineligible student to waive that student’s repayment of the waived enrollment fee. There were no public comments.

**Board Comments**

Deborah Malumed, Lance Izumi

**Item 3.2 Credit Course Repetition Regulations**

*Presented by: Linda Michalowski*

This item requested changes to credit course repetition regulations which would permit students to be able to repeat all cooperative work experience courses. There were no public comments.

**Board Comments**

Joseph J. Bielanski, Jr.

**Item 3.3 Attendance Accounting – In-service Training Instruction Regulations**

*Presented by: Linda Michalowski*

This item requested changes to California Code of Regulations, title 5, sections 58806 and 58051 to allow community college districts more flexibility in computing attendance for public safety in-service training courses. There were no public comments.

**Information and Reports Calendar**

**Item 4.1 Presentation by Kathleen Hall Jamieson, Ph.D. from the Annenberg Public Policy Center of the University of Pennsylvania**

*Presentation by: Kathleen Hall Jamieson, Ph.D.*

This item presented information on efforts made to engage community college students more fully in civic education and the constitution.

Dr. Kathleen Hall Jamieson discussed the importance of recognizing Constitution Day (September 17<sup>th</sup>) annually at community colleges. The Annenberg Public Policy Center offers low or no cost civics materials to help facilitate this day. An eight-week course titled *Introduction to Key Constitutional Concepts and Supreme Court Cases* will launch on Constitution Day, September 17, 2014.

**Board Comments**

Deborah Malumed and Manuel Baca

\*The minutes are intended to provide a brief summary of the items that were discussed at the Board Meeting. If you would like more detailed information please, contact the Board of Governors Office at 916-445-8508.

#### **Item 4.2 State and Federal Legislative Update**

*Presentation by: Vincent Stewart*

This item provided an update on state and federal legislative activities.

Governmental Relations Vice Chancellor Vincent Stewart began his report with an update on state legislation. The following information was shared:

1. Assembly Bill 1451 (Holden) Concurrent Enrollment in Secondary School (Sponsor)
2. Assembly Bill 2558 (Williams) Community Colleges: Faculty and Staff Development (Sponsor)
3. Senate Bill 850 (Block) Community College Districts: Baccalaureate Degree Pilot Program
4. Assembly Bill 967 (De Leon) Student Safety: Sexual Assault

Vice Chancellor Vincent Stewart also reported on the following legislative activities:

1. On June 30, 2014, an informational hearing was held by the Assembly Higher Education Committee and the Joint Legislative Audit Committee to address sexual assault on college campuses and how to improve awareness, prevention and enforcement.
2. The Senate and House passed the bi-partisan bill known as the, Workforce Innovation and Opportunity Act. It was signed into law by President Obama on July 22, 2014.

#### **Board Comments**

Geoffrey Baum, Joseph J. Bielanski, Jr., Deborah Malumed, Scott Budnick, Gary Reed, Nancy Sumner

#### **Item 4.3 Foundation for California Community Colleges – 2020: A Vision for Success**

This item was pulled from the Information and Reports Calendar. It will appear on the September 2014 Board of Governors meeting agenda.

#### **Item 4.4 Multi-Agency Collaboration to Address California’s Workforce Needs**

This item was pulled from the Information and Reports Calendar. It will appear on the September 2014 Board of Governors meeting agenda.

#### **Item 4.5 Student Support (Re)defined: Six Factors that Matter to Student Success**

*Presentation by: Linda Michalowski and Darla Cooper, Ed.D.*

This item presented information on a three-year study developed by the Research and Planning Group for California Community Colleges (RP Group) and how they have made the results accessible to colleges with publication of a practical action guide.

Dr. Darla Cooper reported on the RP Groups’s findings from the three-year study and how it was designed to gather information on student support from the students’ perspective. The study resulted in the development of the “six success factor” framework and five key themes to advance student achievement.

#### **Board Comments**

Lance Izumi, Deborah Malumed, Geoffrey Baum, Joseph J. Bielanski, Jr., and Colin van Loon

#### **Item 4.6 2015-16 System Budget Request**

*Presentation by: Dan Troy*

This item provided an update on the development of the 2015-16 System Budget Request.

College Finance and Facilities Planning Vice Chancellor Dan Troy provided the board with background on the development of the Governor's January budget proposal. The 2015-16 Budget Workgroup met on June 12, 2014 to begin planning for the 2015-16 budget request.

Vice Chancellor Dan Troy also reported on the key areas of discussion surrounding the 2015-16 budget, which includes the following:

1. Funding for Professional Development
2. COLA
3. Categorical Programs
4. Faculty Support
5. Adult Education

#### **Public Comments**

Fabio Gonzalez and Jonathan Lightman

#### **Item 4.7 Update on the 2014-15 Budget Approved by the Legislature**

*Presentation by: Dan Troy*

This item provided an overview of the 2014-15 budget approved by the Legislature as it relates to California Community Colleges.

College Finance and Facilities Planning Vice Chancellor Dan Troy discussed the following key components of the 2014-15 budget:

1. 2.75 percent for increased access
2. 0.85 percent for COLA
3. \$140.4 million for deferred maintenance and instructional equipment
4. An additional \$100 million for the Student Success and Support Program
5. \$70 million for Student Equity Plans
6. \$2.5 million for technical assistance support
7. CalSTRS employer rate for the 2014-15 year will be 8.88 percent

#### **Board Comments**

Gary Reed

#### **Item 4.8 Board Member Reports**

##### **Lance Izumi**

He attended the Foundation board meeting in June.

##### **Colin van Loon**

He congratulated the class of 2014. He reported that the Student Senate may form a committee regarding the role of advisors in student organizations and asked that the Consultation Council consider the formation of the committee.

**Joseph J. Bielanski, Jr.**

He will attend the annual Academic Senate Curriculum Institute and the Threshold Concepts Leadership Institute in July.

**Deborah Malumed**

She attended the Cornell University Commencement in May.

**Gary Reed**

He attended a Foundation board meeting in June. He reported that the Osher Foundation has given over \$11.5 million in scholarships in the last few years.

**Geoffrey Baum**

He attended the California Coalition for Public Higher Education in June. He thanked the governor for his recent appointments and reappointments. He acknowledged the tragedy that occurred on the UC Santa Barbara campus and gave condolences to the families who lost loved ones.

**Nancy Sumner**

She reported that the Glendale Veterans Coalition received \$25,000 to provide support services for female veterans. She met with Dr. David Viar, President of Glendale Community College and discussed campus safety.

**Scott Budnick**

He met with Debra Jones, Dean in the Chancellor's Office Workforce and Economic Development Division.

**Arnoldo Avalos**

He visited 6 community colleges in the Los Angeles area: Rio Hondo College, Santa Ana College, Saddleback College, Long Beach City College, East Los Angeles College, and Los Angeles Trade Technical College. He met with new chancellor of Los Angeles College Community College District, Francisco Rodriguez. Next month he will visit community colleges in the Peralta Community College District.

**Public Forum**

David Morse

**New Business**

The Board of Governors did not discuss any new business.

**Adjournment**

The meeting was adjourned at 5:15 p.m. by Board of Governors President Manuel Baca.

**July 8, 2014**

**The Board of Governors met in a closed session beginning at 10:00 a.m. There was no report given.**





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## September 2014 Agenda

### Printable Agenda

#### AGENDA

Consultation Council  
Thursday, September 18, 2014  
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. July 24, 2014, meeting summary
2. Student Senate Update
3. State and Federal Legislative Update (Digest) (State Legislative Update) (Legislative Matrix) (Federal Legislative Update)
4. State Legislative Program Task Force Update (Digest) (Attachment) (2015 Legislative Proposal)
5. Update on Assembly Bill 86
6. Task Force on Workforce, Job Creation and a Strong Economy (Digest)
7. Accreditation (Digest) (Attachment)
8. Student Equity Program (Digest) (Allocations) (Formula Factors) (Expenditure Guidelines) (SB 860) (Memo)
9. 2015-16 System Budget Request (Digest)
10. Other







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## Meeting Summary

### Consultation Council Members:

X Bruno, Julie	X Hansen, Richard	X Payan, Manuel
Bugay, David	X Jaffe, Louise	Paz, Jr., Omar
Doughty, Corine	Justice, Craig	X Travenick, Ron
X Duncan, Willy	X Mahler, Jim	X Williams, Fred
Fraser, John	X Mize, Rita	
Galatolo, Ron	X Morse, David	X Michelle Goldberg
Gornik, Frank	X Murakami, Dean	X Harris, Brice W.
X Hamilton, Thomas	Nyaggah, Lynette	X Skinner, Erik

### X – Indicates attendance

**Other Attendees:** Irene Malmgren, Fola Odebunmi, Christopher Clifford, Sandeep Singh, LeAnn Fong-Batkin, Ryan McElhinney, Kendra Barnes, Debra Sheldon, Theresa Tena

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**Below is a brief summary of the items that were discussed at the July 24, 2014, Consultation Council meeting in Sacramento. Materials from this meeting can be found at:**

<http://extranet.cccco.edu/SystemOperations/ConsultationCouncil/AgendasandSummaries/July2014.asp>

X

### **Student Senate Update**

The Student Senate report included information on the following:

1. The Election of Executive Officers was held in July

### **State and Federal Legislative Update**

Governmental Relations Vice Chancellor Vincent Stewart discussed the following legislation:

1. Assembly Bill 1451 (Holden) Concurrent Enrollment in Secondary School (Sponsor)
2. Assembly Bill 2558 (Williams) Community Colleges: Faculty and Staff Development (Sponsor)
3. Senate Bill 850 (Block) Community College Districts: BA Degree Pilot Program (Support)
4. Assembly Bill 1942 (Bonta) Community Colleges: Accreditation

In regards to federal legislative updates, Vice Chancellor Vincent Stewart reported briefly on the Strengthening Transparency in Higher Education Act (H.R. 4983; 113th Congress) introduced by Virginia Foxx.

Members of Consultation Council expressed several concerns over Senate Bill 850.

### **2015-16 System Budget Request**

College Finance and Facilities Planning Vice Chancellor Dan Troy discussed the following key priorities of the 2015-16 system budget request:

1. \$120 million for Access
2. \$100 million for Full-time and Part-time faculty
3. \$200 million increase for student success and student equity plans
4. \$85 million for categorical restoration
5. \$180 million for COLA
6. \$25 million for Economic and Workforce Development
7. \$25 million for professional development
8. Request for one-time funding

Some members of Consultation Council expressed concerns over the California State Teachers' Retirement System and The California Public Employees' Retirement System employer contribution rate increases and full-time faculty hiring.

### **Bureau of State Audits Reports on CCC Accreditation**

Deputy Chancellor Erik Skinner reported on the Bureau of State Audits' (BSA) report, *California Community Colleges Accreditation: Colleges Are Treated Inconsistently and Opportunities Exist for Improvement in the Accreditation Process*, which reviews the accreditation process and the recent events at City College of San Francisco. He discussed the following recommendations within the report:

1. On behalf of the state, the Chancellor's Office will engage with the Accrediting Commission for Community and Junior Colleges (ACCJC), but will not have direct authority over ACCJC.
2. The Board of Governors would amend regulations to allow colleges to choose their accreditor.
3. The Chancellor's Office should identify which colleges have deficiencies that could lead to accreditation problems.

Members of Consultation Council expressed concerns over some of the recommendations outlined in BSA's report. Some members mentioned a possible Accreditation Task Force.

### **Listening Session: One-Time \$50 million CTE Enhancement Fund**

Workforce and Economic Development Vice Chancellor Van Ton-Quinlivan discussed the use of \$50 million on a one-time basis to expand career technical education (CTE) offerings. She reported that the Chancellor's Office will be responsible for administering the distribution of funds to the fiscal agents for each region. She also shared that CTE programming must meet the following criteria:

1. Be for occupations and sectors that are demonstrated to be in-demand in the regional labor market;
2. Be for occupations for which regional production of employees is insufficient to meet labor market demand; and
3. Demonstrate regional alignment of program and curricula.

Priority for funding shall go to programs that meet all the above and that meet one or more of the following criteria:

1. Are in priority sectors identified by the region.
2. Are in emerging sectors identified by the region.
3. Are articulated with K-12 or four year institutions.

**Proposition 39 Energy Efficiency Projects**

College Finance and Facilities Planning Administrator Susan Yeager discussed the use of Proposition 39 funds within the California Community Colleges and K-12 systems. The following was reported in regards to the California Community Colleges system:

1. The program began in 2013-14 and will sunset in five years in 2017-18.
2. Approximately 29 percent of the 313 projects started in 2013-14 were completed by June 30, 2014.
3. The remaining projects for 2014-15 are anticipated to be approved in August and September.
4. The Chancellor's Office is in the process of developing mechanisms to collect actual job creation data in order to comply with the reporting requirements to the Citizens Oversight Board.

**Student Success and Support Program Institutional Match**

Student Services and Special Programs Specialist Debra Sheldon reported that on July 7, 2014, the Board of Governors amended the title 5 regulation governing the required institutional match for Student Success and Support Program (SSSP) categorical funds. The amendment was made after colleges determined it is difficult to meet the 3 to 1 match. As a result, the Chancellor's Office sent a survey to each college to determine an appropriate match for credit SSSP funds for 2014-15. Based on these survey results, there is an alternative match proposal of 2 to 1.

Members of Consultation Council appreciated the efforts to reduce the SSSP match, but felt it may continue to be difficult to meet.





## Executive Committee Agenda Item

SUBJECT: Brief report on AB 86 survey results & regional planning summit		Month: October	Year: 2014
		Item No. V B	
		Attachment: NO	
DESIRED OUTCOME:	Discussion	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Debbie Klein	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Information	

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

### BACKGROUND:

In September, the Noncredit Committee conducted a survey to gather information about the level and quality of faculty involvement in the AB 86 planning process. On October 6-7, the Committee chair attended the AB 86 Regional Planning Summit.

The Committee thought it would be appropriate to present a brief report on the survey results and summit.

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





## Executive Committee Agenda Item

<b>SUBJECT:</b> Student Success Initiative Implementation – System Goals (Goals for the California Community College System)		Month: October	Year: 2014
		Item No. V.C	
		Attachment: NO	
<b>DESIRED OUTCOME:</b>	Discussion	Urgent: NO	
		Time Requested: 60 minutes	
<b>CATEGORY:</b>	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
<b>REQUESTED BY:</b>	Morse	Consent/Routine	
		First Reading	
<b>STAFF REVIEW<sup>1</sup>:</b>	Julie Adams	Action	
		Information	

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

### BACKGROUND:

The Executive Committee will hear a report from Executive Vice Chancellor Patrick Perry on the Systems goals approved by the Board of Governors.

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







## Executive Committee Agenda Item

SUBJECT: Strategic Planning		Month: October	Year: 2014
		Item No. V. D.	
		Attachment: NO	
DESIRED OUTCOME:	Discussion	Urgent: NO	
		Time Requested: 4 hours	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Morse	Consent/Routine	
		First Reading	
STAFF REVIEW:	Julie Adams	Action	
		Information	

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

**BACKGROUND:**

The Executive Committee will continue its strategic planning in preparation for presentation at the Fall Plenary Session.

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





**ACADEMIC SENATE**  
**for CALIFORNIA COMMUNITY COLLEGES**

**ACCREDITATION COMMITTEE MEETING AGENDA**  
**September 20, 2014      10AM - 3PM**

San Bernardino Valley College 701 S. Mt. Vernon Ave, San Bernardino, CA 92410  
Administration Building, Room 207  
<http://www.valleycollege.edu/about-sbvc/maps-directions-parking>

**Members:**

Phil Crawford	<a href="mailto:pjcrwfrd@aol.com">pjcrwfrd@aol.com</a>	San Jose City College
Randy Beach	<a href="mailto:rbeach@swccd.edu">rbeach@swccd.edu</a>	Southwestern College
Susanna Gunther	<a href="mailto:susannaelizabeth2020@gmail.com">susannaelizabeth2020@gmail.com</a>	Solano College
Stephanie Curry	<a href="mailto:stephanie.curry@reedleycollege.edu">stephanie.curry@reedleycollege.edu</a>	Reedley College
Danny Martino	<a href="mailto:martino_danielle@sccollege.edu">martino_danielle@sccollege.edu</a>	Santiago Canyon College
Biju Raman	<a href="mailto:braman@paloverde.edu">braman@paloverde.edu</a>	Palo Verde College
Michael Heumann	<a href="mailto:michael.heumann@imperial.edu">michael.heumann@imperial.edu</a>	Imperial Valley College
John Stankas	<a href="mailto:jstankas@valleycollege.edu">jstankas@valleycollege.edu</a>	San Bernardino Valley College

Absent: Biju Raman, Stephanie Gunther

**I Welcome and Introductions**

**II Update from the Executive Committee**

The committee was updated about the last ASCCC Executive Committee meeting pertinent to accreditation issues.

**III Review of Tasks**

**A. Accreditation Institute February 20-21, 2015**

Review draft program and revise as needed

Revisions and possible speakers assigned. See attached.

**B. ASCCC Paper on Best Practices in Accreditation (Resolution 2.01 S12)**  
Can we get an outline of this? At least brainstorming?

Ask Exec. to clarify

Divide paper into milestones in the Six-Year Cycle

**I Opening Section**

History of Peer-Review

Faculty Involvement

Include committee on campus

Campus-Wide Dialog

Continuous Process

**II Integrate Accreditation in everyday operations**

Developing a culture of evidence by documenting college processes

**III Mid-year and Follow-Up Reports**

**IV Preparing Self-Evaluation Report**

**A. General Best Practices**

a. Sending People on Teams

b. Using ACCJC Guides

c. Answer the Questions

d. Don't Lie

**B. Standard 1**

**C. Standard 2**

**D. Standard 3**

**E. Standard 4**

Include Multi-Campus Districts

**V Preparing for Site-Visit**

**VI Responding to Recommendations/Sanctions**

**VII Closing Thoughts and Recommendations**

Appendix of Diagrams of Successful College Processes

Or option #2:

**I Opening Section**

Justification for the Paper  
History of Peer-Review

**II Best Practices for College Processes**

Faculty Involvement  
Include committee on campus  
Campus-Wide Dialog  
Continuous Process  
Sending People on Teams  
Using ACCJC Guides  
Answer the Questions  
Don't Lie  
Developing a culture of evidence by documenting college processes  
Preparing for Site Visit

**III Standards and Reporting to the Commission**

A. Reports (mid-term, follow-up, special, and self evaluation)  
B. Standard 1  
C. Standard 2  
D. Standard 3  
E. Standard 4

**IV Closing**

C. Fall Plenary Session Breakouts – Scheduled  
Assign Presenters

Thursday, November 13, 10AM: Equity and Accreditation - Using SSSP,  
Equity Plans, Enrollment Management Plans in the  
Accreditation Process (we can partner with EDAC)  
Danny Martino, Stephanie Curry, James Todd

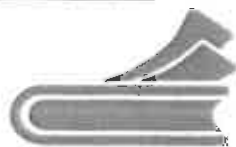
Friday, November 14, 8:30AM: New Standards □  
Randy Beach, Michael Heumann

□ Friday, November 14, 2:30PM: Thriving Through Sanctions aka “Thank  
you, sir may I have another?”  
Susanna Gunther, Phil Crawford

IV In-person meetings and workflow

Breakout Descriptions for Fall Plenary Session due October 10  
All Fall Plenary Session materials and presentations are due October 24

Breakout Descriptions for Accreditation Institute are due December 12



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC Curriculum Committee

### Notes

August 29, 2014

ASCCC Office

555 CAPITOL MALL, SUITE 525 SACRAMENTO, CA 95814

- 
1. Introductions – Michelle Grimes-Hillman, Rich Cameron (Cerritos), Kathleen Rose (Gavilan) - CIO rep, Ginny May (Sac City), James Todd (Modesto), Terrie Hawthorne (Moreno Valley), Sofia Ramirez (Allan Hancock), Cheryl Aschenbach (Lassen)
  2. Meeting Schedule: All meetings are CCCConfer and will be from 7:30AM-9:00AM unless otherwise specified
    - September 5, 2014
    - September 19, 2014
    - October 3, 2014
    - October 31, 2014
    - December 5, 2014
    - December 12, 2014
    - January 30, 2015 FTF (south Location)
    - February 20, 2015
    - March 13, 2015
    - April 3, 2015
    - May 1, 2015
    - June 5, 2015
    - June 26 FTF (location TBD)
  3. Committee Charge

The Curriculum Committee is charged to make recommendations to the Executive Committee on issues related to the development, review, and implementation of curriculum both at the college and state level. The committee distributes information through institutes, the website, and listservs, as well as senate publications. Under the direction of the president, the chair and/or members of the Curriculum Committee provide technical assistance to local college curriculum committees, academic senates, and the faculty in general.
  4. Travel, Reimbursement, and Participation Members were asked to check for email from Felipe @ Senate office about travel links, policies, forms, etc.
  5. Important Dates
    - a. Curriculum Regionals: October 17-18
      - North: Sacramento (at a Los Rios college TBD)
      - South: TBDChancellor's office may partner with us to work with Curriculum specialists alongside our Curriculum regional meetings

- b. Fall Plenary: November 13-15, 2014 (Irvine)  
 Calling all voices – fall plenary theme  
 ASCCC Executive Committee is really trying to include equity ideals throughout the year. Exec had their equity training, so there is a renewed commitment to being as inclusive as possible.
- c. CTE Curriculum Academy: (January 15-16, 2015 in Sacramento)  
 New – never done before! 1-day, possibly 2, with focus on sector navigators (Econ. Develop division & Chancellor’s office-about 80 of them), CTE faculty and curriculum chairs. The navigators’ job is to go to industry and then help inform the faculty for curriculum changes, but navigators may not understand how to help faculty develop curriculum using our processes.  
 CCCAOE (Admin statewide organization-occupational education) leadership training is Jan 15, so sector navigators will get that training on one day and then get our training on the second day. Expecting possibility of 150 people. Will be working with the ASCCC CTE leadership team. We would help facilitate basic level curriculum training. Can be considered a prep or preview for the curriculum institute.
- d. Spring Plenary: April 9-11, 2015 (SFO Westin)
- e. Curriculum Institute: July 9-11, 2015 (Anaheim)  
 Will need to start planning now. Look at last year’s program for ideas for strands. Also start thinking about themes.  
 FYI Change of funding next year for college and career prep (as part of budget language) – it may be time to start considering basic skills as non-credit. Curriculum institute could be a place for some of those conversations.

6. Curriculum Regionals – Location TBD

- a. Date: October 17-18  
 North will be in the Los Rios District (Friday)  
 South TBD (Saturday)
- b. Agenda planning  
 Members discussed draft agenda for Curriculum Regionals.  
 Besides including the Chancellor’s office specialists, the ASCCC Online Ed committee may also want to participate.  
 Members agreed in a joint general session for all and individual afternoon session for curriculum specials and curriculum chairs.
- c. MGH will meet with the Online Ed chair and discuss needs and will draft an agenda for review
- d. Members identified several hot topics for curriculum chairs
  - i. CB21
    - i. Non-credit
    - ii. Disproportionate impact as part of local curriculum review
    - iii. Pre-requisites
    - iv. Units
    - v. CTE stuff



7. Fall Plenary **Breakout** and Resolution Planning

- a. Update the Curriculum Reference doc to include new changes (examples may include prereq, repeatability, objectives and outcomes information). Current document is from 2008 and in need of updating, but need a new fall resolution. *Ginny will work on it.*
- b. Local stand-alone course approval. We might want a resolution urging Chancellor's Office to go back to legislators to allow us to have local stand alone course approval. Or, via resolution we may suggest additional guidelines we want to the Chancellor's Office to implement in regards to stand alone course approval. Most likely a resolution; probably not needed as a breakout unless as part of hot topics. *Sofia will get this one started.*
- c. General Education issues. Perhaps a resolution that we support students having GE pattern options for non-ADTs; reasserting local authority for our GE patterns. *Cheryl and Terrie will get started on this.* For the moment, this looks like is only a resolution and not a breakout session.
- d. **All 30 and credit non-credit curriculum implications with additional committee.** There may not be enough information for AB86 yet, but the non-credit committee may have more specifics that they're ready to share and could be helpful
- e. **Alternatives to Math and English requirements.** When minimum ENGL/MATH requirements were changed, there was a promise made that alternatives would be provided especially to help with CTE students. There are questions about whether we as a senate ever had the discussions about alternatives. Do we as individual campuses have alternatives, or do we know of others that do? A breakout to explore the additional alternatives and gather information that could later be turned into a Rostrum article or a resolution.
- f. **ID ADT CO** for non-transfer – one of our breakouts or a separate breakout? If not a lot, could be part of curriculum hot topics. Or, explore new directions for C-ID like CTE model curriculum, CB21 course descriptors, etc.
- g. **Hot topics in Curriculum** – very helpful to get a quick overview of curriculum topics in one breakout session.

8. Resolution Sheet Update

Spreadsheet is a collection of resolutions that have been assigned to a committee. Need to be prioritized in order to decide what to work on this year. Members reviewed resolutions any several recommendations.

- a. S13 9.01 Investigate Regional Coordination of Course Offerings – Members think a survey to find out about current collaborations (James will draft over next couple of meetings, needs to be approved by Exec, intended audience could be CIOs and senate Presidents).
- b. F13 15.01 Explore Potential Impacts of Endorsing LEAP General Education Outcomes – Members agreed that this resolution is better served by Accreditation and Assessment than curriculum committee
- c. S12 9.02 Local Implementation of C-ID  
Members agree this resolution is completed with resources available for AOs and website
- d. S12 9.03 Implementing Prerequisites for Enhancing Student Success – Members agree that this resolution is almost completed. However, members would like to ensure that disproportional impact is discussed in light of Equity Plans and SSSP Plans.

- e. S12 9.06 Transfer Model Curriculum Aligned Associate Degrees for Transfer Members suggest that ICW present data to field
- f. S12 11.01 Creation of Distance Education Effective Practices Resource – deferred to Online Ed committee
- g. F12 9.04 Ensuring Availability of Major Preparation Members agree that this is an ongoing task and that a Rostrum might complete the resolution.
- h. F11 6.01 General Fund Dollar Support for Community Service Courses  
SACC is working on addressing all of this. Draft guidelines should be out in fall.
- i. F11 9.01 Encourage Local Flexibility and Innovation in Revision of Basic Skills Delivery Members agree this is completed
- j. F11 9.02 Defining Credit and Noncredit Basic Skills and Basic Skills Apportionment Members agree this resolution should be handled by the noncredit committee
- k. S11 9.05 Local Senate Oversight of All College Offerings Members recommend a Rostrum article to address strategies
- l. F11 13.04 Course Development and Enrollment Management Possible Rostrum or paper. Sophia and Terrie will to draft an outline for future meeting
- m. S11 15.01 Reciprocity for TMC Courses in Associate Degrees for Transfer  
Completed. TMC reciprocity policy on the C-ID website and the policy will be reiterated in the ADT paper. We have mentioned reciprocity in our presentations and Rostrum articles.
  - i. S11 18.04 Academic Credit for Veterans and Military Service Members agree this is Completed - Rostrum article  
<http://www.asccc.org/content/issues-regarding-academic-credit-veterans-and-military-service-members-doing-what-best> (2012) completed as well as breakouts, and addressed in paper (2014)

9. Curriculum website review

- a. It would be useful to have someone go through the ASCCC Curriculum website to see what's wrong, missing, in need of updating, etc. Rich will get started on this although we all should be working on it. Bring lists of issues back to a future meeting.

10. Summary

Adjourned at 2:30pm



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC Curriculum Committee

### Notes

September 5, 2014

CCCConfer

Note taker: Michelle Grimes-Hillman

Attended: James Todd, Ginni May, Cheryl Aschenbach, Terrie Hawthorne, Sofia Ramirez Gelpi, Rich Cameron, Kathleen Rose

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1. Reviewed and Approved notes from August 29, 2014
2. Review Resolution sheet  
Members reviewed resolution sheet as submitted
3. Important Dates  
Members reviewed dates
  - a. October Executive Committee Meeting (October 10-11) – Agenda deadline September 24
  - b. Rostrum Deadline October 6
  - c. Presenter list to Fall Plenary – October 7
  - d. Final breakout descriptions – October 10
4. Curriculum Regional Meetings Planning: October 17-18  
Reviewed draft agenda
5. Fall Plenary Breakouts and draft descriptions (October 10)  
Members agreed to recommend the following breakout topics to the Executive Committee
  - a. Adult Basic Education
  - b. Alternates to Math and English requirements.
  - c. CID/ADT/COT for non-transfer
  - d. Hot topics in Curriculum
6. Fall Plenary Resolution Planning (September 24)  
Members will draft resolutions in time for next meeting
  - a. Update the Curriculum Reference doc (Ginny)
  - b. Local stand-alone course approval. (Sophia)
  - c. General Education issues (Cheryl and Terrie).
7. Summary and Future items
  - a. Survey for S13 9.01 Investigate Regional Coordination of Course (James)
  - b. Rostrum
    - i. Kinesiology, PE, Athletics Courses and TOPs Codes (Michelle GH and Kim Harrell)
    - ii. F11 13.04 Course Development and Enrollment Management Possible Rostrum or paper. (Sophia and Terrie)
    - iii. S11 9.05 Local Senate Oversight of All College Offerings (Ginny and Michelle GH)



**EDUCATION POLICIES COMMITTEE  
DRAFT MEETING MINUTES**

**August 14, 2014  
3:00 PM – 4:00 PM  
CCC Confer**

Members Present: John Freitas (Chair), Scott Lee, Eric Lehtonen, Cynthia Reiss, Diana

Not present: Phil Crawford

**I. Approval of the Agenda**

Agenda was approved without change.

**II. Introductions**

Chair: John Freitas , Professor of Chemistry, LACC  
LACC AS President , Area C representative ASCCC, lives in Riverside

Diana Hurlbut, Professor Chemistry, Irvine Valley College,  
Curriculum Committee

Eric Lehtonen, Professor Mathematics, Imperial Valley College  
Past President IVC  
Coaches Cross-Country Teams

Joseph Bielanski, Articulation Officer, Berkeley City College  
Past President DAS  
Past President BCC Senate  
Accreditation Steering Committee  
Planning Process Committee

Scott Lee, Librarian, Antelope Valley College  
Representative Faculty Union

Cynthia Reiss, Professor, Art History, West Valley College  
WVC AS representative  
Past ASCCC Committee Member: Governance and Internal Policy  
Past ASCCC Task Force member: Academic Integrity

**III. Review, revision and adoption of meeting calendar for 2014-2015**

In person meeting will be on Friday, Aug 29 10-3, West Valley College  
-Cynthia to contact John re: WVC room information for agenda

Friday, Oct 17 @330 (CCC Confer)  
Friday, Dec 19 @10 am (CCC Confer)

In person Meeting will be on Tuesday, January 13, Irvine Valley College

Friday, Nov 13 @10 am (CCC Confer)  
Wednesday March 11 @ 3 pm (CCC Confer)  
Friday, April 24 @ 1 pm , if needed (CCC Confer)  
Friday, May 15 @ 10 am, if needed (CCC Confer)

#### IV. Review of status of assigned resolutions

- Resolution 17.01 Approval of Grant Driven Projects
  - send survey to the field in the Fall
  - Rostrum article or Plenary session in the Spring
  
- Resolution 13..1 Coordinating a Model of Basic Skills Instruction through Implementation of the ERWC
  - John to check with Exec committee as to whether it is still feasible given relevance
  - John to check whether this should be assigned to Basic Skills committee
  - possibly look at other programs that work (such as the one at Imperial Valley College) and offer as examples/effective practices in Rostrum article
  
- Resolution 13.2 Supplemental Instruction Survey and Glossary
  - send survey to the field in the Fall
  - not sure how to measure assessment
  - possible Rostrum article in the Spring
  
- Resolution 13.05 Influence of Outside Organizations on Policies
  - Cynthia will check on Rostrum articles already written on this
- Resolution 17.04 Resources for Senate/Bargaining Unit relations
  - this was started in 1996
  - possible update of this paper necessary
  
- Resolution 13.13 Institutional Review Board
  - Scott will check on Rostrum articles already written on this
  
- Resolution 4.02 Concurrent Enrollment for Secondary Students
  - Diana will check on Rostrum articles already written on this

IV. Think about issues for Plenary breakouts, will discuss at Aug 29 meeting

#### V. Adjournment



# Academic Senate for California Community Colleges

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## EDUCATIONAL POLICIES COMMITTEE

Friday, August 29, 2014

10:00 AM – 3:00 PM

West Valley College, Kirkorian Pavillion

14000 Fruitvale Ave.

Saratoga, CA 95070

CCC Confer

888-886-3951, <http://www.cccconfer.org>

Passcode: 959061, Meet & Confer Access Available

### DRAFT Minutes

#### Members present:

John Freitas, Scott Lee, Cynthia Reiss, Diana Hurlbut, Eric Lehtonen, Asia Reed, Phil Crawford

Absent: Joseph Bielanski

- 
- I. Call to Order at 10:23 am
    - a. Introduction of Asia Reed: Student Representative from the Student Center for Community Colleges.
  - II. Approval of the Agenda – unanimous
  - III. Public Comments (3 minutes per speaker) – none
  - IV. Review and Approval of August 14, 2014 minutes
    - a. First motion: Scott/ Second motion: Eric
    - b. Phil Crawford: abstain
    - c. Comments and corrections of the Aug 14 minutes: added information about the members.
      - i. Add last name Hurlbut to the members present, Professor of Health Sciences (not chemistry), Curriculum Chair
      - ii. Phil Crawford works at San Jose City College and is on the AFT executive board.
      - iii. Scott Lee: also Grievance Representative at Antelope Valley College
      - iv. Eric Lehtonen, Current CTA Vice President

V. Items discussed / Votes taken if a proposal was offered / Action items assigned.

**a. 13.1 Coordinating a Model of Basic Skills Instruction through Implementation of the ERWC**

- i. <http://www.asccc.org/resolutions/coordinating-model-basic-skills-instruction-through-implementation-erwc>
- ii. Completed
- iii. Rostrum article written: <http://asccc.org/content/erwc-additional-approach-increasing-college-readiness>

**b. 13.2 Supplemental Instruction (SI) Survey and Glossary**

- i. <http://www.asccc.org/resolutions/supplemental-instruction-survey-and-glossary>
- ii. A survey may not be needed because University Missouri, Kansas City developed a model for supplemental instruction
- iii. Suggested that the Education Policy Committee research the web site and then write a rostrum article and report out.
  1. One option offered from the web site: Model for developing embedded student tutors within the classroom rather than a tutoring center
  2. Discussion ensued of what is happening at the various colleges
- iv. Suggested that it might be worthwhile creating a survey and find out what models are being followed.
  1. Motion to create a survey and develop a glossary and write a rostrum article
    - a. First: Diana Hurlbut
    - b. Second: Eric Lehtonen
  2. Assigned to all: think of questions that should go on the survey via email
- v. Rostrum article that: Defines terminology and survey results
  1. No-one was assigned lead on this
  2. Diana Hurlbut volunteered to research the site and report back at the next meeting.
  3. This will help us figure out what questions might work for the survey.
    - a. Survey be developed Oct 17.
    - b. Survey may be submitted to Nov executive meeting.
      - i. Must be approved by Exec.

**c. 13.05 Influence of Outside Organizations on Policies**

- i. <http://www.asccc.org/resolutions/influence-outside-organizations-policies>
- ii. Executive committee said that this is completed as this is its job to monitor this.
- iii. Everyone agreed that this is completed.

**d. 13.13 Institutional Review Board**

- i. <http://www.asccc.org/resolutions/institutional-review-board>
- ii. Completed



## **e. 4.02 Concurrent Enrollment for Secondary Students**

- i. <http://www.asccc.org/resolutions/concurrent-enrollment-secondary-students>
- ii. Executive committee thought that it is completed
- iii. There is a bill AB 1451 that is in the 'suspense file'
  1. It is about concurrent enrollment and allows colleges to develop concurrent enrollment in high schools
  2. CTA has opposed this bill
    - a. The concern: college faculty would be displacing high school faculty teaching the high school courses
    - b. CTA wants the bill to clearly show that college instructors teach only teach college courses
    - c. David Morse will be looking into what other reasons that CTA may be concerned about this bill.
    - d. Eric reported about CTA concerns about hiring issues:
      - i. High school teachers are credentialed but college instructors are not.
      - ii. College instructors are hired by both faculty and administration while high school instructors are hired by the principal.
    - e. Eric also discussed Mission Creep
  3. John will send us one or two articles that Joseph sent John.
    - a. RP group
    - b. Irvine Group
- iv. Define Middle college: High school students can go to high school at college
  1. The student takes college courses in the morning
  2. The student takes high school courses in the afternoon
- v. Asia Reed stated that Student Senate has not taken a position on this issue this particular year.
- vi. CCRC: Community College Research Center (based in Columbia New York) has many articles about concurrent enrollment and advice on how to run a successful program.
  1. <http://ccrc.tc.columbia.edu/>
- vii. 4.01 (not assigned to the Education Policy Committee) expands concurrent enrollment at the local level and how that would work for the particular college
- viii. Phil and Scot assigned to investigate how AFT feels about this issue.
- ix. Eric will find out what the concerns are from the CTA leadership
- x. Cynthia will find out if there are any concerns from the 'independents'
  1. Rich Hansen may be a good resource for this
- xi. Phil will look into AB 1451 more closely to help us better understand this bill and see if it is consistent with the positions of 14.01 and 14.02

## **f. 17.01 Approval of Grant Driven Projects**

- i. <http://www.asccc.org/resolutions/approval-grant-driven-projects>
- ii. Craig Rutan and Carolyn Holcroft were both originators of this resolution
- iii. Ensure that faculty are involved on approval of grants and make sure that the administrators are not encroaching on faculty driven curriculum.
- iv. 17.02 and 03 are related to this resolution
- v. 17.03 (assigned to the president) asks to survey the field
  1. Survey what the colleges are actually doing regarding this issue
  2. What are your colleges policies and procedures regarding grants
    - a. Want examples.
    - b. Everyone investigate the policies at their own school and report back to the committee.
  3. What is the local academic senates overview of the position?
  4. Do you have a policy? And upload the policy into the survey.
  5. How does this relate to your planning processes?
  6. What is your senate president policies?
  7. Does your administration write grants?
- vi. John will ask the executive committee if 17.03 should also be assigned to the education policy committee
- vii. Propose that we create a survey of what is happening throughout the state.
  1. All members come up with survey suggestions for the Oct 17 meeting.

### **g. 13.01 Automatic Awarding of Earned Degrees or Certificates**

- i. <http://asccc.org/resolutions/automatic-awarding-earned-degrees-or-certificates>
- ii. Review of the Survey of the detailed responses
  1. Only two areas reported that they award automatic degrees
    - a. However, review of the survey reveals that more colleges do award degrees
    - b. San Diego district
      - i. Process discontinued due to SB 1456 completion
    - c. Santa Rosa Junior College
      - i. Students must apply for the degree unless the degree had a capstone course then the degree was automatically awarded
  2. Only 39 responses of 112 colleges
  3. Reasons for NOT awarding degrees: Three areas did not have the technology to deal with this option.
  4. Use of programs to automatically award degrees
    - a. Degree-Works and CurricuNet have options of awarding degrees
    - b. Some areas use 'home grown' programs
    - c. Some offer the degrees all three terms.
  5. No harm to financial aid (question #9).
  6. #14 question
    - a. AD-T Physics and Geology could not fit all the 'normal requirements' in within the 60 units and not have to take chemistry for the degree but could take it at the CC
    - b. What are the financial aid implications for the awarding of the AD-T?
    - c. Can the student opt out of receiving the degree automatically?
      - i. The degree is reported as rescinded on their transcript.
  7. John is planning to write a Rostrum article: 1500 words. Due Oct 6.
    - a. Report out to the field the result of the survey
      - i. Part 1 is what the issue is.
        1. Agreed to use the Chancellor's press release from Aug 27 as a way of presenting the background issue.
          - a. John will forward the press release to all committee members
        2. There should be an increase up to 60% degrees awarded. (10 year plan)
        3. There should be an increase up to 70% for all CTE degrees. (10 year plan)
      - ii. Part 2 address financial aid concerns
        1. Unintended Degrees
        2. EOPS benefits
        3. Veterans benefits
        4. Swirling issues.
        5. Multiple goals

- iii. Part 3 address what technology is out there
  - 1. Can the software deal with courses outside the district?
- iv. Not an endorsement of any policy – this is just what is happening.
  - b. The rostrum article would complete the resolution.
  - c. The comment was made the 40 responses from 112 may not provide reliable results
- 8. John will ask David Morse to ask the Chancellor's office to survey the VP of Student Services about their plans to auto award degrees.
- 9. #14 – impact on financial aid and how it impacts the student's goals
  - a. #7 – the student is limited to one goal
- 10. Phil will get the legal limitations of how the number of units a student earns and how that impacts financial aid.
- 11. Asia will ask about auto awarding to the Student Senate – seek the opinion of the Student Senate body.
- 12. What if the computer awards a student a degree and the student has a different intention? And now the student is cut off of financial aid.
  - a. EOPS eligibility
  - b. Veterans benefits
  - c. Swirling issues
- 13. Easing the pathway for the student to get a degree.
  - a. Influences outcomes based funding.
  - b. Defining success without the state defining the success.

#### **h. Research for Title 5 revision – Resolution 13.05 S13 (Student cheating)**

- i. <http://asccc.org/resolutions/visit-failing-students-egregious-act-cheating>
- ii. The resolution calls for review and revise Title 5 language.
- iii. Phil discussed how student services deal with this issue across various colleges.
- iv. Dolores Davison reviewed the past history regarding this issue. (Davison had delivered lunch for the committee and while there Freitas asked her to review the past history.)
  - 1. Dolores and Cynthia did breakouts at the last plenary.
  - 2. An instructor cannot fail a student unless the assignment takes up more than 50% of the grade.
  - 3. An instructor cannot expel a student.
  - 4. The policy that the UC's use: plagiarism (that is proved) is a reason to expel the student from the university.
    - a. This is not faculty decision, must be university driven.
  - 5. There are incidences where administrators have changed grades because they don't believe that the accusation was unfair.
- v. John to ask Michelle Goldberg (the lawyer at the Chancellor's office) to interpret the law as written–
  - 1. The focus of asking her to look at the lecture does Title 5 need changing?
  - 2. A student has a right to due process

- vi. Phil agreed to research the issue from a legal perspective
  - 1. Review of case law
  - 2. Look at the model from UC
  - 3. Protect due process of the student
  - 4. Investigate good practices
- vii. Discussion: What if the faculty could submit a DSR on the grade sheet?
  - 1. Student does not get a grade
  - 2. Student is allowed to complete the class
  - 3. The disciplinary process would determine the grade
  - 4. Grade policies are senate issues
    - a. Up to the local senate to create the policy
  - 5. Title 5 says the report can be delayed

viii. ALL members review/read the articles on cheating (John Freitas: I went ahead and looked on line at ASCCC for some quick articles - include this or not - your choice...)

- 1. <http://www.asccc.org/content/answers-needed-questions-about-academic-dishonesty>
- 2. <http://www.asccc.org/content/academic-dishonesty-and-faculty%E2%80%99s-right-assign-grade-test-academic-senate%E2%80%99s-authority>
- 3. [http://www.asccc.org/sites/default/files/publications/academic-integrity-2007\\_0.pdf](http://www.asccc.org/sites/default/files/publications/academic-integrity-2007_0.pdf)

ix. Cynthia will make a collection of articles and create a bullet point summary of the policies that we discussed and what the bottom lines are in the articles.

## **i. 17.04 Resources for Senate/Bargaining Unit Relations**

- i. Review of latest draft of update to Senate/Union relations paper
- ii. <http://www.asccc.org/resolutions/resources-senatebargaining-unit-relations>
- iii. John planning to request that the executive committee to review the paper and asked for direction from Exec as to what they want the Education Policy to do regarding this paper.
- iv. Group agreed that the paper was poorly written
- v. Page 12 - the role of academic senate including grievance
  - 1. Grievance is an official term in unions
  - 2. The use of the word in this paper is NOT the best use of the word in this paper.
- vi. The union must consult the academic senate before entering negotiations (on tenure evaluations, tenured faculty evaluations, FSAs) but union has the right to make a final decision.
- vii. Define what the Anaheim Test - do Senate leaders know what that is?
- viii. This might be a good paper to write WITH the two unions (CTA and CFT).
  - 1. This idea was discussed/strengths and weaknesses of this idea.
  - 2. The group liked the idea of a collaborative paper.
  - 3. The group would like it to be working document.
  - 4. Up to the senate to make sure what the roles of the administration are in regard to policy development.
  - 5. Union negotiations are confidential.

**j. Other: Ideas for possible plenary breakouts, resolutions, Rostrum articles**

- i. John submitted one idea for a break out at the next Plenary: Automatic awarding of degrees.
- ii. Phil will submit a suggestion for a break out about 75/25 law full time/part time ratio.
- iii. All are to think of ideas for Spring Plenary

**k. Wrap-up: review assigned tasks, prioritize work, review of calendar for possible additional in-person meetings**

**l. Next meeting: Friday, October 17 at 3:30**

VI. Announcements

- a. ASCCC Area meetings October 24 and 25, locations vary. Contact your area representatives.
- b. ASCCC Fall Plenary Session, November 13-15, Irvine Marriott Hotel.

VII. Adjournment

DRAFT

**EDUCATION POLICIES COMMITTEE  
MEETING MINUTES  
(Approved 8/29/14)**

**August 14, 2014  
3:00 PM – 4:00 PM  
CCC Confer**

Members Present: John Freitas (Chair), Scott Lee, Eric Lehtonen, Cynthia Reiss, Diana

Not present: Phil Crawford

- I. Approval of the Agenda  
Agenda was approved without change.

- II. Introductions

Chair: John Freitas , Professor of Chemistry, LACC  
LACC AS President , Area C representative ASCCC, lives in Riverside

Diana Hurlbut, Professor Chemistry, Irvine Valley College,  
Curriculum Committee

Eric Lehtonen, Professor Mathematics, Imperial Valley College  
Past President IVC  
Coaches Cross-Country Teams

Joseph Bielanski, Articulation Officer, Berkeley City College  
Past President DAS  
Past President BCC Senate  
Accreditation Steering Committee  
Planning Process Committee

Scott Lee, Librarian, Antelope Valley College  
Representative Faculty Union

Cynthia Reiss, Professor, Art History, West Valley College  
WVC AS representative  
Past ASCCC Committee Member: Governance and Internal Policy  
Past ASCCC Task Force member: Academic Integrity

- III. Review, revision and adoption of meeting calendar for 2014-2015

In person meeting will be on Friday, Aug 29 10-3, West Valley College  
-Cynthia to contact John re: WVC room information for agenda

Friday, Oct 17 @330 (CCC Confer)  
Friday, Dec 19 @10 am (CCC Confer)

In person Meeting will be on Tuesday, January 13, Irvine Valley College

Friday, Nov 13 @10 am (CCC Confer)

Wednesday March 11 @ 3 pm (CCC Confer)

Friday, April 24 @ 1 pm , if needed (CCC Confer)

Friday, May 15 @ 10 am, if needed (CCC Confer)

#### IV. Review of status of assigned resolutions

- Resolution 17.01 Approval of Grant Driven Projects
  - send survey to the field in the Fall
  - Rostrum article or Plenary session in the Spring
  
- Resolution 13..1 Coordinating a Model of Basic Skills Instruction through Implementation of the ERWC
  - John to check with Exec committee as to whether it is still feasible given relevance
  - John to check whether this should be assigned to Basic Skills committee
  - possibly look at other programs that work (such as the one at Imperial Valley College) and offer as examples/effective practices in Rostrum article
  
- Resolution 13.2 Supplemental Instruction Survey and Glossary
  - send survey to the field in the Fall
  - not sure how to measure assessment
  - possible Rostrum article in the Spring
  
- Resolution 13.05 Influence of Outside Organizations on Policies
  - Cynthia will check on Rostrum articles already written on this
  - Resolution 17.04 Resources for Senate/Bargaining Unit relations
  - this was started in 1996
  - possible update of this paper necessary
  
- Resolution 13.13 Institutional Review Board
  - Scott will check on Rostrum articles already written on this
  
- Resolution 4.02 Concurrent Enrollment for Secondary Students
  - Diana will check on Rostrum articles already written on this

IV. Think about issues for Plenary breakouts, will discuss at Aug 29 meeting

V. Adjournment



Legislation and Governmental Relations Committee  
September 4, 2014  
CCC Confer 1:00pm – 3:00pm  
Minutes

Attendees: Angeles Abraham, Julie Adams, Kale Braden, Julie Bruno, Dan Crump, Silvester Henderson, David Morse, Stacey Searle-Chapin

Note-taker: Julie Bruno

- I. Approval of the Agenda by consensus
- II. Member introductions
- III. LGRC Charge and Title
  - a. Charge: The Legislative and Governmental Relations Committee is responsible for providing the President with background information on all legislation related to academic and professional matters. Through research and analysis, and representation on appropriate advocacy groups, the Committee will provide the President and the Executive Committee with recommendations on such legislation. The Committee is also responsible for providing legislative alerts to the local senates, identifying liaison persons to contact legislators, and providing support to local senates regarding California's legislative process as it has bearing on academic and professional matters. It is the goal of the Committee to provide the President and the Executive Committee with the resources to ensure that the Senate is recognized as the voice of authority with the Legislature and Governor's Office in the areas of academic and professional matters.
  - b. Title Change – Members recommended a title change for the committee. Bruno will bring forward an agenda item to the next Executive Committee to change the committee title to “Legislative and Advocacy Committee”
  - c. Charge changes – Members determined that no other changes to the charge should be made at this time.
- IV. Legislation
  - a. Previous years - Morse informed the members that the committee was on hiatus last year. As a result, the focus on legislation and advocacy was limited. As vice president, Morse was responsible for tracking legislation, keeping the president up to date, and acting as liaison with system partners and constituent groups such as the Chancellor's Office and FACCC. Morse would like committee to expand the role of the committee this year and include activities such as
    - i. Support the president with legislation updates and information
    - ii. Track legislation and keep up with developments.
    - iii. Engage system partners and constituents.
    - iv. Prioritize legislation and write letters.

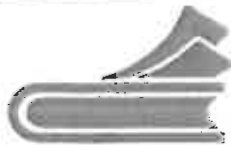
- b. Tracking - Committee members discussed how legislation could be tracked and possible assignments for committee members. This topic will be revisited at the beginning of the next legislation session.
  - i. Equity - Members questioned if there was a focus on equity in any of the current or possible legislation for next year. Currently there is nothing specific proposed or enacted legislation concentrating on equity. Morse commented that equity is addressed in the budget. Legislative focus tends to be more on access and student success and achievement gap.
- c. Research – Members discussed the need for researching ASCCC positions in relation to proposed legislation and analyzing the impact on students, faculty and colleges. Additionally, research and analysis will assist the committee in making advocacy recommendations to the president and the Executive Committee as well as writing opposition or support letters and resolutions to bring to the body.
- d. Other activities
  - i. The members had an interest in holding an ASCCC legislative day. Seeing the legislators and staff face to face is very helpful and will enable the Senate to advocate more effectively.
  - ii. Members discussed the need to empower local senates to do advocacy work locally and statewide. Some suggestions included
    - 1. Packaging the article digest that Crump will send out so that local senate presidents may drop the content into their agendas or communication with college faculty.
    - 2. Quick briefings on legislation and advocacy activities. Possibly a one-page summary to keep folks informed. Keeping senate presidents informed but overwhelming them with information. Using the president’s update by creating an “Advocacy Corner” might be a good way to inform without inundating. Members noted that having too many places that senate presidents need to check for information could be discouraging.
    - 3. A legislation and advocacy website would be useful but concerns were expressed with updating the content. The webpage may contain links to other websites such as the legislation tracker and FACCC.

V. Communication

- a. President – Members discussed the desire to ensure that the president has the information he needs to advocate on behalf of the Senate, the faculty and the students. The committee recognized the need for immediate notification to the president when legislation is amended as well as the need to prioritize advocacy efforts.
- b. Executive Committee- Members discussed the desire to keep the Executive Committee informed through the monthly legislative report and an article digest.
- c. Local Senates – Members determined that the following outreach methods would help keep local senate presidents informed.

- i. Advocacy and legislative information in the monthly president's update.
  - ii. Legislative alerts sent out on a blue form to visually signal the urgency and advocacy content.
  - iii. Communicating with local senates by partnering with the Relation with Local Senates Committee. Limit the information to short messages such as "three things you can do for advocacy".
  - iv. Establishing a website that has ASCCC documents, links to advocacy and information recourses.
  - v. Create a listserv for legislative liaisons. Additionally, members thought it would be good to explore the use of legislative analyst position and determine what works and what doesn't. The information may be used as the basis for a Rostrum article.
  - vi. A proposal to partner with FACCC on communicating with local senates was discussed. Members expressed the need to ensure that the Senate purview is the primary consideration when sending out these notification and that the lines between the two organizations do not become blurry. Other considerations discussed include:
    - 1. Ensuring that there is not too much repetition
    - 2. Both organization must agree on content
    - 3. Careful on too close alignment of the organization.
    - 4. Senate purview must be preserved
    - 5. Benefits to both organizations: FACCC gains access to a wider audience and ASCCC improves advocacy efforts.
  - vii. Members considered the use of a blog as a way to reach out to local senates. Members noted the following:
    - 1. Only effective if it had specific criteria
    - 2. A moderated blog might be most effective
    - 3. This would be a good partnership with the Local Senates Committee
- VI. Plenary Breakout –Possible topics for the fall plenary session breakout were discussed. The following topics were mentioned:
  - a. Provide a legislation update and invite the CO, FACCC or CCLC to present
  - b. Explain the legislative process including the difference between bills, title 5, and joint resolutions. Demystify the process and include a glossary of terms that may also be posted on the website.
  - c. Legislation and Advocacy 101 to discuss how senate presidents may influence state legislation locally. Rostrum article. Legislation and Advocacy 101. Role of the Senate president.
- VII. Working with partners – members provided their various connections to other organizations including CCCI, FACCC and CTA.
- VIII. Scheduled Meetings:
  - a. September 25<sup>th</sup> from 3:00 to 5:00pm CCC Confer
  - b. October 29<sup>th</sup> from 10:00am to 3:00 pm Sacramento
- IX. Adjourn





# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## PROFESSIONAL DEVELOPMENT COMMITTEE

Thursday, September 11, 2014

9:00 – 10:30 AM

CCC Confer

888-886-3951, <http://www.cccconfer.org>

Passcode: 144703

### Minutes

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- I. Call to Order—Dolores called the meeting to order at 9:03a.m.  
Attendees: Dolores Davison, Daphne Figueroa, Lorraine Slattery-Farrell, Alex Immerblum, Gloria Arevalo. Arnita Porter joined the call at 9:27a.m.  
Julie Adams is unable to join the call today but will be an active committee member (not ex-officio).
- II. Introductions were made by all.
- III. Approval of the Agenda  
Public Comments (3 minutes per speaker)  
Statewide Academic Senate President David Morse joined the call to thank the group for their willingness to serve on this committee. He will be sitting in for this first meeting session.
- IV. Action items
  - a. Establish meeting times – in person in October, CCC Confer in November/December, CCC Confer in January, in person (if needed) in February/March  
Dolores explained that the only available date she and Julie can accommodate for a face to face meeting was October 30<sup>th</sup>. After consulting calendars the group determined that this meeting would be held in the early afternoon of 10/30 somewhere in central Los Angeles. The group should plan for a four-five hour meeting and then dinner, time permitting. The final location will be determined once Dolores and Julie Adams have consulted the flight schedules from Northern California.
  - b. Review assigned resolutions (attached)  
Each resolution was discussed in turn  
12.02: This resolution will be addressed in upcoming plenary breakout  
19.05: This resolution calls for some collaboration with the Chancellor's office to create PD opportunities for faculty to enhance teaching skills. There is also a component of the resolution addressing sabbatical opportunities, which this committee feels would be difficult to achieve. Further discussion is needed.  
19.03: This resolution addresses peer evaluations and the need for consistency in the process of peer evaluation across the system. Committee discussion focused on how to gather relevant information on how peer evaluations are currently being implemented across institutions. The committee further recognizes the need to work with our union peers and human resource personnel in determining best practice models.

19.07: This resolution addresses appropriate use of flexible calendar days. David noted there has been concern about flex credit being overused in the arena of "personal development". The committee also noted the importance of considering flex activities for adjunct faculty. Dolores noted that executive senate member Kale Braden is currently working on a paper on PD which perhaps this committee could contribute to with guidelines for flex. It was further noted that flexible calendars are negotiated through our local union process and they should be included in these conversations.

1.08: This resolution asks for training programs to be provided for those willing to serve on statewide committees. The committee felt this effort needed to begin with the current and former executive committee members, for they have the knowledge and expertise needed to build such training. There was discussion on how this could potentially serve as a topic for a module of the PDC. Dolores noted executive senate member James Todd is chairing the Equity and Diversity committee and could perhaps play a role in helping with this.

V. Discussion items

a. Regional clearinghouse summits and participation

Dolores informed the group of her appointment to serve as a senate representative to the group working on this clearinghouse for professional development. There is some concern that various groups are making PD decisions/plans for faculty with little or no faculty involvement. This is a possible topic for a resolution from this committee.

b. Fall plenary planning

i. Review of submitted plenary breakout topics

Dolores submitted two proposals for breakout sessions-- one generic "professional development" topic and one focused on professional development and student success. The Executive committee will be meeting this weekend to determine the final plenary program and Dolores will report back to the group.

ii. Ideas for resolutions

1. Importance of Professional Development under Senate/ASCCC leadership

c. Rostrum article ideas

The group determined that rostrum article topics may emerge from the plenary sessions planned for PD.

d. Update on Professional Development College and the committee's role in supporting it

Dolores reported that the PDC is off to a successful start with participants making their way through the first module on leadership. Sacramento State University has agreed to provide 10 CEU credits for completion of the program.

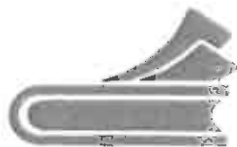
The group discussed the idea of creating a module for PDC focused on effective teaching/instructional practices. There is agreement that some of the ideas for this module and others may emerge as a result of the committee's plenary session presentations.

VI. Announcements

a. ASCCC Area meetings October 24 and 25, locations vary. Contact your area representatives.

b. ASCCC Fall Plenary Session, November 13-15, Irvine Marriott Hotel.

VII. Adjournment at 10:30am.



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Standards and Practices Committee

Friday, September 5<sup>th</sup>, 2014

10:00 AM -3:00 PM

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### 1. Introductions

Craig Rutan – Chair, ASCCC South Rep

Julie Bruno – ASCCC VP

Julie Adams – Executive Director

Melynie Schiel – Copper Mountain

Paul Setziol – DeAnza College

Adrienne Foster – West LA College

April Juarez, Long Beach City College

Phil Crawford, ASCCC North Rep

### 2. Review Committee Charge

The Standards & Practices Committee is charged with reviewing, acting on, and monitoring various activities as needed and assigned by the President or the Executive Committee of the Academic Senate. The Standards & Practices Committee's activities include, but are not limited to, conducting Disciplines List hearings, monitoring compliance with the Full Time/Part Time Ratio (75/25 rule), reviewing the faculty role in accreditation, screening faculty Board of Governors applications, analyzing and reviewing suggested changes in Executive Committee policies and Senate Bylaws and Rules, and administering designated awards presented by the Academic Senate. As assigned by the President or Executive Committee, the committee chair or designee will assist local academic senates with compliance issues associated with state statutes and their implementation.

### 3. Committee Member Responsibilities

Committee members are expected to participate in all committee meetings and are encouraged to participate at plenary sessions if they are able to attend. All of the committee members are planning to attend the fall plenary session in Irvine. The possibility of committee members receiving emails with questions about the disciplines list, equivalency, etc. was discussed and all committee members were encouraged to send those emails to the Craig so he could create a reply in coordination with the President, Vice President, and Executive Director. Craig mentioned that any emails sent from the committee members will be viewed as the official position of ASCCC, so it is important to ensure that we are giving the correct information to the field.

### 4. Senate Travel and Reimbursement Policies

Committee members were encouraged to have the senate office book their travel whenever possible. The committee reviewed the expense reimbursement policies, covered partial reimbursement for cost that exceed the approved maximums, and discussed the possibility of donating reimbursements to the ASCCC foundation. The committee members were encouraged

to scan their receipts and send all forms to [accountant@asccc.org](mailto:accountant@asccc.org).

## 5. Schedule Future Meetings

Saturday, October 4<sup>th</sup>: 10 AM – 3 PM, West Los Angeles College

Tuesday, November 25<sup>th</sup>: 4:15 PM – 4:45 PM, CCCConfer (Exemplary Program Norming)

Tuesday, December 2<sup>nd</sup>: 4:15 PM – 4:45 PM, CCCConfer (Exemplary Program Selection)

Friday, December 19<sup>th</sup>: 10 AM – 3 PM, ASCCC Office

Tuesday, January 2<sup>nd</sup>: 4:15 – 4:45 PM CCCConfer (Hayward Award Norming)

Tuesday, January 27<sup>th</sup>: 4:15 PM – 4:45 PM, CCCConfer (Hayward Award Selection)

Friday, January 30<sup>th</sup>: 10:30 AM – 3:30 PM, DeAnza College

Tuesday, February 17<sup>th</sup>: 4:45 PM – 5:15 PM, CCCConfer (Stanback-Stroud Award Norming)

Tuesday, February 24<sup>th</sup>: 4:15 PM – 6:15 PM, CCCConfer

Tuesday, March 10<sup>th</sup>: 4:15 PM – 4:45 PM, CCCConfer (Stanback-Stroud Award Decision)

Tuesday, March 24<sup>th</sup>: 4:15 PM – 6:15 PM, CCCConfer

## 6. Disciplines List

### a. Overview of Disciplines List revision process

The committee discussed the new process for revisions to the Disciplines List. The new process has a new form that all submissions must use. For the new process, all submissions from a local academic senate must include support from an academic senate from another district. The new process requires the support of a local academic senate or a professional organization, but not necessarily both. Paul asked if the committee needed to contact professional organizations if the proposer does not and it was decided that the S&P chair would contact the proposer and encourage them to reach out to professional organizations if they have not already done so.

### b. Review African American Studies Discipline

The committee discussed the African American Studies discipline submitted by San Diego Mesa College. While the committee agreed that the application is complete, they were concerned that the current proposal might be duplicative. The way the proposed MQ is written, anyone with a Masters Degree in Ethnic Studies would meet the minimum qualifications in African American Studies. The committee members wondered whether a specific Bachelors degree should be included as a requirement for those with a Masters in Ethnic Studies. The other option mentioned would be to strip a Masters in African American Studies from the Ethnic Studies discipline so that African American studies will then mirror the recently approved Chicano Studies. Craig will follow up with the proposer. The committee also discussed whether a proposer would be able to modify a proposal based on feedback received at the hearing at fall plenary. It was agreed that this should be possible, but those revisions would need to be submitted to the senate office very quickly to allow sufficient review prior to spring plenary.

## 7. Overview of Senate Resources

Julie A. provided each of the S&P members with a binder that includes information about the periodic review of the ASCCC, senate awards, the disciplines list process, and a copy of the soon to be published disciplines list. The committee also reviewed the resources available at [asccc.org](http://asccc.org).

## 8. Senate Awards

### a. Overview of Awards

The committee discussed the three senate awards, Exemplary Program, Hayward, and



Stanback-Stroud Diversity. This year's Hayward award will accept applications for full-time faculty from Areas A and D and from part-time faculty from Areas B and C.

b. Theme for Exemplary Program Award

Exemplary Programs to Assist Students Transitioning from High School to College

9. Periodic Review of the Academic Senate for California Community Colleges

Resolution 1.02 S14, periodic review of the ASCCC, is the responsibility of S&P. The senate office will compile a list of possible reviewers. An email will be sent out to eligible reviewers allowing them to withdraw their name from consideration. Remaining candidates will be included in the selection process at spring plenary. A random number generator will be used to determine the review team. Adrienne, April, Melynie, and Paul will be responsible for the selection of the review team.

10. Discussion of Resolutions Assigned to S&P

Resolution 1.03 S14 will be addressed during the bylaws revision process. The executive committee meetings for 2014-15 are already in compliance with the Brown Act, but the bylaws need to be revised to include this requirement. April and Melynie will draft a survey about adding currency to the disciplines list (Resolution 10.01 F13). This survey will be sent to Craig by September 15, sent out to the committee for review, and then it will be brought to the executive committee for approval and distribution. Once the survey results are available, a rostrum article will be written summarizing our findings. The remaining committee resolutions require revisions of Title 5. Craig, Julie A., and Julie B. will work with the President to determine how to approach these resolutions.

11. Possible Breakouts for Fall Plenary Session

The committee will have three breakouts at fall plenary. Since all members are attending fall session, they were all encouraged to attend the disciplines list hearing. Breakout assignments will be set soon.

- a. Disciplines Hearing
- b. Minimum Qualifications and Equivalency
- c. Bylaws Revision Update

12. Discussion of Possible Committee Resolutions for Fall Plenary Session

- a. Craig and Julie B. will work with the president to determine if a resolution about a disciplines list process for baccalaureate programs is necessary and how to proceed.
- b. Paul will work on a resolution about updating the Equivalence to the Minimum Qualifications paper that was last updated in 2006. Paul will send a draft to Craig by September 15<sup>th</sup>.
- c. All resolutions are due to the senate office by September 24<sup>th</sup>.

13. Discussion of ASCCC Bylaws

One of the committee's primary tasks will be to revise the senate's bylaws and rules to ensure they are compliant with existing non-profit and corporation laws, are internally consistent, and are consistent with existing practices. There was confusion about the bylaws because they read more like the constitution at a local senate. Julie A. explained that constitution is intentionally brief and that incorporating information from the bylaws into the constitution could complicate the revision process. Julie A. will create a template that includes the current bylaws language, suggestions for revision from Mark Alcorn, areas where the bylaws are not consistent with

current practice, and a section for committee members to make comments and suggestions. During the October 4<sup>th</sup> meeting, the committee will come up with a plan for the bylaws revisions and determine how to share that information during the breakout at the fall plenary session. At the December 19<sup>th</sup> meeting, the committee will incorporate the feedback received at plenary into the revision. A revised package of bylaws and rules will be brought to the spring 2015 plenary session for adoption.

Meeting adjourned at 2:50 PM

Respectfully submitted,

Craig Rutan



ACADEMIC SENATE  
FOR CALIFORNIA COMMUNITY COLLEGES

Transfer and Articulation Committee\*\*

NOTES

September 11, 2014  
11:00a.m. to 4:00 p.m.  
Irvine Valley College

Room A-100 President's Conference Room

Members Present: Cynthia Rico, Eric Naverson, Michael Wyly, David Morse, Tiffany Tran, Yvonne Valenzuela, Dr. Shuntay Taylor, Wheeler North (note taker)

I. Meeting call to order – 1100

II. Welcome and Introductions

*Members introduced themselves. Rico provided a brief history of the committee and recent activities. THANKS TO IRVINE VALLEY FOR HOSTING MEETING and the warm welcome from Senate President, VPSS and VPI from IVC.*

III. Brief ASCCC, Initiatives and State update

*David gave a brief update on the history of the SSTF and how programs currently in play have evolved out of that effort. These include educational planning, common assessment, online education and support services, student equity planning and a few other efforts that are partly funded. He also gave some of the background on C-ID and ADTs. David requested assistance in developing a proposal to present to ICAS to address Senate Resolution, 15.01 (Spring, 2014) IGETC for High Unit Majors, which would allow exceptions in IGETC and CSU GE in certain areas that would be similar to IGETC for STEM. This would only be ADTs. The idea of fulfilling parts of IGETC after transfer allows students to transfer short some GE classes where they then meet those in upper division. This would allow the CSU to exercise the high unit allowance... except their system has adopted a policy disallowing this. The issue here is some non-STEM majors are also high unit majors and they are not being addressed by the current solutions. There are several pending issues that first need to be addressed prior to a proposal being able to be carried forward to ICAS.*

III. Discussion and Action Items

a. Review assigned resolutions to committee

**15.01 Fall 2013 Explore Potential Impacts in Endorsing LEAP General Education Outcomes**

*We reviewed the existing resolutions on the committee's plate to address. Explore LEAP outcomes for potential endorsement – This shifted into a conversation about an issue right now, which is the PCAH and Curriculum Inventory does not allow for degrees that lead to transfer, that are not ADTs. As soon as a degree is submitted for transfer then they are saying that the GE must be CSUGE or IGETC.*

*But local GE patterns may exist that serve legitimate goals which are not either CSUGE or IGETC, for which the local pattern is a better fit.*

*The problem with endorsing the LEAP outcomes is CSUs do not currently practice requiring their own GE patterns at their local universities. There needs to be an effort for CSU to align its GE patterns across their system and make them consistent with the CSU GE Transfer Breadth pattern. Until such time as this is done it would not make a lot of sense to endorse this, or really anything since local colleges must do whatever they can to ensure their students are prepared per these local deviations. The committee could write this suggestion into a resolution in response to this resolution.*

### **8.01 Fall 2011 Update Senate Paper Role of Counseling Faculty in the California Community Colleges**

*The Senate counseling paper has been updated and adopted by the body in the spring of 2012. This paper also assisted in completing several resolutions assigned to this Committee.*

### **8.02 Fall 2011 Faculty Advisors**

*There was a survey to the field regarding 8.02 - Faculty Advisors. The conclusions were that no one is really doing this in a coordinated way with their counseling department in the loop. There was also a break out topic on this issue at a plenary session in Fall 2012. Additionally in Senate paper on the Role of Counseling Faculty, there is a section addressing suggested practices if a college does want to propose using faculty advisors. Given, the survey, the breakout at Plenary and the additions made to the Role paper, the committee felt that this resolution has been completed.*

### **8.01 Spring 2012 Use of Paraprofessionals**

*The committee felt that this was completed by some ways by the updated counseling paper but we still need to more – such as a breakout at the academy focusing on how to best make use of paraprofessionals in colleges.*

*One extreme outcome of this is advisors are now being moved into full time positions ahead of counselors. Another extreme outcome, with respect to the huge push provide SEPs for all, is students are being misadvised and pushed through with wrong advice, particularly with respect to end goals, such as being clear about terminal versus transfer goals. The crux of the use of paraprofessionals is ability to define clearly duties and roles that DO NOT cross over the duties, roles, training Master Degree Counselors have held. Simplistically academic advising is the discussion of what are the academic courses needed and sequence to reach educational goals, as Counseling Advising considers a more holistic approach of students motivations, values, perspectives, challenges and strengths to the approach of career, academic and personal counseling.*

*Part of this conversation is an MQ issue and may be strategically better to create MQs for paraprofessionals such that they clearly are not qualified to approve education plans. Additionally the requirements for EOP&S counselors are more rigorous in that they must be certificated counselors. This should also be the MQ for counselors because there are advisors who do possess various Master's degrees but are not qualified, nonetheless*

### **13.12 Fall 2011 CCC Honors Program completion Recognition on CSU Transfer Application**

*This resolution was referred to the Academic Senate President (2014-2015) by the Senate Exec committee at its August meeting.*

### **6.01 Fall 2010 Evaluation and Revision of Financial Aid Systems**

*This resolution was deemed infeasible by a past committee, reasons for this result still needs to be researched.*

### **13.04 Spring 2008 Effective Practices for Online Tutoring**

*Effective practices for online tutoring resolution might need to pull in folks from several committees including from the Curriculum committee and maybe even the OEI. It was suggested to talk to the OEI workgroup on online tutoring.*

### **8.01 Spring 2008 Support for Online Counseling Services**

*Support for online counseling resolution has been in part completed via the paper. But there is room to do a best practices breakout at the Academy.*

### **4.03 Fall 2001 Student Athletes and 8.05 Spring 2001 Student Athletes**

*The two resolutions on student athletes have been assigned to Physical Education Taskforce.*

### **8.01 Fall 1999 Web Advising**

*The one on web advising has been completed via the paper.*

#### **b. "Guidelines for the Development and Implementation of Associate Degrees for Transfer" (Assist with a section of this paper)**

*Rico handed out the one section in this draft that applies to ADT advising and messaging to students.*

*A question came up about how students are being redirected to another CSU when they meet the ADT but do not get into the CSU of their choice. It isn't clear if they are being made to reapply at another CSU. The conversation included how are instructional faculty advising their students with respect to ADTs and how accurate*

*that is? It might be a Rostrum article and it also might be a conversation for breakouts and other professional development. Rico has updates for this document to strengthen it to ensure students receive accurate information.*

**c. Possible fall 2014 plenary breakout session**

*Rico asked if we want to offer some breakouts. We currently have a holder for one on C-ID/ADTs and messaging. Another possible topic would be the use of paraprofessionals. It was decided for the meantime the committee with present on the ADT's and the messaging to students.*

**d. Academic Academy- Focus on SSSP and Student Equity (Our committee is coordinating this event) March 12-14, 2015 at Westin South Coast Plaza**

*The primary focus will be implementation of local plans and how to close the loops such that outcomes are measured and met across the two plans and other local college planning.*

*Several ideas presented were the following:*

*General panel on what is student equity.*

*Bringing to scale the ability to provide SEPs*

*Use of paraprofessionals*

*Strategies for intervention (students or faculty) and identification of need for intervention*

*Implementing activities to address disproportionate result found from equity and other planning.*

*Rico suggested the idea of reviewing all submitted SSSP plans to see if there are common themes to be addressed or proposals that would be good to showcase.*

*Rico will follow-up with the Chancellor's Office to see if it is possible to peruse the submitted SSSP and Equity Plans.*

*Presentation on Tech initiatives particularly the common assessment*

*What determines completion particularly in areas like basic skills and ESL?*

*Pathways for noncredit/adult education into credit and providing service to these unique students.*

*Inputting and understanding data – using these tools effectively for decision-making*

*Common core and its impact on our incoming students and how we serve them academically and support*

*Theme – Recruitment to Completion.*

**e. Any possible resolutions from our committee to be proposed for fall 2014 plenary**

*1) Establishing MQs for paraprofessional advisors that also clearly defines what they are qualified to do, and not do.*

*2) GE consistency in the CSU.*

3) *Develop a system plan for better serving fully disenfranchised students - homeless, ex-convicts, disable veterans, those who live in a constant state of threat – wrap-around services for those most in need.*

*David brought a concern raised by new BOG member, who made the point that we can't rehabilitate someone who doesn't feel safe and secure. But how does this play out with our students who come to us where life situations don't allow them to benefit from our instruction. Dealing with this is called wrap-around services. The system does not acknowledge or effectively address support services at this level, at least institutionally. By example there are only six CCC's with dorms. Many students are homeless and we can't even identify them, much less provide help.*

**f. Articulation from non-credit to credit and Career Development Courses from high school to CCC—Wheeler**

*The question here is with the changes to committees and the loss of Tech Prep/Transitions Coordinator funding it is not clear if this committee should be addressing counseling and articulation as it relates to inbound students from K12 and noncredit. This would be specific to students seeking terminal certificates or degrees. The committee felt that this was outside their scope.*

**g. Basic skills –AB86, SSTF recommendations—Wheeler**

*It isn't clear what the Committee's role will be here since inbound basic skills (credit or noncredit) do need coherent pathways to transfer. Certainly Adult Ed and Noncredit students need counseling but this may or may not be foci for this committee.*

**e. Other topics related to transfer, articulation, student services, and student support**

*(51% Rule and Local GE Issue---Tiffany)*

*The CO is now monitoring to assure that local transfer degree proposals actually do transfer. To justify the need for a transfer program, the program must have at least 51% of the units articulated to at least one CSU but these local degrees are often where the students take some amount of units from a list that is bigger and so the requirement is the college must show articulation with one CSU for 51% of all of the list versus the minimum that students must take.*

*One question is does allowing this lead to degrees conferred that may not include any articulation. E.g. 50 units are on the list but only 20 are articulated thus a student could take enough courses that only fulfill the general transferability allowances.*

*Because of the PCAH and CI submission issues regarding ADTs it is now clear what we do with local transfer degrees we have that now we have no place to submit them for approval?*

*New BOG member made the point that we can't rehabilitate someone who doesn't feel safe and secure. But how does this play out with our students who come to us*

*where life situations don't allow them to benefit from our instruction. Dealing with this is called wrap-around services. The system does not acknowledge or effectively address support services at this level, at least institutionally. By example there are only six CCC's with dorms. Many students are homeless and we can't even identify them, much less provide help.*

**IV. \*\* Discuss and approve committee name change**

*Transfer, Articulation and Student Services Committee (TASSC)*

**V. Next Steps-Future meetings**

*Sep 23<sup>rd</sup>, Oct 14<sup>th</sup>, Feb 12<sup>th</sup> F2F*

**VI. ASCCC Future Events**

*We discussed the upcoming sessions and institute.*

Adjourned 4:00PM



Distance Ed Paper Task Force  
Meeting Notes  
August 20, 2014

Present: Greg Beyrer, John Freitas, Chris Gold

Not present: Stephanie Curry (unable to attend due to last minute local obligation)

The comments provided by David Morse and Beth Smith were reviewed and discussed. Comments will be addressed by section writers and incorporated into the paper as appropriate.

Important changes that need to be made:

- Condense the MOOC part of student prep. It comes across as an endorsement, and the section focuses too much on MOOCs.
- Make sure that any language that advises local senates is indeed advisory, not prescriptive.

Specific examples of good practices for preparing faculty and students need to be incorporated into the paper. Appendices can be used. Greg will research and bring an example of each to the 9/22 meeting.

Chris will compile the references in time for the Online Ed Committee meeting on September 5. Chris will also complete a first draft of the "Role of Local Senates" section of the paper by the 9/22 meeting.

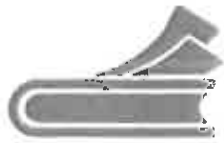
Online Ed Committee will be used as a "steering committee" for the paper task force

It was agreed that we will have monthly check-in meetings through December. John will send out Doodle polls for possible dates and times.

Milestones to meet: finish completed first draft by December for review and possible first reading by the Executive Committee in January. Final approval for consideration by the body by the Executive Committee by March. Consideration for approval by the body at spring 2014 plenary session in April.

Next online meeting: Monday, September 22, 2014, 2:00





# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ONLINE EDUCATION TASK FORCE

Tuesday, August 12, 2014

10:00 -11:00 AM

CCC Confer

888-886-3951

<http://www.cccconfer.org>

Passcode: 672450

(Meet & Confer Access Available)

### Minutes

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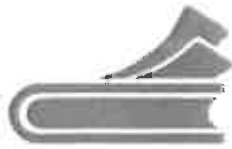
- I. Call to Order – 10am
- II. Approval of the Agenda – approved
- III. Public Comments (3 minutes per speaker) – none
- IV. Introductions
  - a. John Freitas, LACC, chair
  - b. Greg Breyer, Cosumnes River College
  - c. Eileen Smith, Shasta College
  - d. Christina Gold, Reedley College
  - e. Fabiola Torres, Glendale Community College
  - f. Dolores Davison, Foothill College
  - g. Kale Braden, Cosumnes River College
- V. Action items
  - a. Review, revision and adoption of meeting calendar for 2014-2015
    - Friday, Sept. 5, 3:30-7, In Person, (after OEI Steering, LAX)
    - Friday, October 17, 2:00
    - Friday, December 12, 10:00
    - Friday, January 30, 10:00-3:00, Cosumnes River College
    - Friday, February 27
    - Friday, March 20, 2:00
    - Friday, April 24, 10:00, if necessary
    - Friday, May 8, 10:00, if necessary
- VI. Discussion items
  - a. Review of status of assigned resolutions
    - i. All resolutions assigned are either in progress or completed
  - b. DE Effective Practices Paper status
    - i. Separate committee with some overlap is working on the DE Effective Practices Paper

- c. Ideas for plenary breakouts
  - i. OEI
  - ii. Regular and effective contact breakout (with a bunch of topics under that; instructor generated contact, etc); correspondence versus engagement; student authentication
  - iii. Equity / student success, maybe with EDAC?
  - iv. Hot Topics
- d. Resolutions
  - i. Faculty involvement in OEI
  - ii. Questions regarding access/tools after pilot for other colleges
  - iii. Concerns/responsibility of OEI to fulfill its role and keep the legislature from trying to legislate these issues – this was in regard to OEI steering committee decision to designate online meetings of OEI as “if needed.”
  - iv. Course packs and academic integrity of online courses
- e. Rostrum Articles
  - i. John and Dan Crump are working on an article for the September Rostrum on the OEI

VII. Announcements

- a. ASCCC Area meetings October 24 and 25, locations vary. Contact your area representatives.
- b. ASCCC Fall Plenary Session, November 13-15, Irvine Marriott Hotel.

VIII. Adjournment – 10:57am



# Academic Senate for California Community Colleges

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## ONLINE EDUCATION TASK FORCE

Friday, September 5, 2014

3:30 – 7:00 PM

Embassy Suites LAX/North

9801 Airport Blvd, Los Angeles, 90045

CCC Confer

888-886-3951, <http://www.cccconfer.org>

Passcode: 858322

(Meet & Confer Access Available)

### DRAFT Minutes

Members Present: John Freitas (chair), Greg Beyrer, Dolores Davison, Christina Gold, Eileen Smith, Fabiola Torres

Guest Present: David Morse, ASCCC President

- I. Call to Order at 3:40pm
- II. Agenda approved by consensus
- III. Minutes from 12 August 2014 approved by consensus
- IV. David Morse (ASCCC President) thanked everyone for serving on the committee
- V. Action Items
  - a. Review and revise calendar:  
Changes made: Feb 27 meeting at 9:30am and October 31 at 10am (replacing October 17 at 2pm). Both meetings are CCC Confer meetings.
  - b. Curriculum regionals: involvement of the OE committee (October 17 at Los Rios, October 18 at Riverside CCC (tentative)
    - Morning general session – broad about curriculum
      - Basics of DE and curriculum
      - Regular and effective contact
      - Assessment/Course Outlines
    - Afternoon session – DE coordinators
    - Dolores as lead; Christina and Kale will assist
  - c. Spring Regionals on Online Education:
    - Quality: possible link to Professional Development
    - Potential Dates: March 20,21; April 17, 18; April 24,25; May 1,2; will aim for April 24/25 after plenary as first choice

Useful people to include: CCCCCO, Professional Development Committee, EDAC?

d. Review and revision of committee charge: Add research issues and write on them; informing the faculty through institutes, etc; matters of instructional technology; Christina will draft committee charge to align it with other committees and send it to the task force for review

## VI. Discussion Items

1. DE Effective Practices Paper steering – review and input for DE Paper Task Force – separate task force working on the paper currently. Some things that could be dealt with:

- survey results: partially reporting out on this
- components
- Introduction is solid
- Distance Education versus Online Education: include a glossary of terms and include a disclaimer about what this paper means
- Use readiness instead of preparation
- Expand role of local senates and working with union
- Accreditation section is very helpful; use effective evaluations paper; run it by union leaders; union ensure contract protects online education;
- MOOCs: limited to effective practices or smaller section; limited to what we would endorse; make it neutral
- Flesh out student readiness; balance (limit Moocsicle)
- Inclusion of student readiness (possibly information from OEI)
- Faculty readiness: ability to teach in that environment (veterans and newbies); technology versus pedagogical training; (recommendation: training that combines pedagogical and technological training); appendix of pedagogical resources; professional development requirement to refresh skills; inequitable treatment of faculty (online versus in person pedagogical training); Why is it okay to require online faculty to do more than others? Professional Development with an emphasis on pedagogy
- Senate rules versus union rules: expand this discussion
- Assessing course design; include standards rubric (OEI)
- Timeline: review of draft at January meeting, second reading and action at February exec

2. Fall plenary planning

- Review of submitted plenary breakout topics –OEI breakout on Thursday @10am; let us know who wants to attend plenary
- Ideas for resolutions: consultation with senates on statewide initiatives; professional development should be under the senate (will be coming from PD); faculty primacy in distance education as a whole?

3. Rostrum article ideas: badges/disruptive innovation – MOOCs/microcredentialing; experiences of faculty members on the OEI.

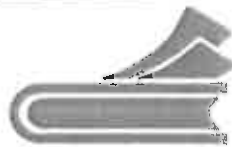
4. Dolores mentioned Professional Development clearing house regional summits (set for November) which might be in conjunction with OEI and other online education initiatives; David and Dolores will talk with Julie Adams about the plans for Senate involvement in these regional summits.

- VII. Announcements
- a. Curriculum regionals: 17 and 18 October
  - b. ASCCC Area meetings 24 and 25 October (varied)
  - c. Fall Plenary Session – 13-15 November at the Marriott Irvine; committee members who plan to attend should let John know so that we can schedule appropriate breakouts, etc.
- IX. Adjournment at 6:35pm

DRAFT







# Academic Senate for California Community Colleges

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## PART TIME PAPER TASK FORCE

Tuesday, September 9, 2014

10:00-11:30am

CCC Confer

1-888-450-4821 <http://www.cccconfer.org>

Passcode: 550837

### Minutes

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- I. Call to Order at 10:06am
  - a. Members present: Dolores Davison (chair), Rich Hansen, Berta Harris, Louise Lodato, Richard Mahon
  - b. Committee members introduced themselves, as Richard and Dolores are new to the committee
  
- II. Approval of the Agenda by consensus
  
- III. Public Comments (3 minutes per speaker) – no members of the public were present
  
- IV. Action items
  - a. Review and revise, if needed, paper outline and assignments
    - i. Due to the addition of new members to the task force, the assignments were redistributed: Richard Mahon will now take over section III of the paper, and Berta Harris will continue to work on section II.
    - ii. Richard brought in the idea of including the CHEA paper that was published in January 2014; the task force had discussed this last spring when the paper was first released, and agreed that section III is the perfect section to include information from the CHEA document.
    - iii. It was suggested that we look at the 75/25 model from CSU and potentially other organizations, not as a separate section (since the outline has already been approved) but for inclusion where it makes sense to do so
    - iv. Dolores agreed to continue to research previous positions of the ASCCC, particularly in terms of taking previous part time service into consideration during full time hiring.
  - b. Set target dates for completion of each section with intent of submitting paper for approval at spring 2015 plenary session
    - i. Papers are due to the Executive Committee for a first read no later than the February meeting; in order to provide wiggle room, the task force agreed to have sections completed by plenary session (the second week of November) for Dolores to compile, edit, and send out for a first review by the task force members. The goal is to have the paper ready for a first read on the ASCCC Exec agenda for January 2015, with a second read in February, and to bring the paper to the body at the spring 2015 Plenary session.

V. Announcements

- a. ASCCC Area meetings October 24 and 25, locations vary. Contact your area representatives.
- b. ASCCC Fall Plenary Session, November 13-15, Irvine Marriott Hotel.
  - i. If there are any breakouts at the plenary session involving part time faculty issues, task force members will be encouraged to attend so as to garner any additional information that might be useful. Dolores will attempt to attend the part time caucus meeting to provide that group with an update regarding the paper's progress.

VI. Adjournment – 10:28am

## **Common Assessment Steering Committee – August 12<sup>th</sup>, 2014 Summary**

### **Workgroup Updates**

- The workgroups are defining the content of the common assessment. They are not developing any curriculum or determining cut scores.
- The goal of each workgroup is to determine the knowledge, skills, and abilities necessary for college level coursework.
- Each group began with the CB21 rubrics, the ESL test specifications, and common core.
- Each of the content workgroups have four planned meetings.
- **MEETING ONE:**
  - Math: Graph
  - ESL: Writing
  - English: Mechanics & Grammar, Sentences & Vocabulary
- **MEETING TWO:**
  - Math: Define & Manipulate
  - ESL: Reading
  - English: Writing, Voice & Audience, Org. Dev, Thesis & Main Idea
- **MEETING THREE:**
  - Math: Solve
  - ESL: Listening
  - English: Resources, Reading & Critical Thinking
- **MEETING FOUR:**
  - Math: Applications
  - ESL: Speaking & Grammar
  - English: Vocabulary, Literal & Inferential Comprehension, Fluency

### **English Workgroup**

- Alignment with common core only works well for one level below freshman composition.
- Still need to look into adult education
- There is a fear that use of the CB21 rubrics could lead to common cut scores.
- The lack of alignment between CB21 and common core has slowed down the process of developing the assessment competencies.
- The group is working with ASCCC to bring in faculty familiar with adult basic skills.

### **Math Workgroup**

- Used common core to develop assessment competencies and alignment to CB21 rubrics.

- There are concerns over the maximum length of the assessment test.
- There are preliminary discussions about the need for the assessment to handle different math pathways.
- The workgroup is not currently looking at competencies to place students into calculus.

### **ESL Workgroup**

- The CB21 rubrics are very broad and the ESL test specifications are very detailed.
- The workgroup is looking at 8 separate levels below transfer level.
- Trying to deal with the overlap between credit and noncredit ESL.

### **Multiple Measures**

- Next meeting is scheduled for September 12<sup>th</sup>.
- Working with RP group on white paper that will be presented at the September 29<sup>th</sup> steering committee meeting.

### **Assessment Workgroup**

- The steering committee formed a new workgroup that will include members from the CCCCO Assessment Committee.
- This workgroup will assist with the RFP creation and the validation of the assessment test and the multiple measures.

### **RFP Workgroup**

- The steering committee approved the creation of a workgroup to develop recommendations for the RFP, finalize the scoring rubric, and score the proposals submitted.
- The workgroup will have 19 votes: 12 votes from each of the pilot colleges, 2 votes from the steering committee, and 5 votes from the other workgroups.

### **RFI**

- The RFI addressed three specific areas, testing of curricular content, administration of the assessment, and development of the assessment platform.
- The RFI was intended to provide an update on the information from the previous CCCAssess RFI.
- Innovations:
  - Pre-registration as a tool to create individualized test starting points.
  - Pre-tests to direct students to tutorials.

- Whiteboards – A means for students to show their work during the assessment. This could be used to determine whether a student understands the method of solution, but selected the wrong answer.
- Improved technologies for proctoring off-site testing. These include webcams, freezing screens, and the inability to navigate away from the test.
- Increased accuracy for machine scoring of essays.
- Adaptive testing
- Tutorials inside the test to remind the students about content studied several years ago.
- Barriers:
  - May need to prioritize the desired features due to timeline and cost implications.
  - Will the benefits associated with separating the platform development from the administration development outweigh potential unintended consequences, such as delays in the timeline, reduced functionality, and increased costs?
  - Will different technologies from different vendors be able to communicate?
  - Will MOUs be required with the different vendors?

## **RFP**

- Driven by information from the workgroups. It will be a compliance and contract process driven by the Butte RFP template.
- Will use RFP 365 software for vendor input and scoring of reports.
- RFP will be out in late Fall 2014. Vendor selection will occur in early 2015.
- Piloting will occur in Fall 2015.

**The next meeting of the CAI-SC is on August 12<sup>th</sup>, 2014.**





# Academic Senate for California Community Colleges

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## CCCCIO Executive Committee Meeting

September 17, 2014

Report to

### Academic Senate for California Community College (ASCCC)

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#### CCCCO Report (Pam Walker)

- The Chancellor's Office reported out on ADT numbers and the BoG mandate. CCCCCO believes that it will meet the degree goal of 1622 ADTs.
- CIOs asked what happens if local colleges cannot meet their stated ADT goal in December. The answer is that colleges can reset their goal by contacting the CCCCCO and creating other ADTs to reach 100%.
- CIOs asked about the time it takes to approve non-ADT degrees and certificates since the Chancellor's Office is understaffed. The CCCCCO replied that it is trying to meet the standard of 60 days response time for the Non-ADT programs, but ADTs are the top priority.
- Susan Yeager presented a five-year (2013-2017) Scheduled Maintenance 5-year Plan Recap and talked about challenges facing colleges regarding funding for scheduled maintenance.
- Debra Jones gave an update on AB86 workgroup and the upcoming consortia summit. There has been a fiscal committee formed that is charged (by the DoF) with putting together a funding model to document what outcomes will be measured and what accountability will be expected.
- CIOs asked if the CDCP funding and the AB86 funding is really different money coming to the colleges. The answer is that there is new money going to the AB86 consortia and it will not impact CDCP funding.
- Bonnie Edwards provided a Technology Initiatives update. CIOs asked if local colleges had to use the Common Assessment (CA). The CCCCCO answered that the CA must be used but if local colleges have local tools, those tools maybe used as multiple measures.

#### Committee Assignments (1 Student Success Center, 1 SACC)

- Kathleen Rose was assigned to be SACC co-chair and Mary Turner will fill Kathleen's current assignment on SACC.
- CIOs asked questions about the Student Success Center but the CCCCCO was not able to provide information at this time. Two CIOs were names for the Student Success Center workgroup

#### CTE \$50M

Gary Adams (along with Van Ton Quinlivan) discussed the CTE funding model. All moneys are going to go to the regions and then distributed. There will be a fiscal agent to distribute the money. After much discussion, the CIOs said that most of the issues involved in the CTE funding model are due to a lack of communication and a one-size-fits-all approach.

#### Fall 2014 Conference

CIOs discussed the conference and its program. The CCCCCO Conference theme is "Nuts and Bolts" as there are a large number of new CIOs in the state.

Submitted by: **Michelle Grimes-Hillman**





Educational Planning Initiative  
**Student Portal Steering Committee**  
Norberto Quiroz, Counselor, Chair  
Representing Academic Senate for CCC  
**Meeting of September 4<sup>th</sup>, 2014**

**Process:**

This meeting, scheduled to follow up on the work begun in August, which consisted of identifying the portals which would give access to California Community College students.

The day's agenda was outlined by Project Management Team and finalized in a meeting with committee chair and co-chair. Agenda is attached to this document.

Participants were given a brief description of Agile Technologies and their function as it pertains to our portal design. Work Groups were asked to report out on their progress in identifying the key components in their specific areas as assigned in the August meeting.

- A presentation describing the task of setting portal specific scenarios which will help developers with design was provided to group.
- Groups then described scenarios, reported out, and received feedback from management team.
- Groups are now tasked with scenario development in preparation for meeting in October.

Meeting was successful in that Tech Management achieved the goal of introducing and producing the task of setting Work Group related scenarios for developers.

**Impressions**

**Results**

We were able to produce the scenarios as introduced by tech team. However, due to lack of better coordination, last minute "agenda supplement" produced by team, and committee member absenteeism and catching up (that turned out somewhat disruptive to process), we were not able to dedicate the allotted time to produce more scenarios.

**Planning:**

We feel that organization could be improved, as such, Chair and Co-Chair take active leadership role. More proactive Hands-On during planning process,.

- Provide active leadership in the areas of:
  - Identifying and setting goals and objectives for meeting. Need more than bullet points
- Planning for meeting needs to be more proactive and comprehensive.
  - Helping tech organize the delivery of their task. Include short process oriented presentations that directly address meeting goals.
- Chair needs to be more direct in requesting and following through with both work groups and tech team.



Educational Planning Initiative  
**Pilot Colleges Steering Committee**  
Cynthia, Counselor, Chair; Representing Academic Senate for CCC  
**Meeting of September 5<sup>th</sup>, 2014**

**Process:**

This meeting, scheduled to follow up on the work begun in August, which consisted of identifying the components what essential for an Educational Planning Tool and for a Degree Audit System to function. Lastly, that these tools are made available to all 112 CCC, and it is optional. The ultimate goal for the day was have enough detail (specifications, functions and features) so that a draft RFP could be written.

The day's agenda was outlined by Project Management Team and finalized in a meeting with committee chair and co-chair. Agenda is attached to this document. HOWEVER, it is important to note, given a few challenges from the meeting the day before (Portal Steering Committee meeting) the agenda was modified, as a coordinated effort, with I, as Chair, Co-Chair and EPI team.

Participants were given a brief review of our work achieved at the March, June and July meetings as to build a framework to the purpose of the present meeting. A presentation describing the task of setting specific scenarios which will help inform the RFP was provided to group.

- Groups then reported out what the work they did in smaller groups during the month of August and both the committee member and EPI team provided feedback.
- What will now happen before the next meeting which is set for October 3, 2014 is that the EPI team will review all the information discusses to then draft an RFP. It is understood by the EPI team that they must work diligently so that an outline is sent out to this group, so that we all may respond our edits, concerns and questions before October 3, 2014.

Meeting was successful in that the work that the participants did during the month of August was thoughtful. The discussion at this meeting was exceptionally vetted with all participants and at the end we achieved the goal of introducing and producing the task of setting related scenarios for the RFP.

**Impressions:**

**Results**

We moved succinctly at this meeting, this due in part, to making organizational adjustments based Thursday's experience (though at the end of the day on Thursday, we got what we needed.) However, I agree with Norberto, "due to lack of better coordination, last minute "agenda supplement" produced by team", I had to make more than a few adjustments to Friday's organization.

**Planning**

I also agree with Norberto that...."We feel that organization could be improved, as such, Chair and Co-Chair have decided to take an active leadership role. More hands-on such as:

- Provide active leadership in the areas of:
  - Identifying and setting goals and objectives for meeting. Need more than bullet points
- Planning for meeting needs to be more proactive and comprehensive.
  - Helping tech organize the delivery planned tasks. Include short process oriented presentations that directly address meeting goals.
- Chair needs to be more direct in requesting and following through with both work groups and tech team."

## Notes from Professional Development Clearinghouse Workgroup – 3 September 2014 (CCC Confer)

Chair: Blaine Morrow

Agenda: Identify regions for regional summits, set dates and sites, and propose schedule and agenda for next meeting(s)

Purpose of the summits is to create a clearinghouse of professional development materials for the CCC system; although the funding for these summits is coming from the OEI, the materials collected would be available for use by all colleges and groups (faculty, administrators, staff). Rather than trying to hold a single summit, the decision was to hold multiple regional summits, using the 3CSN regional groupings as a guideline. Publicity would be a single flyer distributed throughout the state to professional development coordinators, flex day organizers, and others. Discussion followed about having members of the RP group serve as facilitators, and that will be taken other consideration.

Dates discussed were the first three weeks in November, prior to the Thanksgiving holiday, and locations would be at hotels in each of the regions. Invitations would be issued to those on the CCCC professional development participants (LeBaron will provide), other lists (Blaine's, etc) and suggested interested parties. There will be marketing among all segments (faculty, staff, administrators). The hope is that each of the participating groups involved in the discussion (3CSN, @One, ASCCC, etc) would send people to the summits.

Next steps: specific dates and locations for summits, next meeting date (Blaine will send out a doodle poll).

Notes from Professional Development Clearinghouse Workgroup – 16 September 2014 (CCC Confer)

Chair: Blaine Morrow

Agenda: Set dates and sites, propose schedule and agenda for next meeting(s), discuss AB 2558

Dates discussed were the first three weeks in November, prior to the Thanksgiving holiday, and locations would be at hotels in each of the regions.

11/03 = Orange County (Costa Mesa Hilton); 11/05 San Diego (Westin Gaslamp); 11/07 Los Angeles (Marina del Rey Doubletree); 11/12 Inland Empire (Westin Pasadena); 11/17 Central Valley (Sacramento Doubletree); 11/19 NorCal (Santa Rosa Doubletree); 11/21 Bay Area (South SF Conference center)

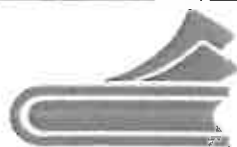
After discussion it was decided that the NorCal meeting should be a webinar because of the likelihood of low attendance.

Discussion of AB 2558 (LeBaron): elimination of current language and emphasis on providing funding for professional development for both faculty and staff; a request was made at the Board of Governors for \$25 million, with the idea that 10% would be for statewide activities and 90% would go to the colleges; average # of flex days is 5.5, with 9 colleges offering no flex.

All funding for the current clearinghouse project is coming out of the OEI, and there was discussion about the possibility of paying people to put things into the clearinghouse, but the source for those monies is not clear.

Next steps: Julie Adams and Dolores requested a meeting with Blaine and LeBaron to discuss the ASCCC's role in the clearinghouse going forward.





# Academic Senate for California Community Colleges

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**System Advisory Committee on Curriculum (SACC)**

**September 18, 2014**

**Report to**

**Academic Senate for California Community College (ASCCC)**

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## **Chancellor's Office Update**

The CCCCCO hired a consultant to help with TOP Code review on physical activity courses.

## **Status/Update—ADT Approvals**

Colleges are very close to meeting the BoG goal of 1622 ADTs in December 2014. Colleges set their own goal and submitted this goal to the CCCCCO. Colleges that are having difficulty reaching their stated goal can work with the Chancellor's Office to reset or modify the local goal. SACC members discussed several issues around ADTs including the deadline for Chancellor Office template (COT) publication on the CCCCCO website. SACC members reminded the CCCCCO that the late publication of templates is problematic since colleges have an 18 month window to submit an ADT once the COT is published. SACC members specified that communication between the CCCCCO, ICW, and the ASCCC is crucial for the ADT and C-ID process to be successful and urged a meeting between key players to take place as soon as possible to resolve issues surrounding BoG mandates and 440 deadlines.

## **Status/Update—Adult Education**

There is an upcoming summit for AB 86 and there was discussion about funding and K-12 partners.

## **Status/Update—SB 440**

ASCCC is working on Discipline Inquiry Groups for two Areas of Emphasis: AOE Global studies/International Relations, Ethnic Studies

## **Status/Update—Revision of Cooperative Work Experience Regulations**

The changes to the WE regulations were approved by BoG and are now going to DoF for review. The time for the DoF review is unknown and could take up to a year.

## **Status/Update—Program and Course Approval Handbook**

A small high-level group (2 CIOS, ASCCC, and CCCIO) discussed the process and discussed interim messages. The CCCCCO wanted to complete some research and then will reconvene the group. The CCCCCO reiterated that there is no intention to impact local control over non-ADTs degrees.

## **GE Pattern Requirement for "Transfer" AA and "CTE for Transfer" degrees**

SACC members will continue to monitor the progress to the PCAH revisions.

## **Noncredit Progress Indicators— Elevating the priority of T5 changes to add SP (Satisfactory Progress)**

No new information was presented. The CCCCCO will follow-up and this item will return to SACC

## **Credit/Community Services Combination Classes**

No new information was presented. SACC reiterated that guidelines are necessary for the field and that auditing is not the only option. The CCCCCO will follow-up and this item will return to SACC

**Collaborative (formerly Conjoint) Programs Statement, Chancellor's Office Survey, and Guidelines**  
SACC members reviewed a "SACC Statement on Collaborative Programs" produced by members last year. The members discussed some possible modifications. Kim Schenk and Michelle Grimes-Hillman will modify the statement and return it to SACC.

**ESL Coding for the Data Mart Basic Skills Progress Tracker tool—Review of Coding Instructions**  
ASCCC members asked for clarification on whether the guidelines or the technology involved in CB21 coding was problematic. The CCCCCO said they would follow-up with LeBaron Woodyard and this item will return to SACC.

**Baccalaureate degree and curriculum**  
SACCC members discussed the varied issues surrounding upper division curriculum (general education and minimum qualifications) but reached no consensus. This item will return to SACC as new information is available.

**CDCP funding changes– curriculum implications**  
SACC members discussed multiple issues surrounding CDCP funding in 2015. Colleges may wish to increase or decrease non-credit offerings. There may be a need to have CTE and basic skills descriptors. There is a need to build pathways for students.

**Curriculum Inventory Forum**  
The CCCCCO discussed challenges with the technology behind the Curriculum Inventory.

**Summarize/Conclusions**  
SACC members want to discuss adding a local Curriculum Specialist to the membership. This item will be added to the SACC agenda.

Members want to discuss stand alone course approval at a future meeting.

Submitted by: Michelle Grimes-Hillman



**Report on Visit to Fullerton College Academic Senate Retreat**  
August 19, 2014

Submitted by:

John Freitas, Area C Representative

Michelle Grimes-Hillman, South Representative

At the invitation of Fullerton College Senate President Sam Foster, we attended the Fullerton College Academic Senate Retreat on August 19, 2014. We presented on the basis for effective academic senates. Sam started with introductions and quite a few of the senators identified themselves as new or relatively new to their senate, so this visit provided a timely training opportunity for their new senators. Their College President Dr. Rajen Vurdien greeted their senate and welcomed us. In our presentation we covered the following points:

- The legal authority of senates in Ed Code
- The 10 + 1
- Collegial Consultation
- Other powers of senates in Ed Code: hiring, retreat rights, equivalency
- Overlap with union in Ed Code: FSAs, tenure evaluation, tenured faculty evaluation
- Connecting local senates with the ASCCC: resolutions, publications, disciplines list, statewide committee work

We also provided links to the following web resources: Academic Senate, Chancellor's Office and the Office of Administrative Law.

The faculty were engaged and asked good questions. Of particular concern/interest to the faculty were issues such as the board ignoring processes, FSAs, and equivalency (there was a question about single-subject equivalency that led to a discussion about placing courses in disciplines).

The faculty identified challenges in reaching consensus with the other senates in the district. There is no district senate in the NOCCCD, so if the college senates cannot reach agreement, then there is an administrative policy that allows the board to make the decision in that event.





## Executive Committee Agenda Item

<b>SUBJECT:</b> Curriculum Presentation at Pasadena City College (PCC)		Month: October	Year: 2014
		Item No.	
		Attachment: NO	
<b>DESIRED OUTCOME:</b>		Urgent: Yes	
		Time Requested: 10 minutes	
		<b>TYPE OF BOARD CONSIDERATION:</b>	
<b>CATEGORY:</b>	Information		
<b>REQUESTED BY:</b>	Michelle Grimes-Hillman	Consent/Routine	
<b>STAFF REVIEW<sup>1</sup>:</b>		First Reading	
		Action	
		Information	X

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

**BACKGROUND:**

*On September 4, 2014, Michelle Pilati (C-ID Faculty Coordinator) and Michelle Grimes-Hillman (Curriculum Committee chair) presented to the PCC’s Curriculum and Instruction Committee on model curricula and transfer degrees. PCC’s curriculum co-chairs (Janis Dwyer and Lyman Chaffee) hosted this event. They described their local curriculum processes and described a model of curriculum tutoring for their faculty.*

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

