



**Friday, September 12, 2014 Meeting**

**San Diego City College**

**1313 Park Blvd (Corporate Education Center, Math and Social Science Building),**

**San Diego, CA 92101**

12:15 p.m. to 12:45 p.m. Lunch

12:45 p.m. to 5:30 p.m. Meeting

**Saturday, September 13, 2014**

**San Diego Doubletree**

**1646 Front St, San Diego, CA 92101**

8:30 a.m. to 1:30 p.m. Executive Committee Meeting Resumes

*The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by contacting Felipe Grimaldo at (916) 445-4753 or by sending a written request to Felipe at the Executive Committee's address 555 Capitol Mall, Suite 525, Sacramento, CA 95816 or Felipe@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 June 11, 2014 Meeting Minutes**

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

**C. Committee Resolution Assignments and Priorities**

**D. Honoring Former Executive Committee Members**

**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. Regional and Town Hall Meetings – 20 mins., Grimes-Hillman/Todd**

The Executive Committee will consider for approval the agendas for the approved regional meetings for 2014 – 15.

**B. Fall Plenary Session – 60 mins., Morse/Adams**

The Executive Committee will consider for approval the theme for the Fall Plenary Session and discuss ideas for keynote presentations and breakouts.

**C. ADT Draft Paper – 30 mins., Bruno**

The Executive Committee will consider for approval a draft paper on the Associate Degree for Transfer.

**D. Exemplary Award Theme – 10 mins., Rutan**

The Executive Committee will consider for approval the theme for the 2015 Exemplary Award.

**E. Accreditation Institute – 30 mins., Stanskas**

The Executive Committee will review the proposed outline for the Accreditation Institute and provide input into the types of breakouts and general sessions desired.

**F. Resolution Handbook – 30 mins., Freitas**

The Executive Committee will consider for approval the Resolution Handbook to be forwarded to the body at Fall 2014 Plenary Session for discussion and possible adoption.

**G. Senate/Union Relations Paper – 20 mins., Freitas**

The board will provide comments the current status of the paper and provide direction to the Educational Policies Committee on possible completion of the paper.

**H. Accreditation Discussion Regarding ACCJC Visiting Teams – 45 mins., Stanskas**

The Executive Committee will discuss possible direction for responding to questions raised by faculty groups about ACCJC visiting team recommendations.

**I. Facebook Criteria – 15 mins., Adams**

The Executive Committee will consider for approval the criteria for posting on the Senate's Facebook page.

#### V. DISCUSSION

**A. Board of Governors/Consultation Council – 5 mins., Morse/Bruno**

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

**B. C-ID Report – 45 mins., Bruno (*Time Certain – Saturday, September 13, 9:00 am*).**

The Executive Committee will be updated on C-ID and current discussions.

**C. SB 850 Bachelor's Degrees – 30 mins., North**

The Executive Committee will discuss ideas for providing guidance to local senates as they develop Bachelor's degrees.

**D. Strategies to Link ASCCC Committee Work – 10 mins., Braden**

The Executive Committee will discuss strategies to link 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 – 10 mins., Freitas**

The Executive Committee will review the resolution deadlines and resolution writing guidelines.

**F. RP STEPS Research Presentation – 60 mins., (*Time Certain—Friday, September 12, 3:00 p.m.*)**

The Executive Committee will receive a presentation on the Research and Planning (RP) Groups Student Transcript-Enhanced Placement Project (STEPS).

**G. Common Assessment Update – 60 mins., Rutan (*Time Certain—Friday, September 12, 4:00 p.m.*)**

The Executive Committee will receive an update on the Common Assessment Initiative from the Program Manager.

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

**A. Committee Reports**

1. Accreditation and Assessment Committee, Stanskas

**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**





# September 2014

September 2014

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2014

Su	Mo	Tu	We	Th	Fr	Sa
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Aug 31	Sep 1	2	3	4	5	6
					Fall Session Area meeting information due to Tonya (Sacramento) - Kiana Traylor	
7	8	9	10	11	12	13
	Board of Governors Meeting (Sacramento) - Kiana Traylor				Executive Meeting	
14	15	16	17	18	19	20
	Fall Session Save the Date Emailed (Senate Office) - Kiana Traylor		6:30pm Cofo Meeting (Sacramento) - Kiana Traylor	Consultation Council Meeting (Sacramento) - Kiana Traylor	10:00am Basic Skills CB21 C-ID Course Descriptor Development (Northern California)	10:00am Basic Skills CB21 C-ID Course 11:00am Transfer and Articulation 11:30am ASCCC EDAC
21	22	23	24	25	26	27
			Agenda Due! - Accreditation and Draft Program Due Accreditation Executive Agenda Items			
28	29	30	Oct 1	2	3	4



**September 5, 2014**

Friday

All Day

**Fall Session Area meeting information due to Tonya -- Sacramento**  
Fall Session Area meeting information due by September 5, 2014 to Tonya.

**September 8, 2014**

Monday

12:00 AM - 12:00 AM

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

**September 9, 2014**

Tuesday

12:00 AM - 12:00 AM

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

**September 12, 2014**

Friday

12:00 AM - 12:00 AM

**Executive Meeting**

**September 13, 2014**

Saturday

12:00 AM - 12:00 AM

**Executive Meeting**  
Please See Above

**September 15, 2014**

Monday

All Day

**Fall Session Save the Date Emailed -- Senate Office**  
This mailing introduces the Fall Session theme and directs people to the website.

**September 17, 2014**

Wednesday

6:30 PM - 8:30 PM

**Cofa Meeting -- Sacramento**  
The Council of Faculty Organizations will hold a meeting in Sacramento, CA.

**September 18, 2014**

**Thursday**

**All Day**                                      **Consultation Council Meeting -- Sacramento**  
The California Community Colleges Consultation Council will hold a meeting in Sacramento, CA.

**September 19, 2014**

**Friday**

**10:00 AM - 3:00 PM**                                      **Basic Skills CB21 C-ID Course Descriptor Development -- Northern California**

**September 20, 2014**

**Saturday**

**10:00 AM - 3:00 PM**                                      **Basic Skills CB21 C-ID Course Descriptor Development -- Southern California**

**11:00 AM - 4:00 PM**

**Transfer and Articulation Committee Meeting -- Irvine Valley College**  
The Transfer and Articulation Committee will host a meeting in Irvine Valley College, per Cynthia Rico's request.

**11:30 AM - 4:30 PM**

**ASCCC EDAC Meeting**

**September 24, 2014**

**Wednesday**

**All Day**                                      **Agenda Due! -Accreditation and Academic Academy -- ASCCC Office**  
1. Draft program due agenda deadline, September 24th, 2014, for the first reading at the October Executive Committee Meeting and final ready in January.

**All Day**                                      **Draft Program Due Accreditation Institute and Academic Academy**

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

# October 2014

October 2014

Su	Mo	Tu	We	Th	Fr	Sa
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2014

Su	Mo	Tu	We	Th	Fr	Sa
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Sep 28	29	30	Oct 1	2	3	4
5	6	7 Fall Session Presenters List Due (Senate Office) - Kiana Traylor	8	9	10 Fall Session Final Breakout Descriptions Due (Senate Office) - Kiana Traylor	11 Executive Meeting
12	13	14	15 6:30pm CoFo Meeting (Sacramento) - Kiana Traylor	16 Consultation Council Meeting (Sacramento) - Kiana Traylor	17 Fall Session A/V Needs Due (Senate Office) - Kiana Traylor 10:00am COR Mega Review (Southern)	18 10:00am Area of Emphasis DIG meeting (Orange County)
19	20	21	22 Deadline for Print Requests (Senate Office) - Kiana Traylor	23	24 Deadline for Fall Session Website Postings (Senate Office) - Kiana Traylor	25 Area Meeting Resolutions Due Area A & B
26 Resolutions Due Area C & D	27	28	29 Fall Session Pre-registration Deadline (Senate Office) - Kiana Traylor	30	31	Nov 1



**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**

**October 17, 2014 Continued**

Friday

**October 18, 2014**

Saturday

10:00 AM - 3:00 PM

Area of Emphasis DIG meeting -- Orange County

**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.



# November 2014

November 2014

December 2014

Su	Mo	Tu	We	Th	Fr	Sa
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Oct 26	27	28	29	30	31	Nov 1
2	3 Boarding Pass and Breakouts Printing Reminder (Senate Office) - Kiana Traylor	4	5	6	7 Deadline! Preliminary Speaker List Due! Preliminary Speakers List Due Accreditation	8
9	10	11 Session Executive	12	13	14 Fall Pleanty Session	15
16	17 Board of Governors Meeting (Foothill-DeAnza CCD)	18	19 6:30pm CoFo Meeting (Rancho Mirage) - Kiana Traylor	20 Consultation Council Meeting (Rancho Mirage) - Kiana Traylor	21 10:00am FACCC Board Meeting (Oakland)	22
23	24	25	26	27	28	29
30	Dec 1	2	3	4	5	6



**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

**November 13, 2014**

Thursday

12:00 AM - 12:00 AM

Fall Planry Session

**November 13, 2014 Continued**

Thursday

**November 14, 2014**

Friday

All Day

Fall Plenary Session

Please See Above

**November 15, 2014**

Saturday

12:00 AM - 12:00 AM

Fall Plenary Session

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 2014

December 2014

Su	1	2	3	4	5	6
Mo	7	8	9	10	11	12
Tu	14	15	16	17	18	19
We	21	22	23	24	25	26
Th	28	29	30	31		
Fr						
Sa						

January 2015

Su	4	5	6	7	8	9
Mo	11	12	13	14	15	16
Tu	18	19	20	21	22	23
We	25	26	27	28	29	30
Th						
Fr						
Sa						

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Nov 30	Dec 1 Accreditation and Academic Academy Travel Requests, Hotel Requests, and AV needs Deadline	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17 Academic Academy Draft program outline Executive Agenda Items Deadline (Senate) Final Program Due	18	19	20
21	22 Due - Accreditation (ASCCC Office) Presenters Travel, Hotel and AV Requests Accreditation	23	24	25	26	27
28	29	30	31	Jan 1, 15	2	3





**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 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.

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



**EXECUTIVE COMMITTEE SPECIAL MEETING**  
**DRAFT MINUTES**  
*June 11, 2014*  
*Paradise Point, San Diego*

**I. ORDER OF BUSINESS**

**A. Roll Call**

Morse, current Vice President and incoming President called the meeting to order at 12:20 p.m. and welcomed members, newly elected members, guests, and the public.

Members present: J. Adams, J. Bruno, D. Crump, D. Davison, J. Freitas, M. Grimes-Hillman, W. North, C. Rico, and J. Stankas.

Newly elected members present: K. Braden (North Representative), P. Crawford (North Representatives), D. Klein (At-large Representative), C. Rutan (South Representative), and J. Todd (Area A Representative).

Guests present: Mark Alcorn, J. D., MBA, Alcorn Associates.

**B. Approval of Agenda**

MSC (Bruno/Rico) to approve the agenda as presented.

**C. Public Comment**

A member of the public addressed the Executive Committee regarding a recent case on attacks on tenure.

**D. Dinner Arrangements**

Members were informed about dinner arrangements.

**II. OVERVIEW AND INTRODUCTIONS**

Morse provided members with an overview about the need for a presentation on the laws and regulations governing ASCCC as a nonprofit organization and introduced members to Mark Alcorn. Mr. Alcorn is an experienced attorney and management consultant specializing in the nonprofit association community. As part of the law practice, he counsels associations on a variety of nonprofit areas including tax, antitrust, management and related matters. He noted that Mr. Alcorn was highly recommended by the Faculty Association of California Community Colleges.

**III. NONPROFIT INFORMATIONAL PRESENTATION**

Mr. Alcorn presented members with information about their roles and fiduciary responsibilities as a nonprofit board including the following areas:

- A. Role of legal counsel: Legal counsel hired by the ASCCC represents the Executive Committee (Board) not an individual and provides advice and not direction;
- B. Legal principles and corporate law as they apply to the ASCCC;
- C. Rule of limited authority: The role and function of the Board of Directors (Executive Committee) including their duties of care, inquiry, and loyalty;
- D. Role of ASCCC President, Officers and spokesperson;
- E. Role and function of staff: The role and function of the Executive Director, balance of powers and responsibilities oversight, importance and use of interim authority;
- F. Role and authority of ASCCC committees;
- G. Board Practices to avoid; and

H. Importance of the governance process.

**IV. DISCUSSION**

Members asked a number of questions to inform their future policy discussions. By consensus, member felt that this presentation should be given each June to inform newly elected representatives about their fiduciary responsibilities.

**V. OTHER DISCUSSION ITEMS**

Members briefly discussed the Faculty Leadership Institute.

**VI. ADJOURNMENT**

Meeting was adjourned at 4:30 p.m.

Respectfully submitted by

Julie Adams, Executive Director  
Julie Bruno, Secretary

**EXECUTIVE COMMITTEE MEETING DRAFT MINUTES**  
*Long Beach City College*

**Friday, August 22, 2014 - Saturday, August 23, 2014**

**I. ORDER OF BUSINESS**

**A. Roll Call**

President Morse called the meeting to order at 12:40 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. Stankas, and J. Todd.

Liaisons: John Frazier, SSSCC; Charlie Millar (Saturday only), SSSCC; and Cris McCullough (Friday only), CCCCCO.

Guests: Pat James, OEI Executive Director; Eloy Oakley, Long Beach City College president.

Staff: Kris Costa, SCP Articulation Liaison; and Felipe Grimaldo, Executive Assistant.

**B. Approval of Agenda**

**MSC (North, Davison) to approve the agenda as presented.**

**C. Public Comment**

A member of the public, R. Mahon, updated members about the unofficial Google Listserv including its history and current usage.

Long Beach City College President Oakley welcomed the Executive Committee to Long Beach City College and thanked them for their service to California community colleges and our students.

**D. Calendar**

Adams briefly updated members on the status of Executive Committee meeting and event locations. She asked for feedback on the new format of the agenda calendar and alerted members of the next *Rostrum* deadline date of October 6, 2014. She also informed members that committee activities may also be calendared, if desired.

**E. Dinner Arrangements**

Member were provided with the location for dinner.

## II. CONSENT CALENDAR

All consent calendars items were pulled from the consent calendar.

### A. Committee Membership

Members discussed possible changes to the committee membership.

**MSC (Freitas/Stanskas) to approve the Committee membership as modified.**

#### Action:

Staff will post the revised committee membership to ASCCC website.

### B. Executive Committee Minutes

Members discussed the May 30, 2014, meeting minutes. A request was made to modify the Executive Committee minutes to include information about the Sunday Orientation.

**MSC (North/Davison) to approve the May 31 – June 2, 2014, meeting minutes as amended.**

#### Action:

Adams will modify the minutes as noted and post the ASCCC website.

### C. ASCCC Policy Review and Approval

Members discussed proposed ASCCC policies related to honoring faculty, posting on the ASCCC listservs, and allowing vendors at Senate events.

**MSC (North/Braden) to approve the policy honoring faculty as amended.**

**MSC (North/Braden) to approve the listserv policy.**

**MSC (North/Freitas) to approve the vendor policy as amended.**

#### Action

- Staff to add the approved listserv policy to the revised Area Representative Handbook.
- Staff will update the website and other resource documents with the revised policies.

## III. REPORTS

### A. President's Report

Morse began his report by thanking the Officers and members for answering emails during their off time this summer. It has been an extremely busy summer with the initiatives and other activities around the state, so he very much appreciated having access to the Executive Committee during this time.

Morse shared that Randy Lawson, a long-time friend of faculty and co-chair of SACC, passed away suddenly. An article memorializing Randy authored by all six past Senate SACC co-chairs will be published in the next *Rostrum*. Morse also commented that several Executive Committee members have discussed doing

something else to recognize Randy for his contributions to faculty and students.

Morse informed members that the C-ID leadership (Adams, Bruno, Pilati) and he have had conversations with the Chancellor's Office about the future of C-ID. Effective immediately, the C-ID technology will be moved to Butte CCD. This move is necessary given that many of the initiatives will use C-ID data as a foundation for their work. Future conversations are planned to discuss other aspects of C-ID operations, which will be brought to the Executive Committee for consideration.

Morse concluded his report with an update on the Human Resources firm report about the dispute between two Executive Committee members. He explained that the Executive Committee asked for a Human Resources firm to review the matter and provide a report. In discussions with the individuals involved and advice from the attorney, he and Bruno recommend that the issue has been resolved. By consensus, members felt that the matter was resolved.

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

Adams began her report by congratulating Stanskas and his team for a job well done on the Curriculum Institute that was held on July 10<sup>th</sup> -12<sup>th</sup>. During the event everyone praised the Senate for a great program and wonderful venue. The Chancellor's Office staff were excited to participate in the breakouts and even continued their excitement when returning to the office the next week.

Adams noted that most of the summer has been consumed with recruiting faculty to serve on the three initiatives and their workgroups. The process included contacting individuals to see if they were interested, contacting the senate president to see if they would support the appointment, and then alerting the coordinating body about the appointment. During this process, it became apparent that some of the colleges did not appoint faculty or that that faculty appointed were not approved by the local senate or senate president. There are currently about 100 faculty members serving on these groups.

She highlighted other activities since the June meeting:

- Attended a number of Chancellor's Office meetings with the President and Vice-President, as well as visit with Vice Chancellors in an effort to make connections and hear about upcoming projects.
- Worked with the Officers to develop the three proposals for discussion later on the agenda.
- Attended the American Society of Association Executives conference with Tonya Davis. A report of the conference will be on the next agenda.
- Worked with staff to create appointment letters and emails to college presidents, senate presidents, and appointees, which will go out soon next week. Committee chairs will be copied on the emails to the appointees.
- Preparing for the audit, which will take place the second week in September. The Tax Office will provide support during the audit.

- Working with staff on moving the Senate Office to One Capitol Mall. The physical move will take place on October 17<sup>th</sup>.
- Hired new staff member Linda Schlager-Butler will be the Senior Administrative Assistant. In addition, Krystinne Mica will return as the C-ID Program Specialist.

Adams concluded her report by reminding members that she is a resource for them. She requested that share with her the meeting dates of their committee meetings as she would like to attend if possible. The purpose for her attending the meetings is to provide information or answer questions as necessary.

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

Bruno provided members with a brief report about activities of the Foundation during the summer. She noted that the Foundation had a number of fund raising activities at the Curriculum Institute. The Foundation Board will meet in September with a financial report provided at the October Executive Committee meeting.

#### **D. Legislative Activities**

Bruno provided members with an update on legislative activities. Members expressed concern that, despite ASCCC opposition, the passage of SB850 (Bachelor's Degrees) will require ASCCC involvement.

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

Dean McCullough began her report by thanking Morse for honoring the passing of Randy Lawson—he will be missed by the Chancellor's Office as well. She then provided the following Chancellor's Office updates:

- Two new vice chancellors were appointed by the governor. Theresa Tena (formerly with the Community College League) has been appointed Vice Chancellor for Institutional Effectiveness and will oversee the new Technical Assistance Unit. Dr. Paul Steenhausen (formerly with the Legislative Analyst Office) has been appointed as the Executive Director of the new Student Success Center, which is operated by the Foundation for California Community Colleges through a two-year \$500,000 grant from the Kresge Foundation.
- A leadership group consisting of nine representatives from the ASCCC, CIO's, and the Chancellor's Office will meet to discuss the rewrite of PCAH.
- Colleges are rapidly close to reaching the 100% mark in developing Associate Degrees for Transfer (ADTs). For the most part, colleges report in at 85%, however, there are about ten colleges under the 50% standings.
- Curriculum inventory was down for the month of August.
- Work experience regulations (cooperative and general work experience) will be presented to the Board of Governors. It appears that these regulations have a consensus across the state.
- CIP/TOP Code crosswalks are needed for instructional programs
- Guidelines for 440 degrees (areas of emphasis) are needed
- Plans will need to be generated for CDCP noncredit funding change; especially in light of AB86 requirements.



#### **F. Liaison Oral Report**

Hansen provided members with an update on CCCI sponsored legislation and their event, which will be held in Manhattan Beach October 23 – 25.

Hansen also provided the FACCC report including an update on AB 675, AB2295, and ACR95.

Frazier updated member about Student Senate activities:

- Their Council elected their leadership and made appointments to the committees at its July meeting.
- The Student Senate would like to attend the Academic Senate's Fall Plenary Session; however, they recently discovered that their General Assembly will be held on the same weekend. They are still hoping to get a few representatives to attend the Plenary Session.
- Two goals this year is to implement their adopted resolutions and get more students involved in the student senate.
- The Student Senate is working to implement policy to ensure that tenured faculty are student advisors. A few years back, the Consultation Council developed a recommendation that supported this work.
- They working on policy change to define the time when students have to wait for faculty to start a lecture before the class is cancelled.
- The Student Senate is creating a three-year plan to professionalize the Student Senate organization and hiring a full time staff member.

### **IV. OLD BUSINESS**

#### **A. Budget Committee Recommendations**

Executive Committee members were provided with an overview of the Senate's finances ending June 30, 2014, including a review of the statement of financial activities and financial position. For the benefit of the newly elected members, the executive director develops the initial budget for discussion by the Officers. This time, however, the Officers started the process by considering the potential priorities for this upcoming year based on prior conversations with the Executive Committee, as well as activities occurring on the statewide level. The budget presented reflect the following priorities (not in any particular order):

- Maintain a reasonable reserve
- Invest in professional development and the Professional Development College
- Increase regional meetings
- Increase outreach and communication through Relations with Local Senates Committee
- Begin work on AB86
- Review CB21 rubrics, develop C-ID Descriptors for ESL, English, and math,

and form a task force to guide the work in this area.

- Increase funds for the CTE Leadership work
- Build external relations
- Fund strategic planning process
- Provide professional development funds to increase staff retention and morale

Members discussed the priorities and the budget in detail.

**MSC (Rico/Braden) to approve the budget with a \$50,000 increase for the CTE Curriculum Academy.** The budget will dip into the Senate's reserve by \$255,735 with a reserve of approximately \$300,000 to cover approximately six-month operating expenses. The net assets on hand at year end is approximately \$600,000.

Members discussed modifications to the Accounting Policies. The changes reflect the move of our accounting to the Tax Office, as well as clean up language reflecting the Executive Committee past decisions. For the benefit of the newly elected members, how expenditures are authorized was presented. The Officers develop a budget for consideration by the Executive Committee. Once the budget is approved by the Executive Committee and committee assignments are made, the Executive Director approves the expenditures based on approved budget line items. The President approves any activities which are not specifically assigned to members but are budgeted. Members questioned what would happen if the Executive Director was unavailable to authorize expenditures. It was clarified that any signer on the banking account could authorize expenditures but normally the authorization would default the president.

**MSC (Davison/Klein) to approve the accounting policies as amended to include who would authorize expenditures if the Executive Director is unavailable.**

Action:

Adams will update the accounting policies including a statement about who would authorize expenditures if the Executive Director is unavailable.

**B. Officers' Report**

The Executive Director contract calls for an evaluation based on goals that are established through consultation with the president. The Officers met in July and identified the following six goals for evaluating the Executive Director:

- Begin CEO succession planning;
- Facilitate strategic planning process and implement the plan;
- Provide opportunities for professional develop of office staff;
- Identify methods to encourage retention of office staff;
- Work with Standards and Practices in facilitating the annual evaluation of the Senate; and
- Help to strengthen relationships with other constituents and system partners.

Members discussed the Executive Director evaluation and suggested that the process for evaluating the Executive Director be revised. The current process provides that the President is the only person responsible for evaluating the Executive Director. The Officers discussed forming a group to conduct the initial review. A member commented that there should also be a process to redress complaints.

**MSC (Rutan/Grimes-Hillman) to approve the six goals and the development of a process for the evaluation of the Executive Director.**

The purpose, structure, and schedule of the Officers' meetings was described. There has been a question raised about the Officers meeting and its purpose. In the past, the Budget and Finance Committee meet to prepare for the Budget and the audit. However, at times there is a need for the Officers to come together to discuss the agenda, issues, or just to provide a sounding board for the President. Members discussed whether or not the practice of the Officers holding regular meetings to be codified in an Executive Committee policy. By consensus, the Officers will develop an internal written policy for consideration by the Executive Committee.

Action:

Officers will draft an internal document describing the purpose of the Officers meetings.

**C. Regional and Town Hall Meetings**

Members discussed the need for regional and town hall meetings for 2014 – 15.

Topics included were as follows:

- Equity Plans and Student Success Plans
- Curriculum
- Distance Education
- AB86 Noncredit

The chairs of the Curriculum Committee and the Equity and Diversity Action Committee proposed the following dates:

Curriculum Institute– October 17 – 18, 2014

Student Equity and Success – September 26 – 27, 2014

**MSC (Rico/North) to approve the list of topics for regional meeting or town hall discussions as well as the dates for regional meetings proposed by EDAC and Curriculum.**

Action:

Committee chairs will submit an agenda to the next meeting for approval.

**D. Academic Academy Theme** Members were reminded about the conversation during the May Executive Committee about the theme for the Academic Academy. At that time, the Executive Committee directed the Officers to bring back a recommendation

to the August meeting. Given the Student Success Task Force recommendations and the work at the state-level, the Officers propose that the theme be focused on student success and equity and access. The Equity and Diversity Action and the Transfer and Articulation Committees will work together to plan the event.

**MSC (Braden/Davison) to approve the theme of the Academic Academy focused on the student success, equity and access.**

**E. Exemplary Award Theme**

The Executive Committee discussed possible themes for the 2014 – 15 Exemplary Award. Two ideas were suggested: 1) general education innovation; 2) intervention strategies for students at risk.

Action:

The Standards and Practices Committee will discuss the possible themes noted during this meeting and bring back specific language to the September Executive Committee meeting for consideration.

**F. Fall Plenary Session Theme**

Members discussed the 2014 Fall Plenary Session theme, potential keynote speakers, and breakout ideas. Members briefly discussed timelines.

**MSC (Rico/Braden) to approve the theme “Calling all Voices”**

**G. ADT Draft Paper**

Members discussed approval a draft paper on the Associate Degree for Transfer.

**MSC (North/Braden) to approve outline for ADT Paper.**

Action:

Bruno will send the draft paper out to the Executive Committee for an initial review on Monday, August 25, 2014, and bring the draft paper to the September Executive Committee meeting for a first reading.

**H. Assessment Forms for Professional Development College**

Members provided suggestions for improvement of the assessment forms Professional Development College. There will be a separate self-evaluation at the end of the program to assess the PDC participants and aid with implementation of any changes. The forms will be given to mentees before the area meetings with a request for them to return the forms to their mentors after the Fall Plenary Session.

**MSC (Todd/Freitas) to approve the Assessment Form for the Professional Development Form with the understanding that the wording might be modified.**

**I. Senate Facebook Page**

Members discussed setting up a Senate Facebook page for the purpose of providing broader communication to local senates and faculty in general. Overall, members felt

it was a good idea but raised concern about who would post and what would be posted. Adams noted that only staff would post and the Facebook page would provide information about Executive Committee activities and push people to the Senate's website for information about events. Members viewed a Facebook mock-up page.

**MSC (Rutan/Klein) to approve setting up a Senate Facebook page.**

**Action:**

- Adams to bring to the September Executive Committee meeting criteria for submission and posting.

**J. Committee Priorities**

Members discussed unresolved resolutions and committee priorities for this year's work.

**MSC (Rutan/Davison) to approve the assignments and committee priorities.**

**Action:**

- Chairs will provide language for those resolutions that have been completed, declared moot, or found not feasible.
- Adams will update the resolution status on the website and remove from the committee reports.
- Committee chairs who needed to provide more information about resolutions will submit their report for approval at the September Executive Committee meeting.

**K. CTE Proposals**

Members discussed the CTE Leadership (Perkins 1b funds), CTE Curriculum Academy, and Statewide Career Pathways proposals. The CTE Leadership proposal is the same work that the Senate started last year but modified slightly to address Chancellor's Office needs. The goal of the Leadership proposal is to better align and support the Chancellor's Office CTE/EWD division restructuring under the "Doing what Matters" campaign. Currently most of the Sector/Deputy Navigators, who are responsible for linking colleges to industry, do not have experience in curriculum processes. This proposal develops 15 CTE leaders from the 10 emerging industry to work with the Navigators in facilitating the curriculum development process. The faculty appointed to this group will be from the 10 emerging industry.

The CTE Curriculum Academy was developed based on a request by the Chancellor's Office and is very aggressive as the event will be held in January. The purpose of this proposal is to provide a comprehensive curriculum training for the Navigators, CTE Leadership team, and CTE faculty in general. A member of the public expressed concern that the CTE faculty voice in curriculum development is weak, which might be because of the lack of CTE faculty participating on Curriculum Committees. McCullough suggested that the Executive Committee request that certain parts of training include Chancellor's Office staff. Members felt that it would also be important to include Curriculum Committee chairs and specialists. Linking these

individuals to the Navigators and the CTE faculty would help to develop a better understanding of who should be involved in curriculum development. By consensus, Curriculum chairs and specialist will be invited to attend the event and additional \$50,000 will be included in the Senate budget to cover these costs. In addition, the Chancellor's Office Academic Affairs will be invited to present at the event.

The final proposal is continued funding for the Statewide Career Pathways (SCP) including the Counseling Toolkit and C-ID model curriculum in CTE areas. This proposal would continue the work of the Pathways project, expand the Counseling Tool Kit, and coordinate articulation efforts with the Regional Consortium.

**MSC (Braden/Freitas) to approve the three proposals with the understanding of the concerns voiced.**

## **V. DISCUSSION**

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

The Consultation Council has met twice since the Executive Committees last meeting. At the June Council meeting, Patrick Perry gave a presentation on the System goals approved by the Board of Governors. He has been invited to give the same presentation to the Executive Committee at the October meeting. In July, The Consultation Council discussed the budget for the 2015-16 year and a Bureau of State Audits report on accreditation, as well as hear a "listening session" on the disbursement of the \$50,000,000 CTE Enhancement Fund. Morse informed members that the Consultation Council meets every 3<sup>rd</sup> Thursday of each month in Sacramento from 10:00 am to 2:00 pm. He invited members to attend if they are in the area.

The Board of Governors meeting in July was compressed into a single day meeting due to the Rice Awards Ceremony that was scheduled for the following day. Most of the morning was consumed by public comment in response to an item to reauthorize the Special Trustee to oversee the City College of San Francisco.

### **B. Accreditation Issues**

Members discussed the Bureau of State Audit Report on accreditation. The Consultation Council was very critical of Accrediting Commission of Community and Junior Colleges (ACCJC). There were three different recommendations in the report: 1) the Chancellor's Office to work with colleges to assist them in addressing issues that would hinder their accreditation; 2) the Board of Governors to work with the ACCJC on some of the shared difficulties; and 3) explore accreditation options other than the ACCJC.

Morse noted that a few years ago a Consultation Council Task Force on Accreditation drafted a report, which was not forwarded to the Board at that time. The Council was very interested in reconstituting the task force given the attention on accreditation statewide. However, the Chancellor's suggested that the Council not convene this group until City College of San Francisco (CCSF) is on restoration status as he would not want CCSF to suffer because of actions taken by the Council. Morse and Bruno

will report back as more information is available.

Members discussed the Accreditation Standards 3 A.1.c related to faculty evaluation and the role of the ACCJC in requiring evaluation items for faculty evaluations. Concerns have been raised by bargaining units and other constituent groups regarding the ACCJC's authority to insist that "Faculty and others directly responsible for student programs toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those student learning outcomes" as stated in the Standards. Members recognized that this is a complicated conversation that will need further discussion about how best to address this issue. Members were reminded that last year, the Executive Committee decided that the Senate is charged with supporting the field and not fighting ACCJC.

### **C. Technology Initiatives**

Members were updated on the current status of the three technology initiatives. The Common Assessment Initiative (CAI) has an aggressive timeline that the steering committee and workgroups are trying to meet. The discipline workgroups will meet again in September and their input will shape the Request for Proposals (RFP). The RFP will be developed in late September/October and responses are expected in early 2015. There have been concerns expressed that the vendors will not be able to provide a system that includes all desired features within the anticipated budget and during the proposed timeline. The steering committee continues to advocate for an assessment system that does everything colleges need and that it should not be limited unless there is no other choice. The steering committee will meet again on September 29th at the Wyndam Hotel in Irvine, CA.

Educational Planning Initiative (EPI) also has an aggressive timeline. The Pilot College workgroup and the Portal workgroup are currently in discussions on defining specifications and features essential for an educational planning tool, a degree audit system and portals or apps for the system-wide student web portal. The workgroups will discuss the specifications and features at their September meeting to inform the RFP that is scheduled to be sent at the end of September or early October. The EPI Steering Committee has only met twice and does not have a scheduled meeting for Fall 2014. Updates of the work of the two workgroups meetings was sent via e-mail to the EPI Steering committee members. Faculty have voiced some concern about governance, particularly the role of the EPI Steering Committee with the Pilot College and Portal Work Group—i.e., who has final approval authority. Concerns were also expressed regarding decision making structures and the timeline.

Executive Director James updated members on the status of OEI. She pointed out that the conditions regarding student access and demand that existed at the time that led to the creation of the OEI project are not the same conditions that exist today, particularly the funding challenges. Colleges experiencing declining enrollments may not want to encourage students to enroll in courses offered by other colleges through the online course exchange. This may or may not affect the success of OEI. James provided the following highlights:

- The permanent project management team has been hired.
- The pilot colleges have been selected for testing of the student readiness modules and online tutoring system, which will occur in Spring 2015
- The pilot colleges for the Common Course Management System have been selected and will begin summer 2015

#### **D. SCP Presentation**

Kris Costa, Senate Articulation Liaison, provided members with background information about the Statewide Career Pathways and a status report on current activities:

- Nutrition and dietetics group will meet in Sacramento on September 5th.
- Agricultural group is working with SCP to develop a common articulation template that is aligned to C-ID descriptors.
- Based upon the feedback received at the California Economic Summit, SCP is working with Deputy Sector Navigators to create C-ID descriptors in Advanced Manufacturing as a basis future programs to introduce high school students to CTE emerging sectors early in their high school years.

Costa demonstrated the High School Counselor Tool Kit, which was presented last year at several counseling events. The Counselor Tool Kit has customized template capabilities for high schools counselors and is tied directly to C-ID databases. She also noted that she has been working with SB1070 directors and Chancellor's Office Launch Board staff to gather articulation data for research on statewide trends.

#### **F. C-ID Report**

Members were updated on C-ID activities and current discussions. Currently, C-ID leadership is planning a meeting for October 18<sup>th</sup> to develop Area of Emphasis (as called for in SB440) Associate Degrees for Transfer. The disciplines approved by the Intersegmental Curriculum Workgroup has approved the following disciplines for this work: ethnic studies, global studies/international relations, and the health/allied science. Faculty from these disciplines will be brought together to determine how to create Area of Emphasis Transfer Model Curriculum (TMC).

#### **E. Strategic Planning**

Members briefly discussed the strategic planning meeting on September 6th. It has been structured to be less business like and more academic to fit the need of the Senate. Members were presented with a questionnaire to prepare for the meeting and asked to return it by September 1<sup>st</sup>.



**VI. REPORTS**

**A. Committee Report**

No report.

**B. Task Force Reports**

No report.

**C. Liaison Reports**

The following reports were provided in written form.

1. CAI Steering Committee Report, Freitas
2. CCCAOE, North
3. CIO, Grimes-Hillman
4. OEI, Crump
5. SACC, Grimes-Hillman
6. WEDPAC\_EDPAC, North

**D. Senate Grant and Project Reports**

No report.

**VII. ADJOURNMENT**

President D. Morse adjourned the meeting at 3:57 p.m.

Respectfully submitted by  
Felipe Grimaldo, Executive Assistant  
Julie Adams, Executive Director  
John Stankas, Secretary





## Executive Committee Agenda Item

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

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

### BACKGROUND:

At the August Executive Committee meeting, members reviewed the resolution assignments by committee and identified key priorities for 2014 – 15. This item reflects the discussion, as well and shares an update for the Curriculum Committee spreadsheet, which was not discussed in detail at the meeting. Members will review for accuracy and provide any corrections to the Executive Director.

---

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



**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 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	



**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	
S10	9.05	<u>Embedding Program SLOs in Program Review</u>	Completed	
F08	2.03	<u>Influencing Federal Accreditation Outcomes</u>	Completed	
F05	2.03	<u>Accreditation and Support for Local Senates</u>	Completed	

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 Rostrum articles.
S11	18.04	<u>Academic Credit for Veterans and Military Service Members</u>	Assigned	Completed - Rostrum article (2012) completed as well as breakouts, and addressed in paper (2014)
F10	9.01	<u>Developing a Reference Document for Curriculum</u>	Completed	Curriculum Website already exists



**Academic Senate  
for California Community Colleges**

LEADERSHIP EMPOWERMENT VOICE

**Educational Policies Committee Resolutions Report**

**Priorities:**

**General Information:**

<b>Year</b>	<b>Resolution</b>	<b>Resolution Name:</b>	<b>Status:</b>	<b>Comments</b>
F07	4.02	<u>Concurrent Enrollment for Secondary Students</u>	Completed	
S09	13.05	<u>Influence of Outside Organizations on Policies</u>	Completed	
S09	17.04	<u>Resources for Senate/Bargaining Unit Relations</u>	In Progress	
S09	13.13	<u>Institutional Review Board</u>	Assigned	
F11	13.1	<u>Coordinating a Model of Basic Skills Instruction through Implementation of the ERWC</u>	Completed	
F11	13.2	<u>Supplemental Instruction Survey and Glossary</u>	Assigned	
F12	13.01	<u>Automatic Awarding of Earned Degrees or Certificates</u>	Assigned	
F12	17.01	<u>Approval of Grant Driven Projects</u>	Completed	
S13	13.05	<u>Revisit Failing Students for an Egregious Act of Cheating</u>	Assigned	





**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	
S12	13.06	<u>Success of Latino Student Achievement</u>	Assigned	
S11	13.01	<u>Need for Behavioral Intervention Teams</u>	Assigned	
S11	13.05	<u>Local College Participation in the LGBT-Friendly Campus Climate Index</u>	Assigned	
S10	1.02	<u>Plan to Infuse Cultural Competence</u>	In Progress	
S10	1.07	<u>Faculty Hiring Resources</u>	In Progress	
S10	13.07	<u>Changes in Traditional Student Makeup</u>	Assigned	
S09	1.02	<u>Assessment of Inclusive Practices</u>	Completed	
S09	3.02	<u>Support for Gay, Lesbian, Bisexual and Transsexual/Transgender (GLBT) Students and Staff</u>	Assigned	
S07	3.01	<u>Honors Programs and Student Equity</u>	In Progress	
F05	3.01	<u>Accreditation and Equity Planning</u>	Completed	
S04	13.03	<u>Model Employment Application</u>	Completed	



**Academic Senate**  
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

**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>	In Progress	
S99	9.04	<u>ESL and CalWORKS</u>	Assigned	
S99	20.01	<u>Loan Forgiveness</u>	Assigned	
F98	5.04	<u>Full-time Faculty for Noncredit</u>	In Progress	
F98	5.05	<u>Oppose Performance Based Funding</u>	In Progress	
S98	7.03	<u>Instructional Materials</u>	In Progress	
F97	19.06	<u>Reaffirm Support of AB 1353/New Faculty</u>	In Progress	
F97	5.01	<u>Noncredit Funding</u>	In Progress	
F97	22.01	<u>Welfare to Education Then to Work</u>	In Progress	
F96	6.04	<u>Cap Removal</u>	In Progress	
F96	13.03	<u>Teacher Retirement</u>	In Progress	
F96	6.01	<u>Chancellor's Office Washington Connection</u>	In Progress	
F96	6.03	<u>Encouraging Student Voting</u>	In Progress	

**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>	Assigned	
S12	19.01	<u>Faculty Training for Implementation of Noncredit Progress Indicators</u>	Assigned	
S10	9.06	<u>Curricular Priorities Versus Budget-Driven Priorities</u>	Completed	
F07	5.03	<u>Noncredit Enhanced Funding Effective Practices</u>	Completed	
F07	19.02	<u>Benefits of Full time Faculty in Noncredit</u>	In Progress	
F06	5.02	<u>Aligning Credit/Noncredit Attendance Counting</u>	Moot	
F11	9.02	<u>Defining Credit and Noncredit Basic Skills and Basic Skills Apportionment</u>	In Progress	



**Online Education Committee Resolutions Report**

Priorities: 1 - Regional meetings & 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	<p>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.</p>



**Academic Senate  
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

**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	
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	
F11	19.07	<u>Review of Title 5 Regulations Pertaining to Professional Development</u>	Assigned	
S10	1.08	<u>Preparing Faculty for Service on Academic Senate Committees</u>	Assigned	



**Academic Senate**  
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

**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	
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	
F06	1.02	<u>Explore Local Shared Governance Policies</u>	Assigned	
F05	1.02	<u>Effective Practices</u>	Assigned	
S05	1.04	<u>Topic Experts Provided by Academic Senate</u>	In Progress	
S01	17.01	<u>Urge Newly Elected Local Presidents to Attend Leadership and Sessions</u>	In Progress	



**Standards and Practices Committee Resolutions Report**

**Priorities: 1 - Disciplines List; 2 - Bylaws; 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	
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	



**Academic Senate**  
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

**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





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: Resolutions to Honor Former Exec Members		Month:	Year: 2014
		September	
		Item No: II. D.	
		Attachment: NO	
DESIRED OUTCOME:	Approval for creation of resolutions	Urgent: NO	
		Time Requested: 5 min.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	David Morse	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Information	

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

**BACKGROUND:** At the end of the 2013-14 academic year, four members of the ASCCC Executive Committee concluded their service: Beth Smith, Lesley Kawaguchi, Dianna Chiabotti, and Phil Smith. All four former members served for multiple years on the Executive Committee and contributed to the organization in numerous ways.

Recently approved ASCCC Policy 40.00 states, "A request to honor an Executive Committee member must be agendaized for action at a regular meeting of the Executive Committee." This agenda item proposes that resolutions to honor the former members be created for Beth Smith and Lesley Kawaguchi for Fall 2014 and for Dianna Chiabotti and Phil Smith for Spring 2015.

The four former Executive Committee members each represent a separate Academic Senate area. Therefore, this item further proposes that the resolutions be presented to the respective recipients at plenary sessions by their respective area representatives.

---

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



## American Society of Association Executives

### Introduction

On August 9 – 12, 2014, Tonya Davis and I attended the American Society of Association Executives (ASAE) in Nashville, TN. As its website<sup>1</sup> states, ASAE represents over 21,000 association executives who lead trade associations, individual membership societies and voluntary organizations across the United States and in nearly 50 countries around the world. At this meeting in Nashville, approximately 6,000 association professionals and industry partners attended as reported by the executive director in the opening session. The following is a report of the presentations and breakout sessions that both Tonya and I attended, which we hope will share the value of participating in this event has for the ASCCC.

### **Keynote Sessions**

#### **Opening session: Give and Take**

The Keynote presenter Adam Grant is the youngest tenured and highest-rated professor at the Wharton School. His presentation focused on effective networking, collaboration, influence, negotiation, and leadership. Based on his research, he introduced three fundamental styles of professional interaction and demonstrated their implications for individual and collective performance. Grant revealed what it takes to develop productive interactions, and how leaders, managers and employees can use this knowledge to build rich networks, innovative teams and rewarding service relationships.

Grant classified individuals into one of three personality types: givers, takers, and matchers. Givers are helpful, selfless, and sharing. Takers are the opposite, and matchers believe in the status quo. The more givers in an association, the better it performs; however, the problem is that givers grow cautious when takers lurk. Grant commented that in an environment free of takers, givers can become more generous because they do not have to protect themselves from being stepped on by the takers looking to get ahead. Additionally, matchers no longer need to worry about keeping takers in check and tend to become givers. Grant's presentation was particularly important for associations, especially in our environment of collaboration and membership connection.

Grant noted that his research in giving and taking revealed some amazing results. For example, givers were disproportionately represented among both low and high performers. Givers end up with better reputations and relationships than takers and matchers. Grant provided the following to foster a culture of giving within an association:

1. Getting the right people on the bus and the wrong people off
2. Redefining giving
3. Change the reward systems

---

<sup>1</sup> <http://www.asaecenter.org>

4. Encourage help-seeking
5. Build “reciprocity rings”

Overall this presentation was helpful in thinking about the skills volunteers and staff need to be successful in supporting a nonprofit organization. Grant concluded with some clues about how to hire right.

### **Eyes Wide Open: How to Make Smart Decisions in a Complex World**

The keynote presenter, Noreena Hertz, is an international best-selling author, with her latest book being *Eyes Wide Open: How to Make Smart Decisions in a Confusing World*. The Observer has named her one of the world's leading thinkers. Vogue calls her one of the world's most inspiring women, and The Guardian has identified her as one of the top British Public Intellectuals. Hertz shared research on how individuals make decisions and noted that most people repeat their decision-making strategies that have worked for them in the past.

She started the presentation by sharing that over the next two – three years, the following are the trends that will influence our decisions: 1) information explosion; 2) super transparency; 3) continuous technology interruption; 4) economic turbulence ahead; and 5) Geo-political. These trends can lead us astray, especially in a fast changing world. When making decision in this climate, individuals need to evaluate their decision making process and provided a few tips:

- Be a smarter information hunter and gather
  - Casting your net wider
  - Mining/investigating
  - Using members as resources
  - Sharing information
  - Using data wisely
- Message effectively – language
- Accept that times are changing
- Seek out discordant points of view (determine who is your chief challenger)
- Get into decision making mindset
- Carve out time to think

<b><u>Learning Labs</u></b>
-----------------------------

#### **Facilitated Conversation based on the Opening General Session: Give and Take**

Brian Riggs, Vice President of Creative Strategies at Perfect Communications held a lab based on the discussion from the opening session. Riggs explored the applicability of Grant's groundbreaking work and opened the floor to association executives in the room for their opinions on his recommendations. He noted that Grant challenged longstanding beliefs that in order to succeed you must be a "taker." Attendee's discussed whether or not association professionals are in a position to embrace Grant's

approach or do we need to adjust our approach to leadership in order to move ahead. Riggs shared three important goals to consider questioning when adjusting our approach to leadership:

- How do we know where we belong? Are you a giver, matcher or taker in your association?
- What does our community look like and how does that impact us, as association professionals?
- How can we move forward toward becoming a giver? (for those of us that aren't already there)

Other advice given was:

- Demonstrate the environment you want to create
- Embrace, and encourage, meaningful collaboration
- Share ideas freely
- See beyond the perspective gap
- Eradicate power words (and behavior) from our environment
- Build a culture of altruism around us – led by example

### **How to Manage your CEO Performance Evaluation for Best Results**

This session was less of a presentation than a candid conversation about managing CEO performance evaluation process. The conversation included what components should be included in the evaluation and how to ensure that the process is not just a pat on the back or sidestep the elephant in the room. This session was standing room only—about 150 people. The presenters commented that in March 2014, CEO were surveyed and the following data was provided:

- Who has an annual review: Out of 65 responses – 9 out of 10 CEO received an annual review
- Who conducts the annual review: 39% Special Committee; 37% Executive Committee (a subgroup of the board); and 25% Board of Directors.
- What does it include: 78% performance against goals and 78% leadership competency and/or behaviors. Some reported that the evaluation also includes
  - How's she doing calls with my executive team
  - Review of the job description
  - Whatever vague thought the Board comes up with
  - Goals are limited to membership and financial performance metric
- What is the CEOs role in the Process: 45% facilitate the process and 85% do a self-evaluation
- What were the biggest challenges: 50% useful feedback; 10% excessively quantitative; 29% agreement on success; 47% developing measurements; and 55% Board evaluation capacity. Other challenges included:
  - Outliers bringing down the ratings
  - Outside influence by the chair
  - Inconsistencies of board chairs each year

- Limited interactions with CEO
- Too much input
- Don't understand what a CEO does
- Lack of meaningful feedback
- Lack of recognition of soft skills

The rest of the session shared some best practices, which centered on the following four essential elements of a successful CEO evaluation: 1) management measures, 2) Strategic progress measures; 3) leadership measures; and 4) a complete process (Executive goals, ongoing communication, formal assessment, personal review, and organizational goals).

During the idea sharing by the participants, I observed that many new CEOs have an evaluation process with more senior CEOs looking for a process. Individuals in the room did not feel that the 360 evaluation was valuable and put employees in an awkward spot. Overall, the evaluation is really about alignment with the goals of the organization and should be tied to the strategic plan.

### **30 Ideas to Innovate the Workplace**

This session provided a panel discussion on how association leaders innovate current business models, technology, training, and marketing in order to transform the way their organization does business. The panel gave examples on how telework, software as a service, and cloud computing can improve business practices and discover what you can do to increase contributions in the workplace. Presenters provided a host of other ideas about services and strategies that could be used in our organization.

### **Why Strategic Planning is Damaging Association Business Models**

This interactive breakout explored whether or not strategic planning undermines the essential task of building more adaptive and resilient business models. I attended this session in light of our own strategic planning process. Overall, the presentation questioned why associations enter into strategic planning. Many of the participants felt that the strategic plan drives the direction of the organization and provides goals for using resources. However, the presenter disagreed and shared the following three statements:

- Strategic planning creates an unwarranted sense of certainty.
  - We are living in a world in transformation – technology is changing what we do and how.
  - We don't have all the answers
- Strategic planning creates a misdirected flow of commitment
  - The conversation should be about what we value
- Strategic planning creates a realism for action
  - Responsibility for stewardship



- Readiness for learning
- Resources for investment
- Relationship for collaboration
- Resilience for growth
- Strategic planning feeds a dangerous illusion of control

The presentation was an hour long with the presenter sharing with the audience what is wrong with the planning process but he did not provide any solutions. I did, however, glean some information that will help us in our strategic planning process. For example, I agree that we're in an environment that is changing and we do not know what next year will bring. Thus, any strategic planning process should result in a plan that is flexible and adaptable without losing sight of the organizational goals. We need to listen to our stakeholders (member senates, faculty, constituents, and the public) about what they need from us. We need to create a plan that is realistic – Can we do this? Should we do this? If we do this, how do we measure success? We also need to understand that we're in an environment where we might need to adjust our plan to consider changes in our environment, which requires a regular review of the direction of the plan.

#### **Business of Meetings: The RFP Reconstructed**

This session included roundtable discussions with industry experts on reconstructing and improving the Request for Proposals (RFP) sent to Convention Visitors Bureaus (CVBs) and hotels. Presenters challenged attendees to rethink the tradeshow model to extend the educational experience to the expo floor. A presentation of how one organization took a risk to create a large hands-on experimental space was made. While the Senate does not have a trade show aspect to our events, the information was useful in understanding how innovation can be used to make vendor areas more informative. In addition, information presented on the RFP process and the interactions with CVBs will be useful in future contract negotiations.

#### **Got SAFE (Small Association Forum for Executives)? A Small-staff Discussion**

This session was another interactive session to discuss those issues of concern for associations with a small staff. The presenters shared the recent trends in associations, which were very similar to our recent struggles including hiring and retaining key talent, generational issues, too much work, and not enough resources to name a few.

One challenge that seem to resonate with the audience was the CEOs job and finding enough time to complete all tasks and still balance your personal life. Some advice included setting boundaries and delegating assignments and, as CEO, asking yourself the following questions: what are the tasks that only I can do? Is this a task that could be done better/quicker/smarter by someone else? Where am I the bottleneck? What can others do for me?

Other advice included scheduling time to complete tasks – even answering email (e.g., don't try to be so responsive to email requests that other tasks are not completed). Manage the expectations of others--for example, if you respond to email on the weekend, than others expect you to answer emails on the weekend. Try drafting an email and scheduling it to be sent on Monday. Participate in professional associations—fellowship and eLearning are important to personal growth.

It was really great to see that I wasn't the only CEO in the room that doesn't seem to have enough time in the day to do everything. While I knew many of the tips provided, I was reminded that I don't need to do everything myself and others maybe better at some of the tasks I'm doing.

### **Accountability at Work: Bridging the Gap between Performance and Expectation**

The presenters in this session facilitated a discussion on how help employee's accountability in the workplace. In associations that build a culture of accountability, people raise concerns in performance with those beside, above, and below them on the organizational chart. Presenters discussed how to create a culture where employees hold everyone accountable regardless of power or position.

### **Looking Forward 2014: Associations CEO Environment Scan Results**

This session presented a report which was a comprehensive scan of the association business environment "*Looking Forward 2014*". The Association Laboratory collected data from nearly 200 local, state, national, and global trade and professional associations. The session facilitators presented the findings of this report, which highlighted attitudes regarding 63 separate environmental factors and assessed the implications for 55 different aspects of association strategy. Represented in the survey were 54% professional associations, 38% trade association, 8% management, and 1% other.

Some key highlights from the report are as follows:

- Information management (managing large amounts of data)
- Government activities (regulatory costs, compliance, changes)
- Workforce issues (difficulty identifying/recruiting/retaining qualified staff and challenges in creating an attractive career path)
- Economic conditions (reduced government spending/investment)
- Global forces

The presenters suggested that associations need to get out of the business of providing everything to our members. Instead, associations should identify where they offer unique products, programs, and services and then provide those to their members. Associations

should also send out only essential information —carve out our space – and distribute customized information. The report presented can be found at the link below.

[http://www.associationlaboratory.com/pdf/Looking\\_Forward\\_2014.pdf](http://www.associationlaboratory.com/pdf/Looking_Forward_2014.pdf)

### **Business of Meetings: Spice Up Your Annual Convention - Add Big Bang for Little Buck**

This session provided a panel discussion on how to keep your annual meetings fresh. Presenters gave examples on how one association spiced up its annual convention with a small budget by using contests, video, newscasts, and social media. As a result, the association had more engaged attendees and increased revenue.

### **Recruiting Key Talent in an Evolving Marketplace**

This session shared the insight from human resource management, legal profession, and executive search firms about how the current trends in association recruitment and staffing. The presenters noted that the younger generation had been looking for more flexibility; however, now the trend seems to be shifting back to a more traditional role as they now want to be more plugged in. A challenge that CEOs are having is the difficulty in finding staff that understand how an association works or want to work for an association. The following ideas for recruiting staff were shared:

- Share talent with other associations
- Identify the soft skills needed versus other skills
- Re-evaluate how the office is staffed
- Map and align staff functions to strategic plan
- Develop succession planning for all positions within the organization

### **Replacing the CEO:**

- Hire a transition firm to assist with managing the staff during the hiring process
- Understand how we work, when and where

### **Craft an Intentional Future: Strategies for Imagining, Planning, and Executing Your Career Path**

In this session, the presenters provided attendee's with the tools to recognize when leaders wants to go to their next opportunity on their own terms and in their own time. Examples and key points were given on how to know when to stay in a job and when it's time to leave. Attendees were given strategies to use to evaluate options, leverage your success, and find your bliss in your position. Presenters also provided attendee's with sample case studies and personal experiences in highlighting successful career transitions.

## **New Dimensions of CEO Leadership in Challenging Times**

This session highlighted the ever changing role of the CEO. The presenters acknowledged that today's climate is driving a new decision-making model as association leaders strive to make smarter decisions. In this interactive session, veteran CEOs and a recruiter shared their perspectives of this new climate and provided research on topics presented.

### **CEO Challenges**

- Finding the right people
- Creating value for your membership
- Missing or ignoring discontent in members
- Keeping relationships current
- Ensuring governance is done right
- Taking time to detach from your job
- Building an executive team to work as a unit
- Expecting a stronger partnership with Board

### **CEO Personal Growth**

- Build an executive presence
- Remember the only thing we own is our reputation. Now anyone can post anything about you so be mindful of your LinkedIn profile, online presence.

## **Learning Lab: Use Gamification, Sponsors, and Vendor Teamwork to Reinvent Your Receptions**

This session provided a panel discussion on how associations can produce a successful meeting with a stimulating program to satisfy attendee's, exhibitors, and create, sell and deliver corporate sponsorships.

### **Change your Profile, Change your Life**

This half-hour session shared how making a few changes to your LinkedIn profile could open doors to other opportunities. Key takeaways included updating your introduction, changing your profile picture, creating a unique URL, checking your privacy settings, developing an introduction that is genuine, memorable, honest (ok to brag), and concise. Use words that demonstrate how you are responsible. Check in often and engage in conversations.

## **Vendors**

Each day from 11 - 1, there is a large trade show that provides attendees with an opportunity to learn about new technologies, innovative services, as well as supply and hotel vendors. During this time, we visited with many vendors to discuss the needs of our organization. We identified a number of vendors who will be able to facilitate our meetings, CEO succession planning, hotel negotiations, supplies, etc.

**Note from Tonya Davis**

This was my first time attending the ASAE conference and I had an awesome experience. My report (included above) is brief and highlights the topics with a summary and ideas from each learning lab. I'm excited to incorporate what I've learned from sessions in my role as office manager, coordinating events and personally. I believe that as long as I engage in my professional development it can only enhance my ability to do better in my position. The heart of professional development is an individual's interest in lifelong learning and increasing their own skills and knowledge. After attending the ASAE conference, I can honestly say I was able to walk away with new strategies for my position, new connections, and innovative ideas for ASCCC events. I am thankful to the Executive Committee for this professional development opportunity

Respectfully submitted by

Julie Adams, Executive Director

Tonya Davis, Office Manager



**Legislative Report**  
**August 31, 2014**  
**(July Update)**  
**August 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: Passed the Assembly and was sent to the Senate Education Committee. Bill was amended and re-referred to Senate Appropriations Committee. It is no longer on the Chancellor's Office watch list. Last amended August 19.

8/29 Enrolled

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

**AB 1348 (Perez):** Higher Education Authority—creates replacement for CPEC. AB 1348 would repeal statutes establishing the duties of CPEC and establish the California Higher Education Authority, as the replacement for CPEC. Amendments to AB 1348 have recently been posted and the author intends to move the bill. AB 1348 would establish the California Higher Education Authority which would be governed by a 13-member board of directors, appointed by the Governor, the Speaker and the Senate Committee on Rules. The board of directors will be required to convene a technical working group to advise on data and policy matters before the board of directors. The working group is to be comprised of the following: □ \_CEOs of each of the segments of public postsecondary education,

- A chair or the designee of the largest association of the independent California colleges and universities.
- Chair, or designee of the chair, of the Bureau for Private Postsecondary Education advisory committee.
- Chair or designee of the chair, of the California Student Aid Commission.
- Chair or designee of the chair, of the academic senate for each of the segments of public postsecondary education.
- The Superintendent of Public Instruction, or designee.
- The California Higher Education Authority would be tasked with duties similar to that of CPEC, including making policy recommendations, research, etc.

**Status:** In the Senate Appropriations Committee. This bill is moving forward. There are questions as to how it would be funded and there is opposition by all the segments of higher education since there is not segmental representation on the board of directors. Last amended July 02.

8/14 Senate Appropriations Suspense file  
8/15 Failed deadline

ASCCC Positions/Resolutions: No positions on or related to this topic. We have things dealing with CPEC but not with a CPEC replacement or with this legislation.

**AB 1451 (Holden):** Concurrent Enrollment-- authorizes a community college district and school district to enter into formal concurrent enrollment partnerships and removes specified state policy barriers to concurrent enrollment. Specifies that school districts and community colleges enter into partnership agreements, vetted through open public hearings, and that traditional community colleges not be displaced as a result of the agreement. Sunset date of July 1, 2020. Last amended June 25. Chancellor's Office sponsored.

**Status:** Passed by the Assembly and Senate Education Committee with amendments and was sent to the Senate Appropriations committee.

8/14 Senate Appropriations Suspense file  
8/15 Failed deadline

ASCCC Positions/Resolutions: We have several resolutions that generally support concurrent enrollment. Two of them are 4.01 F07 and 4.02 F07. Beth wrote a Rostrum article on them in 2007, as did Jane (same issue of the Rostrum, it appears). While we do not have anything specifically on this legislation, those resolutions seem to generally apply. However, other faculty organizations are opposed to the language which states that "a community college district may limit enrollment in a community college course to solely high school pupils if the course is offered at a high school campus, is not otherwise offered at the high school" when other provisions are met. (This language still exists.)

**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: **On the Senate Floor**

8/18 Senate amendments concurred in.

8/20 Enrolled and presented to the Governor.

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: **In the Senate Appropriations Committee.**

8/18 Senate amendments concurred in.

8/20 Enrolled and presented to the Governor.

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 1950 (Campos)\*:** Career Education Incentive--Creates incentives for school districts, county offices of education, charter schools, and community college districts to establish regional career education consortia to coordinate, deliver, and implement high-quality and cost-effective career and college preparation programs in kindergarten and grades 1 to 12. As amended, now says grades 1 to 14, and adds that the bill would authorize these consortia to be organized as joint powers agencies. The bill would specify information to be collected and reported annually by the consortia to the governing boards of the member local educational agencies, including member community college districts, no longer requires the superintendent of public instruction to develop an evaluation instrument for the program.

Status: **Held in Assembly Appropriations Committee suspense file 5/23**

ASCCC Positions/Resolutions: Resolutions 21.02 F00 encourages faculty participation in regional CTE consortia, although it also calls for ASCCC to make the appointments to such consortia. More recently, Resolution 9.10 F11 sort of applies and seems to speak favor of this sort of effort, but

it is a stretch. There are also a couple of resolutions from 1994 but they do not seem very useful for this.

**AB 1977 (Hernandez)\*:** Educational Partnerships-- Appropriates \$82.2 million from the General Fund for the University of California to allocate to Student Academic Preparation and Educational Partnerships to meet program goals, including an unspecified minimum allocation to the Puente program. These programs include Puente, MESA (Mathematics, Engineering, and Science Achievement), and EAOP (Early Academic Outreach Program).

Status: **Held in Assembly Appropriations Committee 5/23**

ASCCC Positions/Resolutions: I do not see any resolutions or positions that directly apply to this one. It is an additional priority enrollment group added on, but on the other hand we have always supported these programs. I suspect faculty would favor this but it is hard to say for sure.

**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: **On the Senate Floor.**

8/19 Senate amendments concurred in  
8/21 Enrolled

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: **With the Senate Appropriations Committee.**

8/19 Senate amendments concurred in.  
8/21 Enrolled

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, which doesn't bode well.** Chancellor's Office sponsored.

**Status:** **In the Senate Appropriations Suspense File.**

8/18 Read a second time. Ordered to third reading.

8/25 Senate amendments concurred in

8/27 Enrolled

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.

**AB 2705 (Williams):** Faculty Designations--Amends existing law that related to community college faculty to change references from part-time faculty to contingent faculty. "Contingent" was an amendment from "associate." **Last amended 8/05.**

**Status:** **On the Senate Floor. Held under submission**

8/14 Held in the Senate Appropriations committee

ASCCC Positions/Resolutions: Resolution 19.04 S13 called for us "recommend local senates engage with their part-time faculty in an open and inclusive discussion and democratic decision-making process regarding local terminology used to refer to part-time faculty." It is unclear how that affects our position on this bill. On the one hand, we are in favor of more respectful nomenclature for part-time faculty. On the other, our resolution makes it a local issue. Based on that we could say we would oppose this, but that may not be what faculty want. Other faculty groups seem to be supporting.

## **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: [Referred to the Senate Appropriations Committee's Suspense File.](#)

[8/20 Read a second time. Ordered to third reading.](#)

[8/28 Assembly amendments concurred in. Enrolled](#)

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: [Assembly Appropriation Committee Suspense File.](#)

[8/20 In Senate](#)

[8/21 Enrolled and presented to the Governor](#)

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:** [Passed in the Assembly Committee on Higher Education and is in the Assembly Appropriations Committee.](#)

[8/21 Assembly amendments are concurred in](#)  
[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:** [In the Assembly Committee on Appropriations.](#)

[8/20 Read second time. Ordered to third reading.](#)  
[8/27 In Senate. Concurrence in Assembly amendments pending.](#)

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 965 (Leno)\*:** CCSF Funding-- Requires the Board of Governors to provide San Francisco Community College District with revenues prescribed in the measure to support the City College of San Francisco which has experienced a dramatic drop in its funding. The bill was previously more general but not is directly about CCSF. Chancellor's Office sponsored.

Status: **Held in senate appropriations, but language to support CCSF was included in the budget bill.**

No new info

ASCCC Positions/Resolutions: We have several resolutions aimed at helping CCSF, including 2.07 F13 and 1.04 F12. But these resolutions are not about funding.

**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: **In the Assembly Appropriations Committee**

8/18 Read second time. Ordered to third reading.  
8/28 Assembly amendments concurred in. Enrolled.

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 not determine which occupational training programs and industry clusters should be prioritized. [Last amended August 22.](#)

Status: [In the Assembly Appropriations Committee.](#)

[8/11 Read second time. Ordered to third reading.](#)

[8/27 Assembly amendments concurred in. Enrolled.](#)

ASCCC Positions/Resolutions: See SB 174 above.

**SB 1068 (Beall)\*:** Accreditation-- SB 1068 was originally drafted to authorize a community college district to select its accrediting body, and would require the Board of Governors to analyze the possibility of creating an independent accrediting body. The Senate Education Committee passed SB 1068 as amended according to the recommendations in the Committee's analysis. The bill would now require the Board of Governors to report to the Legislature on the feasibility of creating an independent accrediting agency to accredit the California Community Colleges. The report would also include an analysis of accreditation across the United States and make recommendations as to whether California would be better served from a single accreditor for the state's community colleges by using the senior accrediting organization, Western Association of Schools and Colleges. The report would also include an examination of the possibility of multiple state accreditors as a means to ensure the highest quality of California community colleges. CCCI Supported.

Status: [Held by Senate Appropriations Committee.](#)

[5/23 Failed deadline and held in Senate Appropriations](#)

ASCCC Positions/Resolutions: Most of the aspects of this bill that some organizations were objecting to have been taken out. A lot of what is here is consistent with faculty's sentiments and with some of our positions, specifically with Resolution 2.04 S10 which called for us to research alternatives to ACCJC.

**SB 1196 (Liu):** Postsecondary Education Goals—Establishes that the Governor, or designee, shall, in consultation with the 5 segments of postsecondary education, private industry, and policy research entities, establish educational attainment goals for the segments and have a target date to achieve those goals. A technical working group, composed of a representative from each segment, one from the DoF, one from the LAO, and one to three members with expertise in accountability efforts, will advise in the development of the plans to achieve the educational attainment goals. These metrics are defined and formally adopted based upon recommendations by the working group. Also ties progress toward these goals to general apportionment funding in the UC system. FACCC and CCLC are actively opposed. Last amended June 30.

Status: **With the Assembly Appropriations Committee.**

8/14 Held in Assembly Appropriations

ASCCC Positions/Resolutions: This will raise concerns about Performance Based Funding, and we certainly have positions against that. Resolution 5.02 1997 is the most applicable. Consider opposing this alongside FACCC, CCLC, and the unions.

**SB 1369 (Block):** Disability Services Programs--Amends statute relating to the Disability Services Program and the use of the term, "students with disabilities," instead of "disabled students." SB 1369 requires the regulations adopted by the Board of Governors to provide the apportionment of funds to each community college district to offset the direct excess costs ensuring that students with disabilities enrolled in state supported programs or courses receive academic adjustments, auxiliary aids and services. **Last amended August 4.**

Status: **With the Assembly Appropriations Committee.**

8/14 Held in Assembly Appropriations

8/15 Failed deadline

ASCCC Positions/Resolutions: No reason to oppose this bill. Resolution 6.02 F01 supports it fairly directly.

**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: **On the Assembly Floor.**

8/15 Enrolled and presented to the Governor

8/25 Chaptered

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

**SB 1425 (Block):** Retroactive Awarding of Degrees—Requires each CC district to perform retroactive degree audits to identify those students who have



completed degrees, certificates, or transfer requirements in up to 12 of the highest demand fields of study during the past 2 years. Students are notified of the eligibility and shall have the option to “opt out” if they wish. Requires the Chancellor’s Office to purchase degree audit software for each district that doesn’t already own it and specifies that districts shall manage it use by the campuses. The CO shall oversee the implementation of the bill over a staggered timetable until all campuses have the software and have performed retroactive degree audits by 2017. [Last amended August 4.](#)

**Status:** Passed in the Assembly Committee on Higher Education and is in the Assembly Appropriations Committee.

[8/14 Held in Assembly Appropriations](#)  
[8/15 Failed deadline](#)

ASCCC Positions/Resolutions: Resolution 13.01 F12 asks us to explore the automatic awarding of degrees, which we are doing. We have had some concerns expressed about the idea, but we do not have a concrete position at this point. In any case this bill does not make the award automatic but gives students the option, so our resolution may not apply.

\* Scheduled for removal from the Chancellor’s Office update.

**Notes:**

ACR 119: Long term funding for CTE - 8/26 Senate amendments concurred in. Enrolled and sent to Governor  
SB 1023: Funds for Foster Youth - 8/21 Enrolled and sent to Governor





August 14, 2014

## **FEDERAL LEGISLATION SIGNED BY THE PRESIDENT**

### **H.R. 3230: Veteran's Access, Choice, and Accountability Act**

On August 7<sup>th</sup>, President Obama signed HR 3230 which easily passed the House and Senate and was written to provide resources and address the Veteran Administration's healthcare crisis, as well as provide other services for veterans. It includes a provision similar to **H.R. 357 the Veteran's Tuition Fairness Act** to provide in state tuition for veterans using the Post-9/11 GI Bill, and the Montgomery GI Bill. Section 702 in HR 3230, requires the Veteran's Administration to disapprove courses provided by a public institution of higher learning for purposes of Post-9/11 GI Bill and Montgomery GI Bill education benefits, if the institution charges tuition and fees at a rate that is higher than residents. This section is effective for any quarter, semester or term that begins after July 1, 2015.

### **Workforce Investment Act Reauthorization Bill Signed by the President**

On July 22<sup>nd</sup>, President Obama signed into law the Workforce Innovation and Opportunity Act. This bipartisan, bicameral bill reauthorizes the Workforce Investment Act, and contains a number of positive aspects for community colleges. It places a greater emphasis on career pathways and the attainment of postsecondary credentials. It also eliminates the current sequence of services, creates common performance indicators across programs, and allows local areas increased flexibility to contract with institutions of higher education. Passage of this reauthorization only marks one step in this process however. Both the Department of Labor and Department of Education will be developing significant regulatory guidance following passage, and during implementation.

## **INTRODUCED BILLS/HIGHER EDUCATION ISSUES AT THE FEDERAL LEVEL**

### **White House Summit on College Opportunity**

The White House announced that the President and First Lady will host its next Summit on College Opportunity on December 4, 2014. The goal of this conference is to build on the work from the first College Opportunity Summit held in January, while launching initiatives in new areas. This year's summit will focus on building sustainable collaborations in communities with strong K-12 and higher education partnerships. The intent is to encourage college attendance, and support colleges to work together to dramatically improve persistence and increase college completion, especially for first generation, low-income, and underrepresented students.

### **U.S. Department of Education Delays College Ratings**

The creation of a system that will rate more than 5,000 campuses on graduation rates, student debt and other outcomes has been delayed until fall 2014. The U.S. Department of Education has held at least 80 meetings with more than 4,000 participants in the year on college ratings. The concept has spilt support among colleges with private colleges opposing it and public colleges generally supportive, particularly those colleges that already participate in similar ratings in their state. Despite the delay, the federal ratings system will still adhere to the President's core metrics: access, affordability and outcomes.

### **Federal prosecutors issue subpoena to Corinthian Colleges**

The U.S. attorney's office in Los Angeles has ordered Corinthian Colleges to turn documents relating to job placement, graduation rates, advertising and marketing materials, and student loan defaults. This comes on the heels of last month's announcement that it would sell 85 of its 107 campuses and online programs. The closures are a result of the U.S. Department of Education actions to limit Corinthian's access to federal financial aid dollars.

Corinthian operates schools under the Everest College, WyoTech and Heald brand names. Nearly a quarter of the company's campuses are based in California — more than any other state. California and three other states already prohibit veterans from using their education benefits to attend schools operated by Corinthian Colleges.

### **Congress Addresses Campus Safety in Two New Bills**

Eight Democratic and Republican senators have authored S. 2692 (McCaskill-MO) the Campus Accountability and Safety Act. It would mandate the annual publication of an anonymous survey on students' experiences with sexual violence and would increase the current \$35,000 penalty for a Clery Act violation to \$150,000. The bill also includes provisions that will require more training for campus officials, and includes provisions to increase transparency of how cases are handled and increase coordination with local law enforcement.

Senator Barbara Boxer (D-CA) and Congresswoman Susan Davis (D-San Diego) introduced S. 2695 and H.R. 5277 the Survivor Outreach and Support Campus Act (S.O.S. Campus Act). These measures would require colleges and universities to establish an independent, on-campus advocate to support survivors of sexual assault. The legislation would require every institution of higher education that receives federal funding to designate an independent advocate for campus sexual assault prevention and response.

## **CONGRESSIONAL COMMUNITY COLLEGES BILLS OF INTEREST PREVIOUSLY INTRODUCED**

### **House and Senate Release HEA Reauthorization Proposals**

Following numerous hearings in the House and Senate, both chambers have released priorities for the upcoming reauthorization of the Higher Education Act (HEA). Democrats on the Senate's Health, Education, Labor, and Pensions (HELP) Committee released a comprehensive discussion draft reauthorization bill in late-June. Additionally, House Education and Workforce Committee Republicans issued a white paper on their principles for reauthorization. Both proposals provide good insight on what priorities the parties wish to pursue for reauthorization, as well as areas of agreement.

**Senate** - The HELP Committee Democrat's discussion draft, known as the Higher Education Affordability Act (HEAA), creates a fairly comprehensive reauthorization framework for the HEA. The bill includes a number of priorities for community colleges. It creates a new authorization for competitive grants to support community college and industry partnerships. It also reinstates Pell Grant eligibility for Ability to Benefit students enrolled in career pathway programs, and brings back the year-round Pell Grant for full-time students who have successfully completed at least one full-time course load. HEAA also extends the inflationary period for the Pell program through 2021. Additionally, it provides for an early notification of financial aid options for students as young as 8th grade, and expands access to dual enrollment programs.

HEAA makes the standardized financial aid award letter (also known as the shopping sheet) mandatory, and authorizes the college scorecard website. For borrowers in repayment, the bill creates a single income driven repayment option, automatically enrolls delinquent borrowers into an income driven repayment plan, and allows private student loans to be discharged in bankruptcy. The bill also increases oversight of federal student loan servicers, especially those caught violating service requirements. Additionally, the bill permits 'prior-prior year,' allowing students to use family income data from two years prior to the date of the FAFSA application. It also requires institutions to certify new private student loans before funds can be disbursed. HEAA provides a new authorization for State-Federal College Affordability Partnership block grants to states as incentive for state investment in college affordability and support for low-income students. The bill proposes a funding stream to encourage states to offer in-state tuition to DREAMers.

**House** – the House put its proposals into legislation. HR 3393 (Black-TN), the Student and Family Tax Simplification Act passed the House by a vote of 227 – 187. H.R. 3393 consolidates existing tax credits into a simplified and permanent American Opportunity Tax Credit. It also increases refundability for students and provides better coordination with the Pell Grant program. Additionally, the House passed HR 4984 (Guthrie-KY), the Empowering Students Through Enhanced Financial Counseling Act. This bill requires students that participate in the federal loan program receive counseling each year and when they exit their program.

#### **H.R. 359: CAMPUS Safety Act of 2013**

This bill, introduced by Representative Robert Scott (D-VA) would establish and operate a National Center for Campus Public Safety. The Center would: (1) provide quality education and training for public safety personnel of institutions of higher education and their collaborative partners, including campus mental health agencies; (2) foster quality research to strengthen the safety and security of institutions of higher education; and (3) serve as a clearinghouse for the identification and dissemination of information, policies, protocols, procedures, and best practices relevant to campus public safety, including off-campus housing safety, the prevention of violence against persons and property, and emergency response and evacuation procedures. This bill is in the House Judiciary Committee and was referred to Subcommittee on Crime, Terrorism, Homeland Security, and Investigation.

#### **H.R. 803: The Support Knowledge and Investing in Lifelong Skills Act (SKILLS Act)**

H.R. 803, also known as the SKILLS Act relates to statewide and local workforce investment systems and activities, identification of eligible training services providers, and use of funds for employment and training activities. As for community colleges, this bill would facilitate greater collaboration with community colleges by allowing states to determine the standards required for eligible training providers and allows local boards to contract with community colleges directly to provide training to large groups of participants instead of on an individual basis. H.R. 803 would also consolidate 35 existing streams of funding into a single Workforce Investment Fund. This bill was signed by the President on July 22, 2014.

#### **H.R. 1949: Improving Postsecondary Education Data for Students Act**

This bill, sponsored by Representative Luke Messer (R-IN) passed out of the House and was referred to the Senate on May 23, 2013. It would direct the Secretary of Education to convene the Advisory Committee on Improving Postsecondary Education Data to conduct a study on improvements to postsecondary education transparency. Specifically, the task force will explore factors that students and families have, want, and need when researching their postsecondary education options. This bill is being considered in the Senate Committee on Health, Education, Labor and Pensions.

#### **H.R. 2637: the Supporting Academic Freedom Through Regulatory Relief Act**

H.R. 2637 introduced by Representative Virginia Foxx (R-NC) was amended in the House Committee on Education and the Workforce. This bill repeals: 1) the gainful employment regulation; 2) the state authorization regulation, which forces states to follow federal requirements when deciding whether to grant an institution permission to operate within the state; and 3) the credit hour regulation, which establishes a federal definition of a credit hour and increases the government's control over institutions' academic affairs. In addition, the bill amends the incentive compensation regulation to ensure third-party service providers are allowed to enter into tuition sharing agreements with nonprofit colleges and universities to aid in the development of distance education platforms. It would also prohibit the Department of Education from issuing related regulations until after Congress reauthorizes the Higher Education Act. This bill was amended in the House Committee on Education and the Workforce on September 10, 2013, and was placed on the House Union Calendar.

#### **S. 3: Strengthen our Schools and Students Act**

Senate Bill 3 introduced by, by Senator Harry Reid (D-NV), S. 3 would build on recent efforts to continue to make higher education more affordable and to improve access and success for all students. It would also provide all teachers with the support they need to ensure student success, including the creation of a new

national Science, Technology, Engineering, and Mathematics (STEM) Master Teacher Corps to recognize and help retain STEM teachers and strengthen STEM education in public schools in the United States. This bill is in the Senate Health, Education, Labor and Pensions Committee.

**S. 216: Tyler Clementi Higher Education Anti-Harassment Act of 2013**

Senator Frank Lautenberg (D-NJ) introduced Senate Bill 216 on February 4, 2013, which would prevent harassment at institutions of higher education. It would authorize the Secretary of Education to award grants, on a competitive basis, to eligible entities to enable them to carry out authorized activities such as counseling or redress services to students who have suffered from harassment or students who have been accused of subjecting other students to such harassment; or to educate or train students, faculty, or staff of institutions of higher education about ways to prevent harassment or ways to address such harassment if it occurs. This bill is waiting to be heard in the Senate Health, Education, Labor and Pensions Committee. The House version of this bill is H.R. 482 and is currently in the House Subcommittee on Higher Education and Workforce Training.

**S. 1990: Eligibility for Postsecondary Education Benefits**

S. 1990 by Senator David Vitter (R-Louisiana). This bill would prohibit states from offering in state tuition to undocumented immigrants unless they offer in-state tuition to all Americans. The author contends that 15 states have exploited a loophole in federal immigration policy to extend in state tuition to undocumented immigrants. States are currently prohibited from granting postsecondary education benefits to undocumented immigrants on the basis of residency. However, through the use of a different criteria, such as graduation from an in-state high school (similar to California's AB 540), states have been granting in state tuition regardless of immigration status. If enacted, this bill would force states to either grant in state tuition to Americans from every U.S. state or deny in state tuition to undocumented immigrants that are currently considered residents.

August 14, 2014

## OVERVIEW

On August 14, 2014, both the Senate Appropriations and the Assembly Appropriations Committees met before the August 15, 2014 deadline for all measures to pass the fiscal committees (Appropriations) in the second house. The final fiscal deadline for the two-year session is one of the most significant deadlines on the legislative calendar. The fiscal committees announced which bills were “held,” meaning they will remain in committee, and which bills will pass or pass as amended. Bills that are “held” cannot move further in the process. The amendments announced for bills that passed with amendments may not be in print for a few days. These amendments are often the result of compromises sometimes made just before committee and behind the scenes. In many cases, our initial information on the amendments is limited to the brief statements by the chair when announcing the measure.

Please find the attached legislative matrix which lists bills in priority order. Please note that we have listed separately measures that have failed deadlines or were “held” in the Appropriations Committees within each priority level (tier) in the matrix. Several bills that failed deadlines earlier this year have been removed. 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, as well as other features.

## 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 (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.
  
- **AB 2557 (Williams) Community Colleges: Intersession Extension Program.** AB 2557 (Williams) Community Colleges: Intersession Extension Program. AB 2557 deletes Pasadena City College as one of the six “eligible community college campuses” to participate in the new intersession extension pilot program created by AB 955 (Williams) from 2013. Pasadena City College requested to withdraw from the program.
  - **Status:** AB 2557 is on the Senate Floor.

- **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 both the Department of Finance and the Legislative Analyst's Office in 2018 and 2022.
  - **Position:** Support
  - **Status:** SB 850 passed in the Assembly Appropriations Committee with amendments specifying that an evaluation be done only by the Legislative Analyst's Office.
- **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. The intent is to ensure that all campuses have a degree audit system in place to monitor student progress toward a degree or certificate program. These provisions would not be operative until funding is made available.
  - **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:** SB 173 passed in the Senate Appropriations Committee with clarifying amendments on reporting requirements and intent language regarding base program funding.
- **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:** SB 897 passed in the Assembly Committee on Appropriations with amendments removing links to the consortia.

#### 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:** ACR 119 passed in the Senate Appropriations Committee and will be sent to the Senate floor.
- **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 passed in the Assembly Appropriations Committee with amendments that include specifying funds from the Career Pathways Trust.

### 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:** AB 1906 is in the enrollment process for preparation to be sent to the Governor.
- **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. The bond amount in the bill was originally set at \$9 billion with \$2 billion allocated to community colleges and \$500 million each to the University of California and the California State University. After being heard in the Senate Education Committee, the total amount of the bond as well as the allocations varied in print, and during discussions in the Capitol. In the Senate Appropriations Committee, the Department of Finance stated their opposition to AB 2235 citing a need for reforms to the process, the Budget Act agreement with UC and CSU, and the increase in the state debt a bond would create.
  - **Position:** Support
  - **Status:** AB 2235 passed in the Senate Appropriations Committee with amendments specifying an amount of \$4.3 billion, allocations and provisions for programmatic changes. Although the Senate Appropriations Committee's amendments are not in print, the author's staff confirmed that the allocations will be \$200 million each for the UC, CSU and community colleges.

### 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:** AB 2558 passed in the Senate Appropriations Committee.
- **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.
  - **Status:** SB 1391 passed in the Assembly Appropriations Committee with clarifying amendments.

#### GOVERNANCE

- **AB 1348 (Pérez, J) Postsecondary Education: California Higher Education Authority.** Although the California Postsecondary Education Commission (CPEC) was defunded by the Budget Act of 2011, statutes remain. AB 1348 would repeal statutes establishing the duties of CPEC and establish the California Higher Education Authority, as the replacement for CPEC. Amendments to AB 1348 have recently been posted and the author intends to move the bill. AB 1348 would establish the California Higher Education Authority which would be governed by a 13-member board of directors, appointed by the Governor, the Speaker and the Senate Committee on Rules. The board of directors will be required to convene a technical working group to advise on data and policy matters before the board of directors.
  - **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:** AB 1557 is on the Assembly floor for concurrence with amendments made in the Senate.
- **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:** AB 1942 is on the Assembly floor for concurrence with amendments made in the Senate.
- **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:** AB 2087 is on the Senate Floor.
- **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, is accredited by an accrediting agency recognized by the United States Department of Education and to make final accreditation documents available to the public via the institution's website.
  - **Status:** AB 2247 is on the Senate Floor.
- **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. It also requires the segments to adopt a plan to achieve those goals. The governor or designee shall convene a technical working group to advise in the development of the plans.
  - **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 technology and software to enhance student achievement. The coordination required in this provision would apply to purchases of more than \$1 million. 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:** AB 1969 passed on the Assembly floor for concurrence with Senate amendments and will be prepared for enrollment to be sent to the Governor.

## 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. The reasoning for the multicriteria addition was to allow for a more diverse field of candidates while improving the passing rate for the nursing licensing exam and improving the chances for successful completion in community college nursing programs.
  - **Status:** AB 548 was sent to the Governor.

## 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:** AB 1930 passed in the Senate Appropriations Committee with amendments to remove mandate requirements.
- **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.
  - **Status:** SB 967 passed in the Assembly Appropriations Committee.
- **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.
  - **Status:** SB 1023 passed in the Assembly Appropriations Committee.
- **SB 1369 (Block) Community Colleges: Disability Services Program.** SB 1369 amends statute relating to the Disability Services Program and the use of the term, "students with disabilities," instead of "disabled students." SB 1369 requires the regulations adopted by the Board of Governors to provide the apportionment of funds to each community college district to offset the direct excess costs ensuring that students with disabilities enrolled in state supported programs or courses receive academic adjustments, auxiliary aids and services.
  - **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:** SB 1400 is on the Assembly Floor.

## 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. The Cal Grant B award serves the lowest income students and pays for tuition and fees (only 2% of grant Cal Grant B recipients may use their award for these costs), books, supplies, food, rent and transportation.
  - **Status:** AB 1285 was “held” in the Senate Appropriations Committee.
  
- **AB 1976 (Quirk-Silva) Student Financial Aid.** AB 1976 increases to 50,000 the number of Competitive Cal Grant A and B awards that may be granted in an academic year, commencing with the 2015-16 academic year.
  - **Position:** Support
  - **Status:** AB 1976 passed in the Senate Appropriations Committee and will be sent to the Senate floor.
  
- **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.
  - **Status:** AB 2000 passed in the Senate Appropriations Committee and will be sent to the Senate floor.
  
- **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.
  - **Status:** AB 2160 passed in the Senate Appropriations Committee with amendments to clarify opt-out provisions, and to protect privacy.
  
- **AB 2201 (Chavez) US Selective Service: Financial Aid Ineligibility.** AB 2201 establishes a program through the Department of Motor Vehicles to register males between 18 and 26 years old for Selective Service when they submit an application for an original or a renewal of a driver’s license. This includes registration as a conscientious objector. Federal law requires males between the ages of 18 and 26 years of age to register for the Selective Service System, and failure to register results in fines and the loss of government benefits including Pell Grants, federal employment and services, and in some cases local government employment. 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:** SB 174 passed in the Assembly Appropriations Committee and will be sent to the Assembly floor.
  
- **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:** SB 798 passed in the Assembly Appropriations Committee and will be sent to the Assembly floor.
  
- **SB 845 (Correa) Electronic Disbursements of Student Financial Aid.** SB 845 requires the Board of Governors of the California Community Colleges and the Trustees of the California State University, and requests the Regents of the University of California and each governing body of an accredited private postsecondary educational institution, to develop model contracts that would govern at each campus within their respective systems the disbursement of a financial aid award, scholarship, campus-based aid award, or school refund on a debit, prepaid, or preloaded card and to make those contracts publicly available on their respective internet websites.
  - **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:** SB 1028 passed in the Assembly Appropriations Committee and was sent to the Assembly floor.

## VETERANS

- **AB 13 (Chávez) Nonresident Tuition Exemption: Veterans.** AB 13 requires community colleges, California State University, and the University of California to exempt a student veteran from paying nonresident tuition exemption. AB 13 was amended several times after it passed the Senate Education and Senate Appropriations Committees with amendments. On August 7, 2014, President Obama signed HR 3230, the Veterans' Access, Choice and Accountability Act of 2014. This bipartisan measure addresses the veteran's health crises, and provides other services. This measure includes a section on GI Bill education benefits, essentially requiring in-state tuition for

all veterans by preventing the Veterans Administration from paying a public institution for instruction through the GI Bill if the veteran is charged a rate higher than the in-state rate. The new federal law is effective for any quarter, semester or term that begins after July 1, 2015. If AB 13 were to pass, it would align state law with federal law, but become effective January 1, 2015, six months prior to the effective date of HR 3230.

- **Position:** Support
- **Status:** After amendments sent AB 13 back to the Senate Rules Committee, the measure remained with the Committee, and is not expected to move forward.

#### **ADVOCATES LIST SERVE**

Government Relations information is routinely distributed using the list serve:

[ADVOCATES@LISTSERV.CCCNEXT.NET](mailto:ADVOCATES@LISTSERV.CCCNEXT.NET).

If you have not already subscribed you are welcome to join. Please follow the instructions below:

**To subscribe** send an e-mail from the address to be subscribed to [LISTSERV@LISTSERV.CCCNEXT.NET](mailto:LISTSERV@LISTSERV.CCCNEXT.NET) and put SUBSCRIBE ADVOCATES in the body of a BLANK, NON-HTML e-mail. NO SUBJECT OR SIGNATURES.

**To unsubscribe** from the listserv, send e-mail from the subscribed address to: [LISTSERV@LISTSERV.CCCNEXT.NET](mailto:LISTSERV@LISTSERV.CCCNEXT.NET) and put UNSUBSCRIBE NETADMIN in the body of a BLANK, NON-HTML e-mail. NO SUBJECT OR SIGNATURES.



California Community College Chancellor's Office Legislative Tracking Matrix  
 2014 Legislative Session: 8/25/2014

BILL	AUTHOR	SUBJECT	FIRST HOUSE						SECOND HOUSE						STATUS
			Policy Cmte	Fiscal Cmte	Floor	Debt/Rules	Policy Cmte	Fiscal Cmte	Floor	Debt/Rules	Policy Cmte	Fiscal Cmte	Floor	Debt/Rules	
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1</b>															
AB 13	Chavez	Nonresident Tuition Exemption: Veterans	X	X	X	X	X	X	X	X	X	X	X	X	Senate Rules
AB 548	Salas	Community Colleges Registered Nursing Programs	X	X	X	X	X	X	X	X	X	X	X	X	Chaptered
AB 1446	Mullin	Designation of Voter Registration Agencies	X	X	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 1557	Holden	Board of Governors of Community Colleges	X	X	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 1906	Wilk	Community College Property: Direct Costs for Use	X	X	X	X	X	X	X	X	X	X	X	X	Chaptered
AB 1930	Skinner	CalFresh: Student Eligibility	X	X	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 1942	Bonta	Community Colleges: Accreditation	X	X	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 1969	Levine	Intersegmental Coordination in Governance Software Purchasing	X	X	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 1976	Quirk-Silva	Student Financial Aid (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 2000	Gomez	Public Postsecondary Education (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 2087	Ammiano	Board of Governors of Community Colleges	X	X	X	X	X	X	X	X	X	X	X	X	Erolled
AB 2099	Frazier	Postsecondary Education	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 2160	Ting	Cal Grant Program: Grade Point Average	X	X	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 2235	Buchanan	Kindergarten-University Public Education Facilities (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 2247	Williams	Accreditation Documents	X	X	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 2445	Chau	Community Colleges: Transportation Fees	X	0	X	X	X	0	X	X	0	X	X	X	Chaptered
AB 2557	Williams	Community Colleges: Intersession Extension Program	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 2558	Williams	Community Colleges: Faculty and Staff Development (Sponsor)	X	0	X	X	X	0	X	X	0	X	X	X	Enrolled
ACR 95	Gomez	Community Colleges: Part-Time Faculty	X	0	X	X	X	0	X	X	0	X	X	X	Chaptered
ACR 119	Muratsuchi	Community Colleges: Career Technical Education	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
HR 41	Ting	City College of San Francisco (Support)	X	0	X	X	X	0	X	X	0	X	X	X	Enacted
SB 173	Liu	Education Funding: Adult Health and Safety Education	X	X	X	X	X	X	X	X	X	X	X	X	Asm. Floor
SB 174	De Leon	Student Financial Aid: Cal Grant Program (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Enrolled
SB 798	De Leon	Income Taxes: Contributions to Education Funds (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Enrolled
SB 850	Block	Community College Districts: BA Degree Pilot Program (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Concurrence
SB 897	Steinberg	Educational Competitive Grant Programs: Adult Education	X	X	X	X	X	X	X	X	X	X	X	X	Asm. Floor
SB 923	Pavley	Educational Apprenticeship Innovation Act	X	X	X	X	X	X	X	X	X	X	X	X	Asm. Floor
SB 967	De Leon	Student Safety: Sexual Assault (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Asm. Floor
SB 1023	Liu	Community Colleges: Foster Youth (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Asm. Floor
SB 1028	Jackson	Student Financial Aid: Cal Grant C Awards (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Enrolled
			X	X	X	X	X	X	X	X	X	X	X	X	Asm. Floor



**California Community College Chancellor's Office Legislative Tracking Matrix**  
**2014 Legislative Session: 8/25/2014**

BILL	AUTHOR	SUBJECT	FIRST HOUSE										STATUS		
			Policy Cmte	Fiscal Cmte	Floor	Debit Rules	Policy Cmte	Fiscal Cmte	Floor	Debit Rules	Policy Cmte	Fiscal Cmte		Floor	Debit Rules
SB 1391	Hancock	Inmate Education Programs: Computation (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Asm. Floor
SB 1400	Hancock	Community Colleges: Expulsions	X	0	X	X	0	X	X	0	X	X	0	X	Enrolled
SR 47	Leno	City College of San Francisco (Support)	0	0	X	0	0	0	0	0	0	0	0	0	Adopted
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TER: SAILEL DE VRIES/HELD</b>															
AB 640	Hall	Cal Grant Program: Renewal Awards	X	X	X	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	X	X	X	Sen. Approps. Held
AB 1348	Perez J	California Higher Education Authority	X	X	X	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	X	X	X	Sen. Approps. Held
AB 2201	Chavez	US Selective Service: Financial Aid Ineligibility (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Sen. Approps. Held
AB 2352	Chesbro	Community Colleges: Early, Middle College High School	X	X	X	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	X	X	X	Sen. Approps. Held
SB 1196	Liu	Public Postsecondary Education	X	X	X	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	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	X	X	X	Asm. Approps. Held
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TER 2</b>															
AB 330	Chau	Student Financial Aid: Disclosures	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor Inactive
AB 675	Fong	Community Colleges: Employment of Faculty	X	0	X	X	0	X	X	0	X	X	0	X	Chaptered
AB 1318	Bonilla	Student Financial Aid: Cal Grant Program	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 1431	Gonzalez	School District and Community College Elections	X	X	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 1433	Gatto	Student Safety	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 1521	Fox	Local Government Finance: Property Tax Revenue	X	X	X	X	X	X	X	X	X	X	X	X	Concurrence
AB 1549	Rendon	Postsecondary Education: Equity in Higher Education Act	X	X	X	X	X	X	X	X	X	X	X	X	Senate Rules
AB 1590	Wleckowski	Student Financial Aid: Cal Grant Program	X	X	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 1606	Chavez	Community College Employee: Leaves of Absence	X	0	X	X	X	X	X	0	X	X	X	X	Chaptered
AB 1668	Wleckowski	Educational Facilities Authority	X	X	X	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	X	X	X	Chaptered
AB 1927	Frazier	Student Financial Aid: Debit Cards	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 1979	Nazarian	School Facilities: School Finance Authority	X	X	X	X	X	X	X	X	X	X	X	X	Asm. Education
AB 1989	Chesbro	Underage Drinkers: Winemaking, Brewery Science Students	X	0	X	X	X	0	X	0	X	0	X	0	Chaptered
AB 2148	Mullin	Workforce Development Annual Report Card	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 2295	Ridley-Thomas	Community Colleges: Substitute, Short Term Employees	X	X	X	X	X	X	X	X	X	X	X	X	Enrolled

**California Community College Chancellor's Office Legislative Tracking Matrix  
2014 Legislative Session: 8/25/2014**

BILL	AUTHOR	SUBJECT	First House			Second House			STATUS
			Policy Cmte	Floor	Desk/Rules	Policy Cmte	Floor	Concurrence	
AB 2350	Bonilla	Prevention of Pregnancy Discrimination, Education	X	X	X	X	X	Enrolled	
AB 2377	Perez J	State Student Loan Refinancing Program	X	X	X	X	X	Senate Floor	
AB 2736	Higher Ed. Cmte	California State University	X	X	X	X	X	Asm. Higher Ed.	
SB 845	Correa	Electronic Disbursement of Student Financial Aid	X	X	X	X	X	Chaptered	
SCR 79	Galgiani	School and College Textbooks: Recycled Paper	X	X	X	X	X	Assembly Floor	
SR 23	Steinberg	Standing Rules of the State Senate	X	X	X	X	X	Enacted	
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2: FAILED DEADLINES/HELD</b>									
AB 1568	Grove	Public Contracts: Direct Quotes	X	X	X	X	X	Sen. Approps. Held	
AB 1953	Skinner	Higher Education Energy Efficiency Act: Grants	X	X	X	X	X	Sen. Approps. Held	
AB 2033	Salas	Agriculture Career Technical Education: Funding	X	X	X	X	X	Sen. Approps. Held	
AB 2216	Muratsuchi	Regional Occupational Centers and Programs: Funding	X	X	X	X	X	Sen. Approps. Held	
SB 837	Steinberg	Schools: Transitional Kindergarten	X	X	X	X	X	Asm. Approps. Held	
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3</b>									
AB 194	Campos	Open Meetings: Protections for Public Criticism	X	0	X	X	0	Senate Floor	
AB 834	Williams	Performance Sheets	X	X	X	X	X	Chaptered	
AB 1711	Cooley	Administrative Procedures Act: Impact Assessment	X	X	X	X	X	Senate Floor	
AB 2060	Perez V	Postrelease Community Supervision: Workforce Training	X	X	X	X	X	Senate Floor	
AB 2476	Bonta	Employment After Retirement: Eligibility	X	X	X	X	X	Chaptered	
AB 2548	Ting	Postsecondary Education	X	X	X	X	X	Concurrence	
AB 2675	Lowenthal	State Agency: Public Contracts	X	X	X	X	X	Senate Floor	
AB 2720	Ting	State Agencies: Meetings: Record of Action Taken	X	X	X	X	X	Senate Floor	
SB 915	Hill	Standardized Tests: Cancellation or Invalidation	X	X	X	X	X	Chaptered	
SB 1022	Huff	Labor Market Outcome	X	X	X	X	X	Enrolled	
SB 1069	Torres	Student Tuition Recovery Fund: Claims	X	X	X	X	X	Asm. Floor	
SB 1200	Padilla	Public Postsecondary Education and Academic Standards	X	X	X	X	X	Enrolled	
SB 1210	Lara	Postsecondary Educational Loan Program	X	X	X	X	X	Asm. Floor	
SB 1219	Torres	Public Employees' Retirement: Service After Retirement	X	X	X	X	X	Asm. Floor	
SB 1220	Torres	State Teachers Retirement	X	X	X	X	X	Enrolled	
<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	Sen. Approps. Held	
SB 1248	Lara	Academic Achievement Gap Task Force	X	X	X	X	X	Asm. Approps. Held	

**California Community College Chancellor's Office Legislative Tracking Matrix  
2014 Legislative Session: 8/25/2014**

BILL	AUTHOR	SUBJECT	First House			Second House				STATUS	
			Policy Cmte	Fiscal Cmte	Floor	Deas/Rules	Policy Cmte	Fiscal Cmte	Floor		Concurrence
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - Budget</b>											
AB 1480	Skinner	Budget Act	X	0	X	X	X	X			
AB 1469	Skinner	Budget Act STRS	X	0	X	X	X	0	X		Chaptered
SB 872	Skinner	Budget Act	X	0	X	X	X				
SB 852	Leno	Budget Act	X	0	X	X	X	0	X		Chaptered
SB 858	Leno	Budget Act Omnibus	X	0	X	X	X	0	X		Chaptered
SB 859	Leno	Budget Act LCFF	X	0	X	X	X	0	X		Chaptered
SB 860	Leno	Budget Act Omnibus Higher Education	X	0	X	X	X	0	X		Chaptered
SB 869	Leno	Budget Act Education Facilities	X	0	X	X	X	0	X		Chaptered
<p><b>STATUS</b></p> <p><b>Info</b> - 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 criteria.</p> <p><b>Failed</b> - The bill was heard in committee or on the floor and did not pass. Reconsideration may have been granted.</p> <p>Contact: Radh Avambula, Governmental Relations, <a href="mailto:radh.avambula@ccc.edu">radh.avambula@ccc.edu</a>, (916) 327-6277</p>											





## Executive Committee Agenda Item

SUBJECT: Regional and Town Hall Meetings		Month: September	Year: 2014
		Item No: IV. A.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the agendas for regional meeting for Fall 2014.	Urgent: YES	
		Time Requested: 20 mins.	
CATEGORY:	Action Item	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	M. Grimes-Hillman/J. Todd	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 last meeting, the Executive Committee approved holding two regional meetings this fall: Student Equity and Success (September 26 – 27) and Curriculum Regional Meetings (October 17 – 18). The Executive Committee will discuss the agenda topics for the regional meetings and provide feedback to committee chairs for further refinement.

### Student Equity and Success

North location: Los Rios CCD, September 26  
South location: Mt. San Antonio College, September 27

9:00 - 9:15 Welcome (James Todd)  
9:15-9:45 Equity Plan Requirements - *Debra Sheldon, CCCCCO*  
9:45-10:15 How to Develop and Analyze Disproportionate Impact Data -  
*Institutional Researchers Brianna Hays (San Diego Mesa College)*

10:15-10:30 Break  
10:30-11:45 Building Your Plan and Integrating with SSSP (college examples of completed plan drafts, including Foothill College, CRC, etc.) - *Carolyn Holcroft, Foothill; BJ Snowden, CRC*

11:45-1:00 Sharing and Reading Data/Lunch (conversations about what colleges have found) - *EDAC members*

1:00-2:00 Identifying Interventions that Work - *Brad Phillips (?), EDAC members*  
2:00-3:00 Monitoring and Evaluating Effectiveness - *Brad Phillips (?), EDAC members*

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

## Curriculum Institute

North location: Los Rios, October 17

South location: TBD, October 18

### Agenda

9:30AM – 11:45AM- Joint Informational session for CIOs, curriculum chairs and specialists

1. Welcome, Housekeeping and Introductions (15 minutes)
  - a. Cards on tables for unanswered questions
2. Important ASCCC Dates (Handout)
3. Report from the Chancellor's Office (45 minutes 15 minutes for Q&A)
  - a. Deadlines for ADTs, C-ID, and COTs
  - b. PCAH update
  - c. Audits
4. Report from the ASCCC front (45 minutes 15 minutes for Q&A)
  - a. CB 21 Update (Ginny)
  - b. CTE Curriculum Update – CID, TMC, Doing What Matters) (MGH will need help)

11:45AM – 12:00PM Break

12:00 PM – 12:30 PM Lunch (for up to 200)

12:30 – 3:30 Breakout

1. Breakout A: Curriculum Specialist Training (room for up to 100)  
AV Needs Projector, Internet Access
2. Breakout B: Curriculum Chairs (room for up to 100) (45 minutes for each topic with 15 minute Q&A))  
AV Needs Projector, Internet Access
  - a. AB 86 and all things non credit (Debbie or Non Credit member)
  - b. Prerequisites Next Steps: Disproportional Impact and Equity Plans (James)
  - c. DE and regulations (John F to send someone)



## Executive Committee Agenda Item

SUBJECT: Fall Plenary Session Program		Month: September	Year: 2014
		Item No: N. B.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Fall Plenary Session program including breakouts sessions.	Urgent: YES	
		Time Requested: 60 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	David Morse	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 2014 Fall Plenary Session is November 13 – 15, 2014 in Irvine California. The Executive Committee will consider for approval the session program including breakout topics. In addition, member will be informed about the timelines for submitting information to ensure all deadlines are met.

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



## 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.)

**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**

The new delegate orientations weren't that heavily attended the last two sessions. It is competing with registration/check-in and breakfast. Would we be better off combining new delegate orientation with the "I'm new breakout?"

#### **2. Adult Basic Education Course Development and new CDCP Funding: Hopes, Dreams, and Concerns (Curriculum presenting with Noncredit Committee members)**

The Chancellor's Office has proposed to bring the CDCP (Career Development and College Preparation) funding rate up to the credit funding rate starting in 2015/16! How does this new funding model change our conversations about adult education and basic skills courses? This session offers information and raises questions about curricular implications

#### **3. The Online Education Initiative (Freitas, OEI)**

This could fill an entire breakout...perhaps there should be separate breakouts on CAI and EPI?) – If there is a general session presentation about all three initiatives at a higher level, this would be a more detailed look at the OEI. For instance, the criteria for determining if course design is of sufficient quality can be presented along with the rubric, a review of the CCMS RFP (assuming it is released to the field on time), online tutoring RFP, student readiness modules

#### **4. You want me to drive where? (Local Senates)**

Exploring the representative structure of the ASCCC in response to resolution 01.05, Spring 2014: Evaluate Representative Positions of the Academic Senate for California Community Colleges Executive Committee.

#### **5. Professional Development and Student Success (PDC)**

#### **6. Legislation (Bruno)**

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

#### **1. ASCCC Strategic Planning Process (Morse/Bruno)**

#### **2. Resolutions Process Nuts and Bolts (Resolutions)**

Why we use the resolutions process, writing effective resolutions, resolutions handbook

#### **3. Student Mental Health Program (EDAC)**

#### **4. EPI (Rico, EPI)**

#### **5. Applied and Contextual Courses that meet the Math and English requirements (Curriculum)**

Do you have courses outside of Math and English that meet the local Associate Degrees



requirements? Let's talk about contextualized and applied courses and how to best serve non-transfer students.

**6. Relations with Local Senates: What have you done for me lately? (Local Senates)**

Exploring how the ASCCC can better address local senates, solicit feedback from them, and encourage more senates to ask for local visits.

**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: AB86 (1:45 p.m. – 2:45 p.m.)

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

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

**1. AB 86: Exploring New Possibilities for Student Success Follow-up Breakout (Non-credit)**

What if our students took most of their basic skills courses on the noncredit side of our house in preparation for their courses on the credit side? What would our ideal community college look like? How are your AB 86 conversations going? Are your faculty involved? Are you dreaming big? What are your elephants in the room? This session is for information sharing and gathering. Etc.

**2. Equity and Accreditation: Using SSSP, Equity Plans, Enrollment Management Plans in the Accreditation Process (Accreditation)**

**3. Come get your Curriculum Hot Topics before they are gone (Curriculum)**

Come and learn what is happening in the world of curriculum. Will bring you snapshots of the world in stand-alone course approval, the PCAH revision, Units and Contact hours

**4. Cultural Competency in our Local Senates and On Campus (EDAC)**

This session will be a short presentation followed by a sharing and brainstorming session with EDAC and Local Senates Committees. How do we break out of silos and build networks? How do we pursue agendas of inclusiveness? How can we best diversify our leadership and classrooms? What does cultural competency mean on local campuses and in the ASCCC? EDAC will use information generated through this breakout to develop our pending Cultural Competency plan.

**5. Concurrent Enrollment/Dual Enrollment (Ed Pol, Freitas/Crawford)**

**6. Update on Bylaws Revision (S&P)**

**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. Brown Act Compliance (Local Senates)**

**2. Who Are You? Academic Integrity and Student Authentication in Online Courses/ Student Success in Online Education (Freitas/Davison)**

Verifying student identity, preventing cheating, to proctor or not to proctor, the role of good course design in promoting academic integrity. The Importance of Regular and Effective Contact – the

importance of good design for online courses on student success, closing online equity gaps (see the recent Public Policy Institute report)

3. **Building and Sustaining Noncredit Programs (Noncredit)**
4. **Messaging to students about the ADT's (TAC)/C-ID TMC Update (JB and MP)**
5. **The New Standards (Accreditation) 50% law/75/25/FON/Budgetary restrictions (Morse)**

**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 (EDAC)**
2. **Thriving through Sanctions, “Thank you, sir may I have another?” I have sanctions, now what? (Accreditation)**
3. **Planning and Implementing Professional Development (PDC)**
4. **Apprenticeship (Crawford/North)**
5. **Disciplines List and Equivalency (S&P)**
6. **Conversation with the president (Morse/Bruno)**

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

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

**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**

**Possible Keynote. Darla Student Success**

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

Missing—Dan Crump, Wheeler North, Phil Crawford,

**Other Possible Breakouts:**

- **Let's Bitch (Accreditation)**
- **Revisiting the Local Senate's Toolkit (Local Senates)**
- **Online Education: Hot Topics (DE Kale/Dolores)** – e.g. accessibility, instructor-generated content vs. publisher course packs, student authentication (the catch-all breakout if others aren't accepted by Exec)
- **Automatic Awarding of Degrees (Ed Pol)**  
Response to resolution 13.01 F12 to explore pros and cons. Survey was conducted in the spring and a Rostrum article is planned for the pre-plenary issue.

## 2014 Fall Session Timelines

### Due in September 2014

- Area meeting information due by September 5, 2014 to Tonya
- Session Save the Date Emailed: September 15, 2014
  - This mailing introduces the theme and directs people to the website.
- Draft papers by Agenda Deadline—September 24, 2014 for second reading (Send with Agenda item)
- Pre-session resolutions due – September 24, 2014 to Julie

### 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

### Due in November 2014

- Fall Session November 13-14, 2014



## Executive Committee Agenda Item

SUBJECT: Associate Degree for Transfer Guidelines Paper		Month: September	Year: 2014
		Item No: IV. C.	
		Attachment: Draft Paper	
DESIRED OUTCOME:	Review and comment on the ADT paper.	Urgent: No	
		Time Requested: 40 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	J. 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:

In Fall 2013, the body adopted a resolution calling for a paper establishing guidelines and effective practices for local development and implementation of an Associate Degree for Transfer. In response to the resolution, a task force was formed to write the paper for adoption by the body at the fall 2014 plenary session. In the process of developing the guidelines, the paper will be vetted through various stakeholders including, but not limited to, the Intersegmental Curriculum Workgroup, the C-ID Advisory Committee, Articulation Officers, Counselors, and others, as necessary. This is the first reading of the paper with the second and final reading to follow in October.

A draft of the paper was disseminated electronically to the Executive Committee for review and comment on August 25<sup>th</sup>. The draft submitted with this item includes any revisions based on those comments.

### Current Taskforce Members:

Julie Bruno  
Dave Degroot  
Michelle Pilati  
Cynthia Rico  
Craig Rutan  
Erik Shearer

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

Guidelines for the Development and Implementation of Associate Degrees for Transfer  
Draft – August 18, 2014

Introduction

In 2010, Senate Bill 1440 (Padilla, 2010) was signed into law. This bill mandated that California's 112 community colleges develop a new type of associate degree, an "Associate Degree for Transfer" (ADT), that conforms to specified unit limits at the CCC and specifically prepares a student for admission to the California State University (CSU) with certain guarantees after transfer. The legislation did not specify how the degrees should be developed, making it possible for faculty to take responsibility and propose a concerted, coordinated approach to implementation that would ensure that the college and university faculty remained in charge of the curriculum and yield additional benefits for students not dictated by the legislation.

As a consequence of this legislation, Transfer Model Curricula (TMCs) were developed intersegmentally to define elements of the curriculum in ADTs so that CCCs could create local degrees and CSUs could determine how they would make this statewide curriculum work. As interest in realizing the potential benefit of SB 1440 increased, the CCC Board of Governor's established a system of degree-development goals to prompt local degree development. More recently, a second piece of legislation (SB 440, Padilla, 2012\*) established degree-development mandates. While structures were established for the identification of the curriculum in these degrees and although guidance was provided to individual colleges when requested, a more methodical approach was lacking. This paper is a response to Resolution 9.01 (Fall 2012) that stated the following:

Whereas, The California Community College Chancellor's Office based upon the passage of SB 1440 has set Associate in Arts for Transfer and Associate in Science for Transfer degree completion goals;

Whereas, California community college campuses are mandated to rapidly develop and implement Associate Degrees for Transfer (ADT) to improve student transfer completion and to streamline the transfer process;

Whereas, There are minimal guidelines and/or best practices available to assist instructional faculty, counselors, and articulation officers with ADT development issues such as campus coordination and oversight, alignment with and application of the Transfer Model Curriculum (TMC), modification of courses to meet C-ID descriptors; and

Whereas, There are no written guidelines and/or best practices available for student services faculty to address ADT implementation issues such as reciprocity, course pass pass-alongs, course substitutions, pass/no pass and C- grading, external examinations;

Resolved, That the Academic Senate for California Community Colleges in

consultation with the Academic Senate of the California State University develop guidelines and/or best practices for the development and implementation of ADTs and report to the body by Fall 2014.

This paper will provide a brief history of ADTs, summarize existing policies relevant to ADTs, and suggest local effective practices with respect to degree development. Readers who are not familiar with these efforts and the many acronyms used to facilitate communication may wish to print out Appendix A for reference. (replacing footnote idea?)

### **History of C-ID and TMC**

Transfer Model Curricula (TMCs) came into existence in response to SB 1440 and are an intersegmentally developed structure for the major component of an associate degree. Because a TMC consists of courses, a system was needed to define the courses that comprise the TMC. The Course Identification Numbering System (C-ID) was already in existence when the TMC effort was initiated and offered a logical means of identifying the courses in the TMC. C-ID had been the CCC system's response to the call for a common course numbering system and offered a means of attaching a designation to course to signal that that course was comparable to other courses with the designation. Since its inception in 2007, C-ID has provided a centralized system facilitating communication between and among faculty at the three segments of public higher education. What follows is a brief history of the development of the C-ID and TMC projects.

### **Background**

There has long been an interest in California to create clear pathways that would allow students to easily and successfully navigate transfer between segments to achieve their education. The impetus was articulated in the 1960 *Master Plan for Higher Education* and subsequently strengthened by various pieces of legislation. One solution proposed in legislation was a common course numbering system as a way to facilitate transfer through the process of identifying comparable courses.

The California Articulation Number (CAN) System began as a pilot project in 1982, involving a dozen CCCs, 5 baccalaureate granting institutions, and transfer courses in 27 disciplines (CPEC, 1983). CAN went on to serve as a statewide mechanism for recognizing comparable courses by attaching a California Articulation Number to courses that were part of the system. Participation in CAN was voluntary. Brief CAN identifiers were developed for common transferable courses, creating a system to numerically tag courses to signal their comparability. After establishing articulation with just four participating state universities, a community college course would receive a CAN number and, consequently, articulation with all participating institutions. Thus, the necessity for each campus to negotiate articulation agreements with every other campus could be eliminated.

CAN became the foundation for a statewide articulation numbering system, but had shortcomings including vague course descriptions and a lack of significant faculty participation and review. Due to lack of funding, CAN's operations ended in 2005 and California was clearly in need of a system more comprehensive than CAN and yet capable of allowing local colleges to maintain their autonomy on courses and curriculum.

Expanding on the efforts of CAN, the Intersegmental Major Preparation Articulated Curriculum Project (IMPAC) convened intersegmental discipline faculty from across the state to discuss how best to prepare community college students to meet faculty expectations at the CSUs and UCs in terms of major preparation. In doing so, faculty discovered that it would be possible to develop a core curricular pattern in many majors that would allow students to better prepare for upper division coursework regardless of major. Although funding for IMPAC ended in 2006, the work of this project helped provide a stepping-stone on the pathway to improving the transfer efforts of California students by identifying potential transfer pathways that could prepare students for multiple institutions.

Subsequent to IMPAC, the CSU system sought to improve the transfer pathway for community college students with the Lower Division Transfer Pattern (LDTP) project. LDTP expanded on the work of IMPAC by developing transfer pathways that were accepted by all CSUs. As a part of the LDTP process, the CSU developed a detailed course descriptor for each course in LDTP. Community college courses received a Transfer CSU number (TCSU) when their courses were deemed comparable to a descriptor (in contrast to the articulation-based numbering system used by CAN). Ultimately, however, only a handful of LDTP descriptors were completed for each of the 30 disciplines before funding ending and left unaddressed hundreds of courses articulated and posted in ASSIST.

## **C-ID**

In 2007, the Course Identification Numbering System (C-ID) began as a pilot project to improve on the organizational structures provided by CAN, the intersegmental faculty engagement process initiated with IMPAC, and the creation of descriptors as in LDTP. As a result, a system was developed that could respond to the need for a common course numbering system supported by intersegmental collaboration, increased faculty participation, and the creation of descriptors with specificity and rigor which more closely resembled course outlines of record.

Recognizing the intersegmental impact that such a system would have on all four segments of higher education in California (CCCs, CSUs, University of California (UC), and the Independents), the C-ID pilot project began by garnering intersegmental support through the establishment of an advisory committee consisting of intersegmental representatives to direct the development of a pilot numbering system



that would add numerical identifiers to courses in the same way that CAN had done and LDTP began to do.

C-ID proponents recognized early that any course identification system must be predominately faculty-driven. Since teaching faculty have the necessary expertise and responsibility for curricular design and revision, the C-ID process relied heavily upon Faculty Discipline Review Groups (FDRGs) that consisted of intersegmental senate-appointed discipline faculty. Most commonly, an FDRG consists of 3 CCC and 3 CSU faculty. FDRG members identify the courses for which descriptors are to be developed, develop the descriptors, and, typically, play a role in determining which courses receive a C-ID designation. In an effort to address one of the shortcomings of the CAN system, C-ID descriptors are robust, comparable to a community college course outline of record. C-ID's initial implementation efforts and on-going processes have benefitted from and built on the work of other faculty driven initiatives (e.g., CAN, IMPAC, LDTP, UC Streamlining and Pathways projects). The FDRGs were tasked with:

- identifying those courses already widely articulated in their field, particularly those lower division, pre-major, or major courses in their discipline beyond the introductory core courses
- determining which courses within the discipline needed descriptors and a C-ID number
- assignment of a supra-number to those prioritized courses based on the C-ID numbering protocol
- development of C-ID descriptors for those numbered courses which would identify course content and topics to be addressed in each course and specify any applicable outcomes and knowledge expected of students who complete the course

Upon the FDRG's development of a draft descriptor, that descriptor is made available on the C-ID website for statewide intersegmental vetting. After the vetting process is completed, the FDRG reviews the feedback received to ensure that the descriptor reflected a general discipline consensus statewide. As curriculum is not static, all descriptors are scheduled for review approximately every 5 years.

As discipline experts with first-hand knowledge of the descriptors, FDRG members were then uniquely qualified to serve as Course Outline of Record Evaluators (COREs) and to review community college course outlines of record submitted for a C-ID designation. As needed, additional faculty discipline experts (from outside of the FDRG) were brought on as COREs. Training was provided both on the technology related to the course review process as well as discipline-specific norming.

As C-ID expanded in scope, the C-ID Advisory Committee created policies and established foundational processes to structure the work of the FDRG and enhance the development of a vigorous course numbering system. Further, a web-based infrastructure was fully developed to support the course outline of record review process, including a database of approved descriptors and an online submission and

review system. While participation in C-ID was not initially mandated and submission of courses to C-ID was not proposed to confer any obligations on the submitting CCC, the use of C-ID in Associate Degrees for Transfer (ADT) degrees, as well as the general interest in facilitating student movement among the CCCs, has resulted in a mandate from the CCC Chancellor's Office for submission to C-ID of certain courses in ADT Degrees and it is has now been established that a C-ID designation establishes articulation within the CCCs (Appendix X – November 30 2013 E-Mail/memo??). In addition to a C-ID designation granting portability within the CCC system, numerous CSU departments are granting articulation upon receipt of a C-ID designation.

### **C-ID and SB 1440**

Senate Bill 1440 (Padilla, 2010) was intended to ensure that students transferring from a CCC to the CSU received a degree prior to transferring, had an efficient transfer pathway, and were guaranteed admission to the CSU. The legislation prohibited a CCC from imposing "local graduation requirements" and the CSU from requiring a student to repeat courses that were comparable/similar (check bill). According to SB 1440, Section 1 (c) "Currently, the coursework necessary to transfer to a campus of the California State University or the University of California differs from the coursework needed to earn an associate degree. As a result, many transfer students leave the community college system having completed transfer requirements, but are unable to participate in community college graduation ceremonies, do not have a degree to show for their work, and are ineligible for some awards and scholarships because they did not fulfill current requirements for an associate degree".

With SB 1440, an attempt was made to streamline the process of student transfer between the CCC and CSU systems. The legislation required the creation of a 60-unit Associate Degree for Transfer (ADT) guaranteeing admission with junior standing to the CSU system. The CSU system, in turn, was prohibited from making students repeat similar courses and the student could only be held to 60 more units for a total of 120 units for a baccalaureate degree.

Since the content of community college degrees is an academic matter, the Academic Senate for California Community Colleges (ASCCC) and the Academic Senate California State University (ASCSU) took the lead on coordinating a statewide response to SB 1440. Rather than all 112 CCCs developing 112 different degrees in each transfer major, a statewide response was initiated in the form of a transfer model curriculum (TMC). With the C-ID structure established, a viable framework existed for the creation of the TMC. To codify the use of the C-ID framework for the development of SB1440 degrees, Resolution 9.12 was passed in fall of 2010:

Whereas, It is the intent of SB 1440 (Padilla, 2010) to improve student transfer by decreasing the complexity of transfer and the unique requirements of the 23 California State University (CSU) campuses that are a primary source of confusion for students preparing to transfer; □□

Whereas, SB 1440 permits each of the 112 California community colleges to develop a variety of unique degrees which would not provide the opportunity to develop programs based on statewide coordination (i.e., the ability to transfer to any CSU where that major or a similar major exists) where possible; and  
Whereas, SB 1440 does not prohibit the development of model curriculum in each transfer major;

Resolved, That the Academic Senate for California Community Colleges support the development of transfer model curriculum in majors and areas of emphasis through the Course Identification Numbering System (C-ID).

Since the effort required intersegmental cooperation, the ASCCC and ASCSU leadership agreed that the established infrastructure of C-ID would be the best implementation vehicle as the technology and faculty expertise were already in place.

To accomplish the work, each TMC would be developed by a Faculty Discipline Review Group (FDRG) as in the case of C-ID descriptors. The TMC would define the foremost components of a degree in a major and then delineate options that colleges could select from as they design a degree that meets the needs of their local student population. The goal was to effectively establish common major preparation while also allowing for some local flexibility. In this way, students would know what was expected in each major, and CSU faculty could be confident that incoming transfer students who receive priority admission (as required by the legislation) have a certain minimum level of preparation for the major.

The Intersegmental Curriculum Workgroup (ICW) was established to oversee the development of TMCs. The core members of the ICW, as appropriate for curricular matters, were faculty. Providing support and additional input were CCC and CSU representatives from both the academic senates and chancellors' offices. Additional representatives brought later to the ICW table came from administration, articulation, and transfer centers. Initially, the ICW identified the top 25 majors, building from the work initiated in CAN, IMPAC, and LDTP, as well as those majors identified with the highest number of transfers. The ICW was vested with overseeing policies related to the TMCs as well as serving as the accepting body once a TMC was finalized.

Articulation officers (AOs) have played a vital role in the C-ID process from its inception and serve as the primary conduit between the C-ID/TMC system and their local discipline faculty. Due to the import of the C-ID/TMC work, the process for TMC development typically begins with a large and open Discipline Input Group (DIG) meeting, where all interested parties are invited to attend. AOs at DIG meetings, support the work of FDRGs, and facilitate the submission of courses to C-ID on behalf of their college. CSU articulation officers also act as conduits, sharing C-ID descriptors with the discipline faculty on their own campus to potentially articulate the descriptors and educating their faculty more generally regarding C-ID and TMC efforts. Articulation

officers also participate in the descriptor and Transfer Model Curriculum vetting process, they assist C-ID with identifying faculty from their respective campuses to serve as members of the FDRGs or as COREs (Course Outline of Record Evaluators); and at the CCC they assist their own discipline faculty as they modify courses to be proposed for a C-ID designation. In 2013, a C-ID Articulation Officer Subgroup was created to support and assist the work of C-ID and ICW, when appropriate.

Participation in C-ID is not limited to the CCCs. CSU articulation officers are using the C-ID website to indicate their courses which have been deemed comparable to C-ID descriptors and then forging the way to new articulation by seeking out community colleges who have obtained C-ID designation for those courses.

As a result of strong intersegmental coordination, early and effective policy discussions, and the two systems' commitment to a statewide process, C-ID began implementation of SB 1440 in 2011 by hosting Discipline Input Group (DIG) meetings and expanding Faculty Discipline Review Group (FDRG) meetings to coordinate with the elements and requirements of SB 1440.

Building on the process established by the C-ID project, faculty begin the discussion of a TMC and the corresponding descriptors through the convening of a DIG. By calling together discipline faculty, these statewide meetings mark the first phase in the development of new TMCs and identification of the C-ID course descriptors necessary to define the required courses in the TMCs. These meetings are the precursors to the work of the FDRG, whose role it is to take what was started at the DIG and bring it to conclusion.

Over time, the C-ID project and the development of the TMCs have been inexorably integrated. The benefits to students are numerous as evidenced by the increase in the number of TMC-aligned degrees awarded each year.

### **Effective Practices: TMC > COT > ADT**

#### **Transfer Model Curriculum**

Local faculty engagement in all aspects of the C-ID descriptor and TMC development process is critical. All faculty in a discipline should ensure that they are on that discipline's listserv (<http://www.c-id.net/listserv.html>), as well as on the listserv for other disciplines that impact the discipline (e.g., biology and physics faculty may have an interest in chemistry curriculum). Many CCC AOs have opted to sign up for all listservs so as to be informed of any proposed, in progress, or finalized work. Discipline listservs are one-way forms of communication, used by the ASCCC to send messages to intersegmental faculty in the discipline, as well as other interested parties who have subscribed to the list-serv.

Once a TMC has completed the vetting process and the FDRG has reviewed and incorporated all feedback received, the TMC and the processes employed to develop it

are reviewed by a faculty subcommittee of the ICW, the Intersegmental Curriculum Faculty Workgroup (ICFW). Upon acceptance by the ICFW and final approval of all required C-ID Descriptors, the TMC is ready for local consideration. Although formal degree submission to the Chancellor's Office is not possible until the creation of a Chancellor's Office Template (COT), local discussions should begin once the TMC is finalized. The steps outlined below propose a structure for this local discussion.

### **Step 1: TMC Review**

Finalized CCC Chancellor's Office Templates (COTs) for degree submission based on accepted TMCs are scheduled to be posted by the CCC Chancellor's Office twice per year, on February 1<sup>st</sup> and September 1<sup>st</sup>. However, the local process for determining local need and feasibility can begin as soon as an accepted TMC is posted to the C-ID website ([www.c-id.net](http://www.c-id.net)). Discussion of the potential development of a TMC-aligned degree should be initiated while the TMC is vetting and should inform responses to the posted TMC. The posted TMC documents include sufficient detail and local degree development suggestions to make broad, initial determinations as to whether or not development of an Associate Degree for Transfer (ADT) based on the TMC is desired. Whether or not degree development is required should also be factored into the conversation.

### **Step 2: Considerations**

As with the creation of any degree, local colleges and districts will need to consider whether the creation of an ADT based on a finalized TMC will fit with their curricula, meet local student transfer patterns and needs, and be feasible in both the short and long terms. To this end, local colleges should ask the following questions before faculty begin crafting a local ADT based on the TMC.

#### **A. Is it Necessary?**

The first consideration is to determine if the college is required to develop an ADT for a given TMC. Senate Bill 440 and the resulting changes to Education Code require that local colleges must create and offer an ADT if they currently offer an associate degree in the same program, as defined by TOP code, or they must archive the existing degree. Colleges can review the listings of their active degrees in the Curriculum Inventory ([curriculum.cccco.edu](http://curriculum.cccco.edu)) maintained by the Chancellor's Office. A simple inquiry into this database can provide a list of all degrees by TOP code. If you have an existing degree in a TOP Code associated with a TMC that your college plans to retain, you will be required to create and offer an ADT.

#### **B. Is it desirable?**

Many colleges have embraced existing TMCs and developed ADTs because the faculty wanted to offer that option for their students and/or the TMC was consistent with what the local faculty believed such a degree should look like. If the college is not obligated to develop the degree, initial conversations should focus on whether or not degree-creation would satisfy an existing or anticipated student need.

### **C. How does your college's existing curriculum align with the TMC?**

If a college has determined that they need or want to create an ADT, faculty should next carefully review local course offerings to determine if existing local courses and course sequences are consistent with the courses, requirements, and intent of the Transfer Model Curriculum. This review should provide a snapshot of how your local curriculum matches the TMC. Specifically:

- Do you have local equivalents for all required courses in the TMC? What courses are you missing?
- Do you have sufficient local courses to meet the minimum unit requirements for restricted electives or other variable components of the TMC?
- Are your local courses comparable to the C-ID descriptors for courses listed in the TMC by descriptor? Are all prerequisites required by C-ID already in place?
- What new courses would you need to develop in order to adopt an ADT based on the TMC?
- Do unit values in your courses meet the minimum requirements of the TMC?
- Do unit values for courses in your curriculum exceed the minimum values established by C-ID and potentially interfere with ADT development as the 60-unit limit would be exceeded?
- Are there key courses in your CSU GE Breadth or IGETC pattern that are higher in unit value, such as four or five unit English 1A or statistics courses that will push a local ADT above the 60-unit maximum?
- Are there any other local anomalies in the program or college's curriculum that would make alignment with the TMC within the prescribed limits difficult or impossible?

Many TMC include detailed notes and degree development guidelines to assist local faculty in creating strong matches to the TMC while retaining the local flavor and variations in program emphases common in the CCC system. Faculty should carefully review these notes during this stage of degree review and development.

### **D. Does it align with your local CSU programs and transfer patterns?**

The purpose of ADT degrees is to simplify student transfer between the CCC and CSU systems. Students successfully earning an ADT are granted admission with junior standing into the CSU system and the assurance of the potential to earn a baccalaureate degree within 120 total units. The TMC are developed by faculty from both systems to meet broad, statewide discipline needs and typical major transfer preparation requirements. While the TMC are broadly designed, a local ADT based on the TMC should be crafted to best meet the needs of students transferring to local CSU programs. Some TMC provide more flexibility than others, particularly in the restricted electives, while others are more prescriptive as required by the demands and standards of the particular discipline.

Whether flexible or prescriptive, local faculty should review how a potential ADT would align with the transfer requirements or expectations of the CSU campuses where their students are most likely to apply for transfer. Existing transfer preparation requirements can be found in ASSIST ([www.assist.org](http://www.assist.org)) and college catalogs. Likewise, CCC faculty can contact CSU department chairs or faculty advisors directly to discuss preferred courses, course sequences, and other transfer preferences to determine how and if these can be built into an ADT.

In this stage of the review, faculty should ask:

- To which CSU do our students transfer? This information can be both anecdotal and based on data. Historical transfer data can be gleaned from the California Postsecondary Education Commission (<http://www.cpec.ca.gov/OnLineData/TransferPathway.asp>), your local CSU, and through other sites that can be accessed by institutional researchers at local colleges. Additionally, your transfer center director may be an excellent resource for data.
- Does the TMC allow enough flexibility to develop an ADT that is consistent with the existing transfer requirements of more than one CSU? This is particularly important in geographic areas where students have numerous CSU campuses nearby to which they are likely to transfer, but can be important consideration even for more remote, rural schools. Even though the ADT supplants existing articulation agreements to some extent, it's good practice to develop local ADT that continue the curricular relationships developed between schools.
- Are there existing transfer agreements that can provide a good picture of the current requirements for major transfer preparation at local CSU? ([www.assist.org](http://www.assist.org))
- Which CSU have determined that a TMC is similar to their degree? For which majors or areas of study within a major? This information is available from the SB 1440 website for counselors (<http://www.sb1440.org/Counseling.aspx>) as an Excel spreadsheet and will be available as a searchable database in the near future.

#### **E. Do student and program data support the implementation of the ADT?**

Student pathway, enrollment, success, and transfer data can provide local colleges with additional perspectives when considering the development of an ADT. These data can include the number of degrees awarded in programs or majors similar to the TMC, course and program enrollment trends in those courses, transfer rates to local CSU in general and by major, etc. Taken together, these data can provide a broad perspective on what currently works for students and the college and can point faculty in the right direction for the development of an ADT. Institutional Researchers (IR) are wonderful resources for faculty in assembling and interpreting these sorts of data.



The following are specific data-related questions colleges can ask at this point in the process:

- Where do students transfer? As mentioned previously, there is transfer data available from multiple sources that can provide a broad picture of transfer patterns between local CCC and CSU. However, transfer data is notoriously difficult to validate as many students successfully transfer between systems without showing up in the data for a variety of reasons. Ideally, your institutional researcher can help you evaluate these data in the proper context. Without an institutional researcher, it may be difficult for colleges to obtain pertinent data to make informed decisions.
- How many students complete and earn existing associates degrees in the same or similar disciplines as the TMC?
- What are the historical trends in degree completion? Faculty should look at trends over time to determine if interest is declining, increasing, or going through normal, cyclical ups and downs.
- What are the enrollment trends in courses that may be used in the ADT? This can help provide a perspective on the potential impact of ADT implementation on course scheduling, course section growth, etc.
- What are the enrollment and program trends for out-of-discipline courses in the degree? What are the potential impacts for those programs if an ADT is adopted?

The answers to these questions can help colleges develop a coherent picture of current student and program trends and forecast potential impacts. Additionally, it provides a starting point for analyzing what is already working and incorporating those successful practices into the development of an ADT.

#### **F. Is the degree feasible within existing college structures and resources?**

When a college decides to develop and implement an ADT, the Chancellor's Office requires the submission of a Development Criteria Narrative and Documentation form that asks numerous questions designed to ensure that colleges have considered all of the fiscal, personnel, scheduling, resource, student, and curricular impacts of a new degree. While that documentation is often written after or during the actual curricular process is under way, faculty should review all of the feasibility questions as part of the initial consideration for developing an ADT. There is no point in developing a degree that the college cannot support, in either the short or long term.

Key considerations for new degree feasibility:

- Will the potential ADT degree be aligned with the program and college mission?
- Will this increase student enrollment or demand in particular programs?
- Does the college have sufficient faculty with expertise in all of the courses to offer the degree? Will this require the hiring of additional FT or PT faculty?



- Is there an existing departmental home for the degree with FT faculty to oversee curriculum development and ongoing updates?
- Will this lead to increased need for instructional supplies, equipment, or facilities?
- Are there sufficient library and learning resources to support the new degree?
- If the implementation of an ADT could lead to growth in a program, does the college have enough classroom or lab space?
- If program growth is anticipated, does the college have sufficient FTES allocated to the program?
- Will this impact resource allocation in other college programs?
- What is the impact on all aspects of student services including admissions and records, counseling, and advising?
- How will this degree be integrated with existing program review and planning cycles?
- Are there sufficient faculty and institutional resources to support the creation and assessment of student learning outcomes in the program?
- Will the college be able to schedule the courses so that students will have a reasonable chance of completing the degree within two years?

### **G. Degree Integrity**

Given all of the conditions and analysis above, can the college create and offer a degree that meets student needs, aligns with local curriculum and programs, and do so in a feasible manner? While there is great pressure from external and systems elements for every college to offer an ADT for every TMC, local colleges should be careful to adopt degrees that genuinely serve students and are viable for the college. A degree that only exists as a list of courses in a catalog without adequate faculty or institutional support, where students are not getting an appropriate lower division preparation for the major as defined in the TMC, or are not able to complete the degree in a reasonable time, do not serve students and the community. Colleges must ensure the integrity of every degree in their catalog.

### **Step 3: Yes or No?**

After thorough review of the considerations listed above and any others relevant to local colleges, discipline faculty and the administration should decide whether to proceed with the development and submission of an ADT based on the TMC. Good practice suggests that faculty develop clear responses to all questions of integrity, feasibility, alignment with existing curricula, fit with local CSU programs, data trends, and need prior to curriculum development. A simple checklist covering all of the above considerations can be helpful in this process (Add in as an appendix). Likewise, writing a draft of the Development Criteria Narrative and Documentation (DCND) form can help provide a solid basis for deciding to develop the degree and will facilitate the review process for the curriculum committee, administration, and local board. Both a checklist and a draft DCND can be attached to the degree proposal in the local curriculum

management system or delivered electronically to everyone involved in the local curriculum review process.

## Creating a New ADT At Your Campus

### *Roles and Responsibilities*

Creating a new ADT doesn't have to be an impossible task, but it is an effort that requires teamwork from many different groups at the college. The process of developing, creating and locally approving a new ADT will be more efficient if the work is divided among several groups and all of these groups work together to bring the project together. While every college is different, the following groups will likely have a role in the development of a new ADT.

- **Discipline Faculty:** The faculty in the discipline needs to be involved in every step of the process. These individuals are responsible for determining the courses to be included in the degree, modifying course outlines to obtain required articulation and C-ID approvals, creating new courses necessary for the new ADT, and developing required portions of the degree like the catalog entry and learning outcomes.
- **Articulation Officer:** The articulation officer is a vital resource for the creation of an ADT. The AO will submit courses to C-ID for approval, advise faculty about changing course outlines to obtain C-ID or articulation approval, and they can assist with the collection of the required documentation for all courses included in the ADT.
- **Curriculum Committee Members:** Members of the curriculum committee are very comfortable with course outlines and curriculum processes. These trained faculty members will serve as a resource for discipline faculty to assist with the creation of new courses, modification of existing courses, and development of local degree paperwork.
- **Curriculum Chair:** The curriculum chair will need to facilitate the work of each of the groups to ensure that the ADT is completed. They will include developing a timeline for each step of the approval process, working with the articulation officer to determine what courses must be added or modified to submit the degree, assisting the discipline faculty with the modification and creation of new courses, working with the curriculum office staff to ensure that the degree is submitted to the Chancellor's Office, and serve as a liaison to the academic senate to provide updates on progress and ensure that the senate is informed during every step of the process.
- **Curriculum Specialist:** The curriculum specialist (classified support in the Office of Instruction) serves as the interface between the college and the Chancellor's Office. They are responsible for submitting the required information to the Chancellor's Office for degree approval and seeking additional information requested by the Chancellor's Office.
- **Institutional Researcher:** providing data and support for faculty.
- **Administrators:** providing support for faculty in the development of the ADT.

- Counselors: student demand, advise on determining the difference between local degree and ADT.
- **Academic Senate:** Every college's academic senate has developed their own local policies about how curriculum is developed and approved. Whether the academic senate approves every curriculum item or they have given that power to the curriculum committee, the senate must always be kept updated about the progress of the new ADT. At a minimum, the curriculum chair should include updates on ADTs in a curriculum report given at senate meetings. If the senate is concerned about the progress, they can take an active role in developing strategies to accelerate the approval process.

When all of these groups are collaborating, the creation of the new degree will be smoother and more predictable. Avoid counting on one or two individuals to make ADT creation happen. Keeping the entire campus engaged in the process will lead to better discussions and quicker degree development.

### *Chancellor's Office Template (COT)*

Development of a new ADT begins with the Chancellor's Office Template (COT). These templates are posted to the Chancellor's Office website (<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>) twice a year, February 1<sup>st</sup> and September 1<sup>st</sup>. Once the Chancellor's Office posts a new COT, colleges have eighteen months to develop the new ADT and receive approval for the degree from the Chancellor's Office. Discussions regarding whether or not to create a degree should, ideally, begin before the COT is made available. In addition, preparation of courses for and submission of courses to C-ID should begin in advance of the start of the 18-month degree-creation clock. It should be noted that the degree development mandate applies to TMCs created since Fall 2013 and only impacts colleges that have a degree in the same TOP Code as the TMC. Colleges have until spring 2015 to create degrees aligned with TMCs in existence prior to the passage of SB 440 (Padilla,,)

While the template should reflect the COT, there may be stylistic differences in how the course requirements are presented. Any questions about a new COT should be referred to XXX? The COT specifies all of the courses that can be included in the degree and the documentation required for each course when the new degree is submitted for approval. The process of creating the new degree begins with choosing which courses will be included in the degree, listing those courses on the COT, and gathering the documentation required for each course. Typically, all required core courses are specified by a C-ID descriptor. Where a core or List A course is specified by a C-ID descriptor and no articulation options are provided, included courses must be submitted to C-ID before the degree will be approved by the CCCC. If a chosen course is specified by a C-ID descriptor, but resides in a list where courses may be included based on the establishment of specified articulation, the course must be submitted for C-ID approval prior to submitting the ADT to the Chancellor's Office if the basis for inclusion of the course is C-ID.

For courses specified by C-ID descriptor, required in the core or List A, and selected for inclusion in an ADT (if there are options), colleges will need to complete one of the following options:

1. If the course already has a C-ID designation, documentation showing C-ID approval is all that is required. (What does this look like/mean?)
2. If the course has not been submitted to C-ID for approval yet, but the course outline has all of the required elements listed in the descriptor, then the Articulation Officer should submit the course outline of record (COR) to C-ID for approval. Ideally, submission to C-ID and revisions for C-ID are made prior to initiating degree development. Presently, submission to C-ID and any status recognize as “pending” by the CCCCCO (see Appendix XXX) suffices for ADT submission. Effective June 30<sup>th</sup>, 2015 all courses must be approved for C-ID in order for the ADT to be eligible for submission to the Chancellor’s Office.
3. If a course doesn’t have C-ID approval and requires revisions to the course outline before it can be submitted to C-ID, the course revision process needs to begin as soon as possible. Given that an 18-month “clock” is initiated when a new COT is made available, revising curriculum in advance is highly recommended.
4. If a course doesn’t exist in the college catalog but it is required for the ADT and the college is required to or wants to create the ADT, the college will need to create the new course first. Assuming C-ID approval is also required, early course development and submission to C-ID is critical to meet the externally imposed deadlines.

Courses that do not have an approved C-ID descriptor will require different documentation to justify the inclusion of the course in an ADT as noted in the COT. At a minimum, all courses included in the degree must be transferable to CSU. Verification of this, and all other forms of articulation, can be obtained from ASSIST ([www.assist.org](http://www.assist.org)). Often, articulation as major preparation at least one CSU campus is required. In some instances, articulation for general education may be required. What if articulation as major preparation is required and has not been granted? In this situation, there are several options a campus can choose. The first is to not include the course in the new ADT. If the proposed course is not necessary to meet all of the requirements listed in the COT, the chosen course can be omitted. If the discipline faculty want to include this course in the ADT or there is no way to complete the degree requirements without the course, than articulation will need to be established. In some instances, a list within a TMC may include courses specified by C-ID and the option to include courses with some specified articulation. In such an instance, the college may either obtain C-ID approval or work with a CSU to establish the required articulation. It should be noted that this option applied to courses beyond the core and list A – if a course is specified by a C-ID descriptor in the core or list A, then C-ID approval is required.

If a college has all of the required documentation for all of the courses they hope to include in the ADT, the next step is putting the new degree through the local curriculum

approval process. In many cases, colleges will be confronted with needing to modify or create new courses to obtain C-ID approval or articulation. Before revising existing courses it is important to consult the college's articulation officer to see if the proposed changes might affect existing articulation agreements. If so, be sure to modify the courses to not only align with C-ID descriptor but also maintain existing articulation agreements. While the ADT offers transfer guarantees to students, it may not be the best option for your college if the majority of your students transfer to a UC campus.

### *Degree Creation and Local Approval*

During the eighteen months available to gain approval for a new ADT, several steps must be completed. Revision of existing courses and creation of new ones is a possibility when creating a new ADT. Once a college has identified that new and/or revised courses are necessary for an ADT, the process of creating and modifying these courses must begin immediately. Faculty are responsible for the courses in their disciplines; however, they are not always aware of the nuances of transfer and articulation. Articulation Officers work with the C-ID project and transfer institutions every day to ensure community college students receive appropriate credit for their coursework upon transfer. Discipline faculty should consult with the college Articulation Officer to develop a strategy for revising and creating courses to maximize the likelihood of approval.

Once the changes have been identified, the next step is modifying the course outline of record. Some faculty tend to avoid the curriculum process and only look at courses when it is required by local policy. Without assistance, faculty may struggle with or postpone the revision process, eating away at the limited amount of time available to create the new ADT. Curriculum chairs and committee members are essential resources that can assist faculty with making the required changes. Ideally, a college has an identified team of faculty curriculum specialists that assist faculty with curriculum revisions ensuring that new and revised courses are complete and move into the local approval process as quickly as possible.

Creation and modification of courses isn't enough to create a new degree. Each new award will need a catalog entry, learning outcomes, and a listing of required and elective courses to satisfy the major requirements for the degree. Colleges will have forms to fill out; these forms are often part of a curriculum management system. To maximize the time available for approval, faculty should complete the proposal for a new degree and submit it with the revised and new course outlines. Even though the new degree cannot be submitted to the Chancellor's Office until all courses have the required documentation, there is no reason that a college cannot approve the degree locally so it can be submitted once the course approvals are received.

Now that new and revised courses have completed course outlines of record, they must be put through the curriculum approval process. Local processes vary, but they often include review by departments, deans, divisions, and the curriculum committee. The approval process could take as little as a month, but it could also take much longer.

While colleges cannot control the length of time it takes to obtain C-ID approval or approval from the Chancellor's Office, they can control the length of time local approval takes. If you have not taken steps locally to ensure that your processes are as efficient as possible, exploring this possibility is highly recommended.

Many colleges created their approval process using typed courses outlines. These processes often involved getting the signature of the department chair and division dean, bringing a course to the division curriculum meeting, and then it was on to the curriculum committee. When necessary, emergency division curriculum meetings could be scheduled and a new or revised course could be brought to the curriculum committee in as little as a week. As new technology was developed, many colleges moved to a curriculum management system. These systems automated the steps for approval and were intended to make the approval process more efficient. While curriculum management systems effectively standardize the appearance of courses and provide quick access to information about a college's courses, they may also serve to highlight how cumbersome curriculum approval can be. Processes that once took a month may now take a year or more. If it takes more than a year to approve the courses for the new ADT, it will be extremely difficult to obtain C-ID approval and Chancellor's Office approval before the eighteen months have expired.

Curriculum chairs need to develop a plan that will get the courses and the new degree through the approval process as quickly as possible. Choose a date when the degree must be submitted to the Chancellor's Office and work backwards to determine when each approval needs to happen. Colleges should allow for a minimum of two months for approval by the Chancellor's Office. Even though the approval might come through more quickly, it is a good idea to give the Chancellor's Office as much time as possible to review and approve the new ADT. C-ID approval takes about a month, but could take much longer if further revisions are necessary for final approval. The timeline will also need to include time to develop the courses and the degree, time for all the reviews required locally prior to submission to the curriculum committee, approval by the curriculum committee, approval at the academic senate (if a college sends curriculum to the senate before the governing board), and approval by the governing board.

The aggressive timelines for ADT approval have highlighted challenges that some colleges have with their curriculum and degree approval processes to make modifications within a reasonable time period. Colleges should review their local processes to ensure that they are flexible enough to respond to any situation. One option would be to create an accelerated process to review and approve curriculum that is time sensitive. The key to accelerating the approval process is to have an open dialog about what needs to happen and make sure that everyone has a clearly defined role in the process. Accelerating the process can be challenging and the curriculum chair should work with the articulation officer, faculty, classified staff, and administration to develop a strategy that will allow the college to address any situation that arises. After using an accelerated process for a few approvals, colleges may discover that their current process could be improved, eliminating the need for two separate processes.



There are two possible challenges that will not affect every college, but they are common to mention. One challenge is how curriculum approval is handled in a multi-college district. In some multi-college districts, a single outline is used for a course at multiple campuses. In these cases, course revisions often have to go through each colleges curriculum committee and a district curriculum committee before being brought to the governing board. Each additional approval step makes it more difficult to achieve the ultimate goal, approval of the new ADT. In these cases, it is important that representatives from all campuses in the district come together and develop processes that will satisfy local requirements and will allow colleges to meet the approval timelines. Building a good working relationship among all of the district's curriculum leaders will make it easier to come together and develop a solution that will work for everyone.

### **Board of Trustee Approval**

The other possible challenge is obtaining approval by the local governing board. There are some colleges that only bring curriculum to their board once or twice a year. Bringing curriculum to the governing board infrequently makes it difficult to complete all of the work necessary to submit a new ADT to the Chancellor's Office. There are a number of ways to address this challenge. The first is to bring curriculum to the governing board more frequently. Bringing curriculum to the board more often usually just involves working with administration and having them keep a placeholder for curriculum at each board meeting. While this solution appears harmless, there are some things that might make it a challenge. Depending on local requirements, preparing board docket items can be time consuming. Creating these docket items every few weeks could be a considerable amount of extra work for the classified staff. Another possible challenge could occur in multi-college districts. In some districts, the board prefers to review curriculum items from all of the colleges at the same time. In these cases, one college could hold up the approval of another college's curriculum because they are not ready to bring items to the governing board at the same time. If coming to the board more frequently doesn't appear to be a good option for your college, the board could grant a designee the authority to approve curriculum. This solution would require the development of a board policy and administrative procedures outlining the designation of authority and how the approval is completed. If authority is delegated, the board approval date is replaced by the date of the approval by the delegated authority. There are several possible ways to implement this approval such as a curriculum review committee composed of administration and faculty or a approval by the college president or chief instructional officer. This option could make it easier to obtain board approval, but the governing board may not be willing to give up their decision-making authority. These are not the only options, but both will facilitate quicker approval by the governing board. Whatever colleges choose to do, it is clear that bringing curriculum to the governing board once or twice a year is not sufficient anymore.

### ***Chancellor's Office Approval***

Now that all local approvals have been completed and all required documentation for the included courses is available, the new ADT is ready to be submitted to the

Chancellor's Office for approval. Before submitting the degree proposal, several pieces of information will need to be collected. The required items include the catalog entry for the new degree, a description of how the degree will help meet the needs of students, expected number of students completing the degree each year, number of full time faculty dedicated to the degree, any additional resources necessary to offer the degree at the college, the course outlines for each course included in the degree, C-ID or articulation documentation for each course, documentation for general education, and a completed Chancellor's Office Template. When asking faculty for this information, it is often helpful to provide a template including examples from previously approved ADTs. Even though the degrees will be different, each submission has similarities and providing approved examples is an excellent way to ensure that the submission is complete.

Completion of the Chancellor's Office Template (COT) requires the college to demonstrate that the student can complete the major requirements and a transfer general education pattern, in no more than 60 units. Colleges must look at each pattern, CSU GE Breadth or IGETC, identify the required and elective courses that satisfy a general education requirement, determine the range of units that can be double-counted, and compute the range of transferable elective units needed complete the 60 unit degree requirement. Colleges are encouraged to determine the double-counting and elective units for both CSU GE Breadth and IGETC. While only one general education pattern is required to submit the degree to the Chancellor's Office, submitting only one will restrict students to using that pattern to complete their degree. For example, if a college submits an ADT for approval using IGETC only, a college is required to indicate that IGETC must be completed to earn that degree and students will not have the option to use CSU GE Breadth to complete their degree requirements.

For degrees submitted prior to June 30<sup>th</sup>, 2015, courses for which C-ID approval is required can be included in the degree if they have been submitted to C-ID and have a status of approved, conditionally approved, or pending. After June 30<sup>th</sup>, 2015, all courses for a degree, where an approved C-ID descriptor exists, must be approved for C-ID prior to submission.

The degree proposal, with all of the required documentation, is submitted using the Curriculum Inventory (<http://curriculum.cccco.edu>). Instructions for using the Curriculum Inventory can be found at the Chancellor's office website.

### **One TMC Yields a Variety of ADTs**

It should be noted that the TMC is intended to serve as a tool that allows local colleges to create degrees that best meet the needs of their students. While some TMCs are very structured, most introduce a variety of options. These options may be passed on to students, or the local ADT may be quite prescriptive. Examples of the variety of ADTs that can be produced from one TMC have been provided in the documentation for some TMCs, often as a means of addressing concerns raised during the vetting. On the following page are examples of the different degree configurations that can be created



based on the Administration of Justice TMC, demonstrating the variety of ADTs that can be developed and aligned to the TMC. Other degree samples can be found in the documentation associated with the both the English and the psychology TMCs. It is typical to limit student options based on the courses that are offered at the CCC and the courses that are most desired by the local CSUs.

### Sample TMC-Aligned Degrees

#### **A - Prescriptive**

1. AJ 110 - Introduction to Criminal Justice (Core)
2. AJ 120 - Concepts of Criminal Law (Core)
3. AJ 122 - Criminal Court Process (List A)
4. AJ 124 - Legal Aspects of Evidence (List A)
5. SOCI 110 - Introduction to Sociology (List B)
6. MATH 110 – Introduction to Statistics (List B)

*Students have no options within the major component of the degree. This may be due to limited curriculum, the requirements of the CSUs students commonly attend, or the philosophy of the CCC faculty. Note – some posted TMCs may refer to the CORE as List A. The 1<sup>st</sup> list in the TMC that typically consists of required courses is the CORE and the subsequent lists are alphabetized.*

#### **B – Options within List A, no List B**

1. AJ 110 - Introduction to Criminal Justice (Core)
2. AJ 120 - Concepts of Criminal Law (Core)

Choose four of (List A)

- |   |                                    |
|---|------------------------------------|
| AJ 122 - Criminal Court Process           | AJ 124 - Legal Aspects of Evidence |
| AJ 140 – Criminal Investigation           | AJ 150 – Introduction to Forensics |
| AJ 160 – Community and the Justice System |                                    |
| AJ 200 – Introduction to Corrections      | AJ 220 – Juvenile Procedures       |

*In this example there is no "List B". Instead, the student selects four courses from List A.*

#### **C – No options within List A, one List B course required**

1. AJ 110 - Introduction to Criminal Justice (Core)
2. AJ 120 - Concepts of Criminal Law (Core)
3. AJ 122 - Criminal Court Process (List A)
4. AJ 124 - Legal Aspects of Evidence (List A)
5. MATH 110 – Introduction to Statistics (List B)

Choose one of (List B):

**Any CSU transferable Administration of Justice lower division course or courses outside the Administration of Justice discipline that are articulated as lower division major preparation for the Criminal Justice or Criminology Major at any CSU.**

### **ADT Outreach: Messaging and Marketing**

The need for messaging and marketing regarding the opportunities created for students completing an ADT is great. Efforts must be made to ensure that all appropriate parties are aware of the advantages of completing an ADT, as well as the limitations inherent in the guarantees provided by these degrees. Students who do not have a clear transfer goal need to be effectively advised to ensure appropriate course selections in advance of identifying their ultimate goals. Completing an ADT in 60 units requires students to need minimal remediation and to have a transfer major selected at a very early point in the CCC experience.

Locally, efforts need to be made to educate potential students, their parents, and high school counselors regarding the ADT pathway to the CSU. It should be clearly explained that students can only earn an ADT in 60 units if they arrive at the CCC with a clear goal in mind and either college-level skills or minimal remediation needs. As outreach efforts are increased as an element of the implementation of the Student Success Taskforce Recommendations, providing high school students and their parents with information regarding ADTs will be critical.

#### Associate Degrees for Transfer: Student Messaging and Marketing

The need for broad messaging and marketing regarding the opportunities created for students completing an ADT are essential. Given that SB 1440 is only four years old and SB440 was passed in 2012, many students are not fully aware of such degrees exist and know that new degrees are added each year. Additionally there still exists some confusion regarding the advantages and limitations to completing an ADT. Efforts must be made to ensure that all appropriate parties are aware of the advantages, processes on how to obtain such degree, and the limitations inherent in the guarantees provided by these degrees. Completing an ADT with 60 transferable units requires students to need minimal remediation and to have a transfer major selected at a very early point in their California Community College experience. Students who do not have a clear transfer goal need to be effectively advised to ensure appropriate course selections in advance of identifying their ultimate goals.

Locally, efforts need to be made to educate potential students either from high school, and their parents, students from continuing education or elsewhere, and high school counselors regarding the ADT pathway to the CSU. Upon arrival to the community college, it should be clearly explained that the ADTs are comprised of 60 transferable units, which includes completion of CSUGE or IGETC patterns and 18 units in a major. Any courses taken to remediate basic skills needs are not transferable. As outreach efforts are increased as an element of the implementation of the Student Success Taskforce Recommendations, providing high schools students and their parents with information regarding ADT's will be critical. Of equal importance is sharing resources such as [www.sb1440.org](http://www.sb1440.org) and [www.adegreewithaguarantee.com](http://www.adegreewithaguarantee.com) with faculty, students, administrators, parents and high school counselors.

As colleges develop ADTs as well as keep local degrees, it is imperative that discipline faculty communicate with the counseling faculty and academic advisors the advantages for students in completing local degree. The distinctions between the ADTs and local degrees, at times, are not obvious and frequent communication to counseling departments is essential as counselors and advisors help students navigate the choices.

When possible, an effective practice for colleges to employ is to have frequent workshops about the ADTs. Ideally, the workshops would be a collaboration between discipline faculty, counselors a representative from a local CSU. Furthermore, marketing the colleges ADTs by providing specific templates listing the requirements of the available ADTs are a useful tool for the student.

As CSU must also comply with SB1440 by ensuring that students who transfer in with an ADT must complete their bachelor's degree in 60 units, several CSUs have modified their bachelor's degree to meet this mandate. If your local CSU has included new degrees to accommodate SB1440, colleges should seek out CSU representatives to communicate the differences regarding the new degrees and if there are any potential impacts to students for future educational goal attainment, for example a Masters, Ph.D., Ed.D or other professional endeavors.

### ADT Counseling and Advising

Counselors, advisors and colleges should take every opportunity to communicate clear information to students and help dispel confusion. In particular, the advantages and limitations to what CSU can offer as a guarantee of admission, the process to achieve an ADT, and students' responsibility in applying for graduation and applying to the CSU. Below are just a few of the most frequently asked questions from students and can be used an initial list of FAQ's that college may want to have available with the answers on their local websites.

#### FAQ's

- 1) Does completing the ADT guarantee my transfer or admission to my FIRST choice CSU?
- 2) What is guaranteed? What happens after I am accepted to the CSU with an ADT?
- 3) How do I calculate my GPA to understand what a GPA bump would mean for my application to the CSU?
- 2) How and what is the process in achieving an ADT?
- 3) What is the deadline to apply for graduation from the community college and how is CSU notified that I am transferring with an ADT?

## **Policies relating to ADTs**

There are a number of existing policies addressing Associate Degrees for Transfer (ADTs) that were developed and adopted by the Intersegmental Curriculum Workgroup (ICW). These policies can be found at the C-ID website at <http://www.c-id.net/policies.html>. However, it is important to understand that the ADT process, including the development of TMCs and local implementation of ADTs, is an ongoing process that is constantly evolving. The ASCCC and ICW, in consultation with the C-ID Articulation Officers Subgroup and California Community College Chancellor's Office (CCCCO), are continually addressing ADT issues and developing policies to address issues that arise. Faculty should regularly and frequently check with their Articulation Officers and the C-ID policy resource website link to keep abreast of policy developments.

As an introduction to a discussion of ADT policies, the ASCCC has taken the position that where there is no systemwide policy instituted, via legislation or by the CCCCCO, local policies should be followed. Thus, it is vitally important that the local discipline faculty be involved in local ADT policy development and also aware of the statewide issues and concerns in the development and implementation of ADTs.

### Reciprocity

At the Spring 2011 Academic Senate for California Community Colleges (ASCCC) Plenary Session, two resolutions were passed that encourage local districts to review their course substitution processes within the context of ADTs:

#### **Resolution 15.01 - Reciprocity for TMC Courses in Associate Degrees for Transfer:**

Resolved, That the ASCCC urge local senates and curriculum committees to adopt a reciprocity policy for courses contained in the TMC for the associate degrees for transfer.

#### **Resolution 09.13 - Course Substitutions in TMC-aligned Degrees:**

Resolved, That the ASCCC encourage local senates to review their course substitution processes to ensure that those processes are appropriately rigorous; and

Resolved, That the ASCCC encourage local senates to take measures to ensure that any substitutions made for courses within TMC-aligned degrees are appropriate.

The intent of both of these resolutions is to give as much flexibility as possible for the ADT-seeking student while remaining in alignment with the legislative intent of SB 1440 and SB 440, as well as remaining true to the integrity of the local degree as determined by local discipline faculty. Thus, the ICW, in collaboration with the Articulation Officers Subgroup, developed a Reciprocity policy.

### Reciprocity – Current Policy

The Reciprocity policy, which can be found in the appendix and at the C-ID policy website link listed above, addresses the issue of utilizing courses from other colleges or universities to fulfill requirements in the local ADT degree. The policy encourages local colleges to ensure that a course taken at another college to fulfill an ADT requirement is recognized and used as a component of the same ADT degree at another college, even if the course is not recognized as a part of the degree at the second college. In other words, a course that “counted” in an ADT at one college should still “count” at another college. The course in question, however, may not “fit” in the same place at the second college. The following is an example from the Reciprocity Policy:

**Example:** The TMC for psychology includes three options in List A: Introduction to Biology, Human Biology, and Introduction to Biological Psychology. Students are required to complete one of these three courses. College X may choose to allow all three of these List A options in their local psychology ADT degree. However, College Y might decide that Human Biology is necessary for all students and thus might eliminate the other two List A options. A student who took Introduction to Biology at College X, expecting that course to fulfill the List A requirement, but who then enrolled at College Y to complete the associate degree for transfer would have taken a course not included or not fulfilling the same requirements in the local AA-T for psychology at College Y. In such a case, because the student has acted in good faith and the course taken falls within the requirements of the TMC, the ASCCC (and the language of SB 1440) would strongly encourage College Y to accept Introduction to Biology as fulfilling the List A requirement or, at the least, to accept the Introduction to Biology course as fulfilling a List B or C requirement as is permitted by the TMC. It should be recognized that “moving” the course may be desirable as the degree-awarding college presumably has designed its degree to align with the course requirements of the local CSU.

Courses that are not C-ID approved, were not used in another college’s ADT, or are from a non-CCC college or university need to be addressed through local course substitution policies. As stated in other sections in this paper, it is crucial for faculty involved in considering course substitutions within ADT degrees to include in their review the C-ID course descriptor as well as the comparison to their local course content. It may be that the course appears to be consistent with the C-ID course descriptor, but it does not have C-ID approval and it is not as rigorous as the local course. If the course does not have C-ID approval, intrasegmental articulation is not ensured and the course may be deemed inappropriate as a substitute. Thus, it is important that local course substitution policies and processes be reviewed and updated in the context of ADT degrees. [Add local reciprocity agreements to appendices]

### External Examinations

External examinations include nationally recognized programs such as Advanced Placement (AP), College Level Examination Program (CLEP), and

International Baccalaureate (IB). Included in the Reciprocity Policy cited previously is a section titled "External Sources of Credit":

In addition to allowing reciprocity for courses earned toward a transfer degree at other institutions, colleges should continue to allow students to apply course credit earned through external exams or processes, including AP, CLEP, and IB, to the major requirements for transfer degrees. Education Code clearly grants the authority to community colleges for the content of the AA –T and AS-T degrees, and this authority extends to community colleges the right and responsibility for granting credit they deem appropriate in the AA/S-T degrees.

The ASCCC has passed numerous resolutions endorsing the use of external credit and has even created statewide templates to recommend the use of external credit in manners consistent with policies regarding CSU GE and IGETC (see ASCCC Resolutions 9.01 S10, 9.05 F10, 9.06 S07, 9.03 S05, 4.02 S08, 4.03 S08, 4.04 S08, 4.01 S09, 9.04 F10, 9.01 S11). The reasoning in these resolutions applies to AA-T and AS-T degrees as fully as it does to all other applications of their intent and can also include other methods of earning external credit, such as the units often granted to veterans for their experience in military service.

While efforts have been made to encourage consistency with respect to the awarding of general education credit for the completion of external examinations, both within the CCCs and intersegmentally, no such comparable effort has been made in the determination of credit for the major. As SB 1440 states that "Community colleges are encouraged to facilitate the acceptance of credits earned at other community colleges toward the associate degree for transfer pursuant to this section..." and ASCCC has encouraged local adoption of a reciprocity process, any credit awarded by another CCC for an external examination should be honored by all other CCCs. "Swirling" students should not be at risk of "losing" credit previously earned.

#### Internal Examinations (Credit by Examination)

Internal examinations include any credit by examination (CBE) earned through processes and procedures within the college's control. Where local colleges have CBE opportunities for courses required in their ADTs it is required by Title 5 that discipline faculty be the ones to determine the courses for which Credit by Exam is available and the means of assessing student mastery of the course content, objectives, and outcomes. The Academic Senate paper, Awarding Credit Where Credit is due: Effective Practices for the Implementation of Credit by Exam (Appendix XX), is an excellent source for further guidelines. The following recommendations set forth in the paper would serve local faculty well when determining policies related to ADTs and local CBE:

- Local senates, particularly colleges with large population of students with prior learning from non-collegiate experiences such as military service, need to recommend policy regarding the use of Credit By Exam as a means for students to earn course credit.

- Discipline faculty are the experts who need to determine which courses for which Credit by Exam may be offered and the nature and content of the assessment tools used to determine if students have mastered the course content, objectives, and outcomes.
- Credit by Exam processes must be applied consistently to all students.
- The college should provide students with a copy of the Course Outline of Record to aid them in making the decision whether or not to attempt taking the credit by exam test.
- Credit by Exam processes must be held to the same high standards of quality as the traditional method of passing a course.

## **Special Considerations**

### **Student Educational Goals vs. Faculty Interests**

It is important to keep in mind that creation of an ADT is intended to create an option for students, not to protect an existing program or courses. Locally, additional course creation should be a component of developing an ADT if a required course is lacking or if the college is missing courses required by local CSUs and an element of the TMC. Colleges can often satisfy the lists (Lists A, B, or C) within the TMC with courses in their curriculum and do not need to add curriculum solely to pass on all possible options to the student. In addition, the interdisciplinary nature of many disciplines should be honored.

### **Units Keep Creeping Up On You**

Every ADT requires a student to complete exactly 60 units. Each college must demonstrate that a student can complete all of the major and general education requirements in those 60 units. Students are required to complete a minimum of 39 units of general education, for CSU GE Breadth, but many colleges require more units because their courses have more units than the minimum. As the units in English, mathematics, and the sciences have increased, students may need to take 40 – 45 units to complete their general education requirements. If a college has courses that require 45 units of general education and none of those courses are part of a major, there is no way for the college to create the new degree.

How did all of these classes end up with more units? There are many factors that could lead to increasing the number of units. For example, transfer institutions could require more content to be covered and additional time was needed to include the new material. Another possibility could be that students were not successful at completing all of the requirements in the allotted hours, but adding additional hours improved student success. There are many valid reasons to increase the number of units, but reducing the number of classes an instructor needs to teach to make load is not one of them.



Prior to the creation of ADTs, the number of units on each course was not a huge concern, as long as increasing the units benefits the students. Now the 60-unit limit on ADTs, coupled with these courses with increased units, has created a situation where colleges are not able to create an ADT within the 60 unit limit. What should colleges do to address these issues?

Every college should look at their courses and determine if they are meeting the needs of students. If a physics course is now five units, what did the student gain by adding that extra unit? Are the benefits gained from that additional unit more valuable than the ability to earn an ADT? There are no universal answers to these questions and each discipline will need to look at why they increased the units, what increasing the units did for students, and try to determine if the loss of units and the creation of a new ADT would help or harm students. Colleges may determine that the benefits from the increased units outweigh the benefits of the ADT and they will choose to not develop the new ADT. Other colleges might determine that having the ADT is a greater benefit than what was gained by adding a unit and those colleges will choose to revise their courses. Whether a college chooses to revise courses to reduce units or keep the units and forgo the new ADT, there needs to be broad participation in the discussion. The discussion should involve discipline faculty, counselors, administration, and the academic senate. These decisions go beyond the discipline or department, they affect the entire college and the college needs to be involved in the discussion.

### **TMCs without Departmental Home – organizational structure**

With the passage of SB 440, the CCC and CSU Academic Senates are mandated to develop additional TMCs will be developed for “area of emphasis” (AOE) degrees. To begin the work on creating on these degrees, ICW adopted a working definition for area of emphasis as “an interdisciplinary TMC that is developed to serve multiple majors at the CSU. Such a TMC may not have a clear department of origin at the CCC and would be designated to prepare the student for an array of majors at the CSU.”

While the initial TMCs were all in well-established stand-alone disciplines and, often, departments, the mandate to create degrees based on an “area of emphasis” will likely result in the introduction of TMCs that don’t have a clear “home” at the college. Locally, steps will need to be taken to determine who will take responsibility for creating ADTs that don’t clearly serve an existing discipline.

### **IGETC and CSU GE Breadth for STEM**

As a consequence of the unit limits imposed by SB 1440, transfer general education patterns that allow for two general education course to be completed after transfer have been introduced and will soon be implemented. These alternative general education packages are only an option when creating an ADT aligned with a TMC that has specified this option. It should be recognized that the postponement of two lower division courses to completion after transfer may impact CSU determinations of similar.



## **Collaborative Programs**

Over time, it became obvious that many colleges were struggling to meet the ADT deadlines set by the Board of Governors as well as mandates set forth in SB 440. There are many factors that may contribute to a college's inability to develop an ADT including a lack of faculty expertise in developing specialized courses, inability to schedule classes due to small student populations of low student interest, and costly equipment or a general lack of resources necessary to offer specific curriculum. In response to these challenges, the System Advisory Committee on Curriculum (SACC) determined that it would be beneficial to establish a process that would facilitate the collaboration between and among colleges in developing and offering the curriculum required to create ADTs to help students reach their educational goals.

Collaborative programs are not new to the system. In fact, Career and Technical Education programs have a history of establishing these types of programs (called "conjoint programs"), when it made sense to do so. Unfortunately, the terms and conditions for establishing conjoint programs were removed from the Program and Course Approval Handbook with the publication of the 5<sup>th</sup> edition.

Acknowledging the necessity of collaboration between and among colleges and districts, SACC and the Chancellor's Office investigated the need for what was called "Collaborative Programs" by surveying the field and determined that it was important to establish a process for the development and codification of such programs. A collaborative program was defined as a program in which one or more colleges rely on another college or colleges to offer courses in a degree or certificate at all participating colleges.

SACC approved a document delineating the need and support for collaborative programs (SACC Statement in Support of Collaborative Programs) and worked with the Chancellor's Office in establishing policy and guidelines for Collaborative Programs to be included in the 6<sup>th</sup> edition of the Program and Course Approval Handbook.

## **Recommendations for Establishing Effective ADT Policies, Processes, and Practices**

1. Ensure that ADTs are designed to serve local student populations, enabling them to reach their educational goals, and not as a way to protect special courses, faculty loading or teaching preferences.
2. Design ADTs to provide as much flexibility as possible for students while still creating a degree with instructional integrity.
3. Encourage double counting
4. Address unit creep and G.E. bloat, when necessary
5. Establish collaborative programs with neighboring colleges, when necessary, to create ADTs.

6. Develop local policies that clearly delineate processes such as reciprocity and course substitutions for ADTs.
7. Establish clear messages for students on the benefits and disadvantages of ADTs, including the distinction between local A.A./A.S. degrees and ADTs.
8. Review curriculum policies for efficiency
9. Policy on awarding ADT and local degrees (Reference San Diego sample policy)
10. Development of Local Reciprocity policy

### Appendices

Appendix XX: Acronym glossary

Appendix XX: Rostrum Article on Deadlines

Appendix XX: C-ID Course Status Definitions

All Status Types	Status Definition	CCCCO Action
Approved	Course issued a C-ID number.	Approved/ Final
Conditional Approval	Course was conditionally approved for C-ID designation. The COR aligned with most areas of the C-ID descriptor, but not all. College has one year to correct and resubmit the COR.	Pending – accept the status as pending.
Expired	Course no longer has a valid C-ID designation.	Not Approved – do not accept.
In Progress	Course review in progress.	Pending – accept the status as pending.
Not Approved	Course had significant and fundamental variations from the C-ID descriptor.	Not approved – do not accept.
Not Approved COR	Course submitted inappropriately. COR will not enter review process.	Not Approved – do not accept.
Re-Submit: IP	Course resubmitted with requested changes and the review is in progress.	Pending – accept the status as pending.
Re-Submitted	Course resubmitted with requested changes and awaiting reviewer assignment.	Pending – accept the status as pending.

Submitted	Course entered into the system and awaiting reviewer assignment.	Pending – accept the status as pending.
-----------	--	---

## Appendix XX: TMC Development Guidelines

### Appendix XX: Reciprocity Policies

#### **Santiago Canyon College**

#### **Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) Reciprocity, Course Substitution, External Exams, and Credit by Exam Policy and Procedures.**

Students who have taken courses from a California Community College, a regionally accredited institution, completed an external exam such as AP, CLEP, or IB or Credit by Exam may be granted credit towards an AA-T/AS-T general education and/or major requirement. Courses will be reviewed by one of the following methods.

#### **General Education Courses**

- General education courses taken at other California Community Colleges are granted course-to-course reciprocity providing the course in question appears on the CSU-Plan B or IGETC-Plan C at the time the student completed the course.
- Non-California Community College general education courses are reviewed by the Articulation Officer via the pass along process in accordance with the CSU-Plan B or IGETC-Plan C standards.
- Students who completed an external examination such as AP, CLEP or IB are granted credit towards general education consistent with CSU GE and IGETC policies.
- Santiago Canyon College Credit by Exam may be granted for general education only if a course is eligible and listed in the Credit by Exam section of the SCC Catalog.

#### **Major Requirement Courses**

- A major requirement with a C-ID number taken at another California Community College (CCC) is granted course-to-course reciprocity and meets the same designated C-ID major requirement found in the SCC's AA- T/AS-T.
- A major requirement completed at another California Community College that is approved as part of their AA-T or AS-T, will be applied to the corresponding Santiago Canyon College AA-T/AS-T area. Courses completed at other CCCs must be part of their AA-T/AS-T at the time the student completed the course, if a course is not part of the AA-T/AS-T then the course must be reviewed by the SCC discipline faculty in accordance with the C-ID descriptor. Courses completed at other CCCs prior to the AA-T/AS-T approval, will be "grandfathered".
- A major requirement without a C-ID number taken at another California Community College, where an AA- T/AS-T does not exist, is reviewed by the SCC discipline faculty in accordance with the C-ID descriptor.
- A non-California Community College major requirement taken at a regionally accredited institution is reviewed by the SCC discipline faculty in accordance with the C-ID descriptor and if comparable, course-to-course substitution is granted.

- Students who completed an external examination such as AP, CLEP or IB are granted credit towards major requirements where exam-to-course comparability exists; if exam-to-course comparability does not exist the discipline faculty reviews the external exam and determines course comparability if a course is offered (Students should be aware that external exam credit may be awarded/counted differently by the transfer institution).
- Santiago Canyon College Credit by Exam may be granted for major requirement only if a course is eligible and listed in the Credit by Exam section of the SCC Catalog.

It is strongly recommended students make an appointment with a Santiago Canyon College counselor to discuss appropriate credit placement.

## Appendix XX: Frequently Asked Questions

### Pass and No Pass

Included in the 5<sup>th</sup> edition of the Program and Course Approval Handbook,  
As of May 2014, the Chancellor's Office clarified:

Status of approved ADT when a C-ID course in the ADT gets a C-ID Course "Not Approved" determination? Will the CCCC follow the C-ID time frame of allowing one-year to revise and get the course C-ID approved before terminating the ADT degree?

The CO says they will deactivate. However, Accreditation standards say 2 years to provide opportunity for students within the program to complete. The CO has acknowledged that they will need to allow for students in the program to complete the ADT within a reasonable timeframe.

## Appendix XX: San Diego Policy on additional degrees

### San Diego - Additional College Degree

A student having received an associate or baccalaureate degree may qualify for an additional Associate of Arts or Associate of Science degree in a new major or concentration.

An additional degree:

1. Permits upgrading or preparation for upgrading current employment.
2. Prepares for employment in an area different from that provided by previous training.
3. Provides general knowledge leading to fulfillment of personal goals.

The following requirements are applicable:

1. The degree to be earned must represent a change in major or concentration from the degree or degrees previously earned.
2. A student must earn a minimum of 18 required semester units in the new major or concentration beyond the minimum 60 units required for the Associate Degree, bringing the total units required for the second degree to a minimum of 78 units, a minimum of 96 units for the third degree, and so on. Twelve (12) semester units of the new major or concentration must be completed in residence at City, Mesa and/or Miramar.
3. A student must fulfill current catalog associate degree requirements.
4. In order to receive an additional college degree, the student must file a Petition for Graduation in the Evaluations Office. Counselors will review all previous college work to determine the student's eligibility for a second.

## Appendix XX: Resource Page with links to websites

### REFERENCES

Towards a Common Course Numbering System (ASCCC, 1995)  
[http://www.asccc.org/sites/default/files/publications/CCNF95\\_0.pdf](http://www.asccc.org/sites/default/files/publications/CCNF95_0.pdf)



## Executive Committee Agenda Item

SUBJECT: Exemplary Program Award		Month: September	Year: 2014
		Item No: IV.D.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will discuss the theme for the 2014-15 Exemplary Program Award.	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Rutan	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

Each year the Standards and Practices Committee recommends to the Executive Committee the theme for the Exemplary Award. The theme approved by the Executive Committee last year was "Assessment for Placement: Effective Practices, Alternatives, and Improving Outcomes". The Executive Committee will discuss the theme recommendation from Standards and Practices for the 2014 -15 Exemplary Award.

---

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







## Executive Committee Agenda Item

SUBJECT: Accreditation Institute		Month: September	Year: 2014
		Item No: IV. E.	
		Attachment: NO	
DESIRED OUTCOME:	Approval of Outline and Input from Exec.	Urgent: YES	
		Time Requested: 30	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Jill Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The ASCCC will hold its Accreditation Institute in San Mateo at the Marriott (10 miles from the San Francisco Airport) on February 20 – 21, 2015. The Executive Committee will review the proposed outline for the Accreditation Institute and provide input into the types of breakouts and general sessions desired.

### *Tentative Program Outline*

#### Friday, February 20

9:00 AM Continental Breakfast and Check-In

10:00 – 11:00 General Session 1 – Overview of New Accreditation Standards and Orientation to Accreditation Institute

11:15 – 12:15 Breakout Session 1

1. Accreditation 101: What College Leaders Need to Know
2. Student Learning Outcomes and Continuous Quality Improvement
3. Overview of Standard II B
4. Preparing Your Campus for A Site Visit – An Academic Senate Perspective

12:30 – 2:00 General Session 2 – Where have we been? Where are we going?

Lunch

Welcome

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

Historical context of the evolution of accreditation standards

2:15 – 3:30 Breakout Session 2

1. Revised Accreditation Standards – Standard I & IV
2. Revised Accreditation Standards – Standard II A
3. Team Training – Views from Visiting Teams
4. Silver Linings: Thriving Through Sanctions

3:45 – 5:00 Breakout Session 3

1. Revised Accreditation Standards – Standard II B (repeat)
2. Revised Accreditation Standards – Standard III
3. College Processes in the Context of Accreditation
4. Distance Education and Substantive Change

5:30 Dinner Arrangements and *Critical Conversations with Alcohol* (Does the ASCCC Foundation wish to host something? *Anger Management Dance-Off*, perhaps?)

**Saturday, February 21**

9:00 – 10:15 Breakout Session 4

1. Revised Accreditation Standards – Standard II C
2. Institutional Learning Outcomes
3. Preparing Your Campus for A Site Visit – An Academic Senate Perspective
4. Changing the Culture

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

How to incorporate the work of the college and the standards of accreditation into a comprehensive program

Closing Remarks

## Executive Committee Agenda Item

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

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

### BACKGROUND:

There are currently three documents that describe the ASCCC resolutions process: the Resolutions Committee Manual (2008), the Executive Committee paper "Resolutions Philosophy, Procedures and Processes (2012)," and the Plenary Session Rules. At its December 16, 2013 meeting, the Resolutions Committee determined that it would be beneficial to unify these 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 3-4, 2014, Executive Committee meeting to create this new handbook. The Resolutions Committee also brought forward recommendations to the same Executive Committee meeting to (1) revise the Resolutions Committee membership to include one faculty member from each Area, in addition to the Executive Director and Resolutions Chair; and (2) to require that the Resolutions Chair and one additional member not be scheduled for the final breakout sessions on Thursday and Friday afternoon at Plenary Session. Each of these recommendations was approved by the Executive Committee.

Another issue that has arisen is in regard to the two-thirds vote threshold for reversing existing senate positions. This comes from Robert's Rules of Order. However, Robert's Rules also states that that if notice is given prior to the meeting of the intent to reverse a position, then only a simple majority is required. The current Plenary Session Rules do not state this rule explicitly, but it is a customary practice of the Academic Senate that is announced to the body when the rules for debate are read on Saturday morning. Because the Resolutions Handbook will include the Plenary Session Rules, the Resolutions Committee is proposing to explicitly state the two-thirds requirement for reversing positions in the Rules section of the Handbook.

---

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

The new Resolutions Handbook will include the revisions approved by the Executive Committee on January 3-4, 2014. It will be made available to the field and not only describe the resolutions process at Area meetings and Plenary Sessions, but also provide clarity 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.

# 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

## **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. May only urge or recommend a policy or action to local senates, the Board of Governors, the Chancellor, or other groups and individuals.
  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.
- 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. Resolutions that attempt to address local problems should be framed in such a way as to assist all local senates, faculty and/or students.

## **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.
- 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, postponed to the next plenary session or withdrawn.
- 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 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. 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).

(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 that resolution to be 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 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 request or recommend actions from others, or it can endorse or support a position, 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 punctuation rules of 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 a 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 “resolved” clauses reiterate a previous position taken by the body which might be deleted or pose an inadvertent contradiction to senate positions when a resolution is considered for a vote.
- 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 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 (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
M/S/U	Moved, Seconded, Unanimous
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 President approves the final draft of the resolutions, and they are published by the office staff on the plenary session website, 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 plenary session 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.



## **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. 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, rennumbers 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 ~~striketrough~~. 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: Review of draft update to Senate/Union relations paper from 2011		Month: September	Year: 2014
		Item No: IV. G.	
		Attachment: YES	
DESIRED OUTCOME:	The board will provide comments the current status of the paper and provide direction to the Educational Policies Committee on possible completion of the paper.	Urgent: NO	
		Time Requested: 20 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Freitas	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

Resolution 17.04 S09 directed the Academic Senate to draft a new paper on senate/union relations and to also develop technical assistance for resolving senate/union issues:

*Whereas, The Academic Senate for California Community Colleges' paper Developing A Model for Effective Senate/Union Relations (1996) lays the groundwork for defining the roles for the senate and bargaining unit, outlines areas where authority of the two organizations overlap, and provides suggestions for effective communication between the organizations; and*

*Whereas, The recently completed legal assistance survey that addressed senate and bargaining unit oversight of key issues indicates that very few senates have memoranda of understanding (MOUs) with their bargaining units, and senate/bargaining unit issue oversight covers a wide variety of positive, neutral, and negative outcomes for faculty;*

*Resolved, That the Academic Senate for California Community Colleges join with leaders of collective bargaining groups for California community college faculty to create a new paper that provides updates for delineation of functions, strategies for communication in good and bad times, and other important elements for overall well-being of faculty; and*

*Resolved, That the Academic Senate for California Community Colleges develop technical assistance for resolving local senate/bargaining unit issues that involves both senate and bargaining unit leaders.*

The 2010-2011 Educational Policies Committee undertook a revision to the 1996 paper, which also includes several scenarios that address issues that may arise between local senates and unions. The paper stalled in spring 2011, and the current status online states the following:

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

*The resolution calls for approaches to working with unions - so addressing it would best be accomplished by doing the same. The spirit of the resolution will be shared with union leaders and either the senate-union paper will be modified, or some other document developed. The 2010-11 committee made significant progress on updating the paper, though some members of Exec were cool to the work that had been done at the April 2011 Exec meeting.*

The Educational Policies Committee is seeking input and direction from the Executive Committee on how to proceed, whether the direction is to complete the paper, complete only elements of the paper (such as the scenarios), to abandon this draft and begin anew, or some other direction.



# Developing A Model for Effective Senate/Union Relations

*(revision)*

## Academic Senate for California Community Colleges

### Relations With Local Senates Committee

Committee members 1994-95	Committee members 1995-6
Janis Perry (Chair), Rancho Santiago College	Bill Scroggins (Chair), Chabot College
Chuck Abel, College of the Siskiyous	Chuck Abel, College of the Siskiyous
Margaret Hughes, Butte College	Ric Machuga, Butte College
Luz Argyriou, Napa Valley College	Richard Rose, Santa Rosa Junior College
Steve Cohen, Contra Costa College	Linda Barde, Chabot College
Patricia Deamer, Skyline College	Patricia Deamer, Skyline College
Fred Anderson, Hartnell College	Lin Marelick, Mission College
Allen Boyer, Modesto Junior College	Patricia Harrelson, Columbia College
Bob Frisch, Kings River College	Kate Pluta, Bakersfield College
Gary Carroll, Santa Barbara City College	Steve Pollock, Moorpark College
Donna Ferracone, Crafton Hills College	Sue Lawrence, Riverside Community College
Linda Webster, Santa Monica College	Linda Webster, Santa Monica College
Patricia Levin, Saddleback College	Marsha Elliott, North Orange Co. CCD
David Baird, Mt. San Jacinto College	David Baird, Mt. San Jacinto College
Joan Stroh, Southwestern College	Diane Glow, San Diego Miramar College

### EDUCATIONAL POLICY COMMITTEE 2010-11

Richard Mahon, Humanities, Riverside City College, Chair  
 Kevin Bontenbal, Library Science, Cuesta College  
 Marcy Drummond, LA Trade tech, CIO Representative  
 Don Gauthier, Geography, LA Valley  
 Arshia Malekzadeh, Moorpark College, Student Representative  
 Patricia Sandoval, Counseling, Antelope Valley  
 Paul Setziol, Music, De Anza College  
 Karolyn Van Putten, Laney College

With assistance from:

Rich Hansen, De Anza College & CCCI  
 Joanne Waddell, LA Valley College, & CFT



## Table of Contents

Table of Contents .....	3
Abstract .....	4
Background .....	4
Introduction .....	5
Principles of Collaborative Agreements .....	6
Duality of Roles in Shared Governance .....	8
Spheres of Responsibility .....	10
Governance Councils .....	10
District & College Committees .....	11
Consultation Between Bargaining Agent and Senate .....	12
Summary .....	13
Appendix I: Senate/Union Technical Assistance .....	14
1. Information Presentation .....	14
2. Advisory Assistance .....	15
3. Issue Resolution .....	15
4. Special Workshops & Presentations .....	15
Appendix II: Shared Governance in CCCs .....	17
Shared Governance In the California Community Colleges .....	17
Collective Bargaining and Limitation of Scope of Shared Governance .....	17
Academic Senate.....	19
Title 5 Scope.....	22
Title 5 Method of Consultation Required .....	22
Students.....	22
Staff.....	23
Academic Senate.....	23
CCLC and Academic Senate Guidelines.....	24
Title 5 Selection of Representatives .....	25
Students.....	25
Shared Governance In Contracts.....	25
Appendix III: El Camino College Senate/Bargaining Agent Agreement.....	28
Appendix IV: Senate-Union Scenarios .....	30

## **Abstract**

Academic senates and bargaining agents both represent faculty. Each has a unique, defined role, but faculty issues often overlap the areas of responsibility of both the senate and the bargaining agent. It is to the best interest of faculty that the two organizations cooperate and collaborate. With the complexity of challenges facing community colleges, it is expected that this would be a common situation in need of well-defined, agreed-upon strategies. The principles for the development of such a collaboration include significant participation by both parties, agreement by consensus, integrating the knowledge and expertise of all, representing points of view and interests rather than hardened positions, and an open, visible, informal process which generates steady, incremental progress.

In California, the authority for collective bargaining in higher education is the product of “the Rodda Act,” signed into law by then-governor Jerry Brown in 1975. The authority of Academic Senates is rooted in AB1725, omnibus legislation sponsored by John Vasconcellos, signed into law in 1988 by then-governor George Deukmejian, and instantiated in a wide range of Education Code and Title 5 regulations. It is useful to know that the authority for faculty collective bargaining predated the authority of academic senates by several years. (For a more thorough discussion of these developments, see “California Community Colleges: Principles and Leadership in the Context of Higher Education,” ASCCC, 2009).

The purview of senates and unions are described in statute and code. Title 5, Sections 53200-206 describe collegial consultation on academic and professional matters as the senate’s sphere of responsibility. The Education Employment Relations Act governs collective bargaining with the “test” for scope of bargaining being that a subject not specifically listed as a mandatory subject of bargaining is negotiable if 1) it logically relates to an existing negotiable item, 2) is of sufficient concern that conflict could occur which could benefit from the mediation of bargaining, and 3) negotiations will not significantly abridge managerial prerogatives.

Academic senate and union leaders operate within the same college environment, and the governance and committee structure of that environment is critical to assuring appropriate involvement of each in making the best decisions possible. Governance councils can facilitate communication and ease the process, but senates and bargaining agents should not allow such councils to blur their areas of responsibility. Governance councils do not serve as a substitute for the decision-making bodies: the senate with regard to academic and professional policies and procedures and the union with regard to conditions of employment. Clarity of roles and responsibilities of the senate and union may be achieved informally or by written agreement on delineation of functions and processes for resolving differences. Whatever methods of consultation senates and unions establish, it is essential that the two bodies communicate regularly, settle their differences directly, and do not let outside forces pit the two organizations against one another.

## **Background**

This paper was initially written in response to Resolution 13.2 passed at the Fall Session of 1993:

Whereas AB 1725 mandates duties which are incidental to faculty’s professional responsibility, and

Whereas AB 1725 recognizes local academic senates as the representative voice on all academic and professional matters, and

Whereas Title 5, Section 53204, mandates that a districts governance policy cannot impinge upon collective bargaining agreements, and

Whereas it is in the best interest of community college faculty to have effective academic senates and collective bargaining agents, and

Whereas faculty's interest is best served when academic senates and collective bargaining agents work collegially toward the greater good and welfare of faculty,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to study relations between local academic senates and their collective bargaining agents making recommendations and developing a model outlining strategies toward effective collegial relationships between these organizations,

After several years, this paper was considered valuable but insufficient (and many faculty leaders were unaware of its existence), leading to Resolution 17.04 in Spring 2009, Resources For Senate/Bargaining Unit Relations:

Whereas, The Academic Senate for California Community Colleges' paper *Developing A Model for Effective Senate/Union Relations* (1996) lays the groundwork for defining the roles for the senate and bargaining unit, outlines areas where authority of the two organizations overlap, and provides suggestions for effective communication between the organizations; and

Whereas, The recently completed legal assistance survey that addressed senate and bargaining unit oversight of key issues indicates that very few senates have memoranda of understanding (MOUs) with their bargaining units, and senate/bargaining unit issue oversight covers a wide variety of positive, neutral, and negative outcomes for faculty;

Resolved, That the Academic Senate for California Community Colleges join with leaders of collective bargaining groups for California community college faculty to create a new paper that provides updates for delineation of functions, strategies for communication in good and bad times, and other important elements for overall well-being of faculty; and

Resolved, That the Academic Senate for California Community Colleges develop technical assistance for resolving local senate/bargaining unit issues that involves both senate and bargaining unit leaders.

Upon review, members of the Educational Policies Committee agreed that the quality of the original paper was such that faculty would be best served by building on its foundation rather than developing a distinct document.

As with all senate documents, this paper provides suggestions and models, which local academic senates may use, revise, or take other actions, as they deem appropriate.

## **Introduction**

In order to promote collegiality and better serve the faculty and students of the California Community Colleges, both bargaining agents and academic senates must be committed to mutual re-

spect, trust, and openness. It is acknowledged that each party has its unique obligation and perspective and yet also shares overlapping responsibilities and authority. It is also acknowledged that the shared goal of both is student equity and success.

With the complexities of these relationships in mind, the bargaining agents and the senates share responsibility for representing and promoting faculty and their commitment to academic excellence and integrity. To clarify the role of each organization both by law and by practice, consider the following.

1. Faculty are best served by having two strong organizations, both promoting faculty interests and their commitment to academic excellence and integrity.
2. AB 1725 strengthened the role of senates, but bargaining agreements can protect important processes, policies, and procedures developed by the academic senate involving academic and professional matters such as affirmative action, hiring, evaluation, tenure review, dismissal, and curriculum development as related to load.
3. Faculty need clear, honest information from as many sources as possible. Faculty organizations need to share information with one another so that leaders are better able to represent the entire faculty.
4. Faculty are not served by conflict between their senate and bargaining agent and in such situations can be vulnerable to manipulation if one group is played against the other.
5. Faculty and students win when the organizations cooperate and collaborate with each other.

Rarely would an issue be of exclusive interest to only one party. Many times an issue would be of interest to both the bargaining agent and the academic senate to develop policies and procedures that affect the faculty. To be effective, such policies and procedures must be developed collaboratively.

## **Principles of Collaborative Agreements**

With today's multi-party, complex issues, cooperation is the place to begin most efforts. It is only with that approach that we can truly hope to find solutions to complex problems.

Any complex issue involves many interested parties. Each group makes an important contribution which will determine the success of the effort. Each group also has enough influence that, if they are not included in the process, their influence can be used negatively to cause the quality of the work to deteriorate or block the success of the effort. It is time to create a collaborative process that would model the type of relationship among stakeholders which will lead to effective solutions.

With this in mind, the following “Principles For Any Cooperative Effort” (Dayl, 1994<sup>1</sup>) may be helpful in considering the salient factors involved in developing an agreement to work collaboratively.

1. Those with formal authority and decision-making power must participate in a way that ensures the success of any cooperative effort. The key decision makers in all organizations involved need to agree to participate in the process and consider it an integral part of their “real” work and decision making.
2. Most cooperative efforts are based in a decision-making process of consensus, with the fall back to the legal, organizational and/or political process. Consensus is a series of small, important agreements. Each agreement in any design process needs to be clear and understood by everyone. Each agreement is also in a sequence that builds the long-term relationships. Consensus creates collaborations and partnerships of a new kind.
3. Inclusion rather than exclusion of people is necessary for any collaborative effort to succeed. All stakeholders (those who are responsible for final decisions, those who must implement decisions, or those who can block decision) need to be involved in and agree to the design of the collaborative effort. Each stakeholder’s involvement will vary depending on their needs for information, needs for involvement, their expertise, their contribution, and their decision-making authority. The process design’s sequence is based on integrating the needs, expertise, contributions, and responsibilities of all stakeholders.
4. Collaborative efforts are an investment in the future.
5. Participants should represent point of view, interests, and needs rather than positions. There will rarely be one point of view by any given collection of stakeholders. All points of view and needs must be heard, understood, and responded to.
6. Learning together is a foundation element for success of collaborative efforts. Therefore, collaborative efforts need to achieve results along the way to demonstrate their legitimacy and effectiveness. These results need to be documented to remind people how far they have come because most tend to forget accomplishments and focus on what is yet to be.
7. People support and contribute to change when they know what is being planned and which arenas are being discussed. Cooperative efforts need to be open and visible to everyone.
8. The most innovative ideas are created in open secure environments. Many formal environments are too constrictive and political. Cooperative efforts need to create open and secure environments either within the formal organizational structure(s) or create informal structures within or outside the formal organization(s).

---

<sup>1</sup> Dayl, Erinellene, “Principles for any Cooperative Effort,” Carmel, CA, 1994

## Duality of Roles in Shared Governance

Title 5, Section 53203 of the California Code of Regulations requires a local governing board to consult collegially with representatives of the academic senate when adopting policies and procedures on academic and professional matters. Title 5, Section 53200, defines academic and professional matters as including 11 specified “policy development and implementation matters.”

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students

Title 5, Section 52303(f), states that “Notwithstanding this subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces or other groups.” Some colleges and districts do this formally; others make more informal decisions concerning the role of the bargaining agent in shared governance.

Title 5, Section 53204, Scope of Regulations, states that

Nothing in this subchapter shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between collective bargaining representatives and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining representatives as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to these regulations.

In consulting over these matters bargaining agents and academic senates must be careful to recognize the following principles (Hittelman, 1993<sup>2</sup>):

---

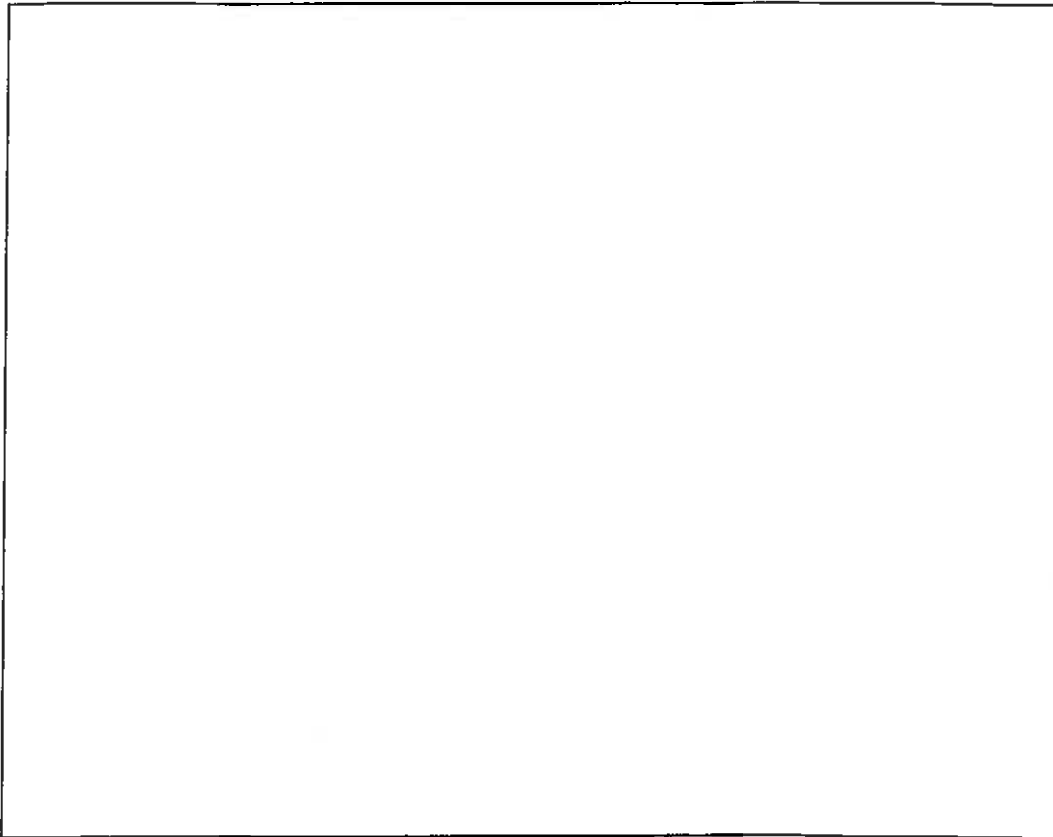
<sup>2</sup> Hittelman, Marty, “Shared Governance,” Community College Council of the California Federation of Teachers, AFT, AFL-CIO, Burbank CA, October 10, 1993.



1. It is the intent of the Legislature that the academic senates assume primary responsibility for making recommendations in the areas of curriculum and academic standards.
2. Consultations between governing boards and academic senates cannot legally interfere in the collective bargaining process.
3. Consultation between the governing board and the academic senate cannot legally cover those subjects which are within the scope of representation between the exclusive bargaining agent and the district, unless explicitly approved by the bargaining agent.

More specifically, the following must be kept in mind when implementing Sections 53200-204 of Title 5 [Note: the academic senate's collegial consultation in academic and professional matters].

1. Collective bargaining for community colleges is governed by the Education Employment Relations Act (EERA).
2. In AB 1725, the Legislature sought to strengthen the participation in college governance of faculty, students, and staff, but not at the expense of collective bargaining. Faculty, staff, and student participation may not intrude on matters which are subject to collective bargaining, where there is a bargaining agent recognized as the exclusive representative.
3. The EERA does not specifically enumerate all matters which are subject to bargaining. As a result, the Public Employees Relations Board (PERB) has adopted a "test" to determine what is negotiable. The Anaheim Test for determining the scope of bargaining is that a subject not specifically listed as a mandatory subject of bargaining is negotiable if it logically and reasonably relates to a listed subject, is of sufficient concern to the board and the bargaining agent that conflict is likely, and the mediatory influence of bargaining is appropriate to resolve the likely conflict, and if negotiations will not significantly abridge managerial prerogatives. [Note: see *Hittelman's paper in the appendix for a list of some items found by PERB to be within the scope of bargaining.*]
4. The "test" of negotiability is applied to particular fact situations on a case-by-case basis. As a result, the "scope" of negotiations is subject to periodic modification and interpretation. Since the scope of negotiations is not always precisely fixed, there is a danger that district or college governance committees and procedures could result in inappropriate and unlawful instructions on the scope of bargaining. [Note: see *Hittelman's paper in the appendix for examples.*]
5. The list of permissible subjects for [collegial] consultation in Section 53200 is limited by the EERA. Collegial consultation on matters pursuant to 53200(d) cannot legally lead to the creation of any organization or the participation in any activity which would undermine the ability of the exclusive representative to negotiate with the district. [Note: see *Hittelman's paper in the appendix for more specifics.*]



## **Spheres of Responsibility**

The academic senate, the bargaining agent, and the board of trustees all have areas in which they are involved in decision making. These “spheres of responsibility” are defined in shared governance board policies and procedures and in negotiated bargaining agreements. The academic senate arena includes the eleven academic and professional matters. The bargaining agent is concerned with issues within the scope of negotiations: generally, hours, wages, and working conditions. The board of trustees is charged with operating the district. However, as pointed out above, the distinction among these spheres of responsibility may not always be clear. As issues arise, on a case-by-case basis, decisions must be made as to how the college will develop policies and procedures to deal with such governance issues. Is it a shared governance issue? Does it require negotiating with the bargaining agent? Often, no simple answer exists. The spheres of responsibility of the senate, bargaining agent, and board overlap. Effective mechanisms must be in place to address the involvement of each.

## **Governance Councils**

A commonly used component of a shared governance agreement is an oversight body such as a college or district governance council. This body typically has representatives of students, classified staff, administration, academic senate, and bargaining agent, in numbers determined appropriate at the local level. Duties of the governance council typically include recommending into which sphere of responsibility the issue may fall (senate, bargaining agent, administration, or a combination) and shepherding the development of policy and procedure regarding the issue until it reaches resolution. Examples include the College Coordinating Committee used at Rancho

Santiago College<sup>3</sup> and the College Council developed at Chabot College.<sup>4</sup> Both these documents spell out clearly the charge to the group along with its membership, operating procedures, and reporting requirements.

If academic senates and bargaining agents choose to participate in such a council, several factors should be kept in mind. Academic senate members should not be drawn into discussion of bargainable issues in an inappropriate forum such as a governance council. Bargaining agent representatives should not be party to such a council usurping the role of the senate in academic and professional matters. Discussions of the appropriate roles of the bargaining agent and the senate should take place directly between the two organizations. Issues that are appropriate for and are commonly addressed in Governance Councils include: the operations of the college, maintenance of the facilities, parking and security, admissions and records, registration, and directing issues to the appropriate decision making bodies on campus. Issues that are not appropriate for discussion and decision making in Governance Council include but are not limited to policies and procedures regarding curriculum, staff development, program review, hiring of faculty, and course offerings.

**It is important to stress that such councils are not themselves vested with decision-making authority in either academic and professional policies and procedures or in areas dealing with conditions of employment. The academic senate is the body empowered by Title 5 to represent the faculty in recommending policies and procedures related to academic and professional matters.** It is by written resolution of the senate that the faculty expresses its will to the board of trustees which may then either accept that recommendation (in primarily relying on the senate) or act favorably on it (in reaching mutual agreement with the senate). It is by exclusive representation of the faculty that the bargaining agent negotiates with the board of trustees to reach contractual terms on conditions of employment. No intermediary body, such as a governance council, should intervene in the direct representation of either the senate or the bargaining agent. The appropriate role for a governance council is to facilitate communication and appropriate involvement of all parties, not to function as an arbiter or decision-maker in senate or union areas of responsibility.

## **District & College Committees**

Shared governance procedures (beyond the board policy) should establish the committee structure of the district and college through which recommendations on 1) academic and professional matters are developed for ratification by the board and/or academic senate; 2) matters defined in the bargaining agreement are implemented, and 3) administrative decisions are developed, finalized, and disseminated. All such committees should have a clearly delineated charge, reporting responsibility, and membership—including appointing body, term of office, and voting status. The committee structure will usually require an agreement between the academic senate and the

---

<sup>3</sup> Rancho Santiago College Community College, District Shared Governance Guidelines, August, 1992

<sup>4</sup> Chabot College, Governance Structure for Academic and Professional Matters, Draft, September, 1995

bargaining agent on how to handle areas of overlap of their respective duties. The referenced guidelines used at Rancho Santiago and Chabot Colleges provide examples of how committee structure and function can be specified.

## **Consultation Between Bargaining Agent and Senate**

In several areas, the Education Code requires the exclusive bargaining agent to consult with the academic senate. These areas include procedures for tenure evaluation of newly hired faculty (87610.1), evaluation of tenured faculty (87663), and faculty service areas (87743.2). In addition, minimum qualifications and equivalency (87359) and hiring criteria and processes (87360) are assigned to the senate, but these policies are often included in the bargaining agreement. Consequently, bargaining agents and senates must, at a minimum, develop means by which to consult on these issues.

The mechanism by which consultation takes place, on other areas of mutual interest as well as statutory matters, is critical to the success of the relationship between the senate and the bargaining agent. On many campuses, senate and union boards meet jointly to discuss matters of mutual concern. Often, liaisons attend regular meetings to facilitate this dialog. When specific issues arise, faculty members from each organization may meet to assure that the roles of both are clear.

The cooperation and communication between senate and union may occur informally or may be formalized in a memorandum of understanding or a delineation of functions agreement. While written agreements have been found to be useful to faculty leaders on some campuses, others have chosen not to write out their agreements.

Title 5, Section 53204, on Scope of Regulations (quoted above), specifically allows for such agreements. The bargaining agent and the academic senate acknowledge that their respective spheres of influence and responsibility may, at times, overlap and/or conflict. In general, the two organizations agree that issues pertaining to faculty compensation, conditions and terms of employment, faculty work load, employee safety, security of employment, and other matters commonly considered to be within the realm of the "employee-employer" relationship, including grievance of same, shall fall within the purview of the bargaining agent. The two organizations also agree that issues pertaining to academic and professional standards, academic policy, scholastic standards, faculty development and enrichment, professional ethics, collegial governance, and other matters commonly considered to be within the realm of "academic" concerns, including grievance of same, shall fall within the purview of the academic senate. Further, recognizing that issues will arise that will not clearly fall into either sphere of responsibility, the bargaining agent and academic senate agree to mutually resolve the disposition of such matters.

Such written agreements work best if they focus on structural arrangements rather than strictly delineate the role of each organization in every circumstance. It is generally preferable to specify the manner by which consultation and resolution take place rather than attempt to anticipate the nature of future issues and dictate the solutions. For example, the agreement might establish a liaison relationship coupled with annual joint board meetings. It might also enable either board to identify an issue of mutual concern and call together representative faculty to suggest mutually agreeable alternatives. An example of such an agreement, developed at El Camino College, appears in the appendix.

Regardless of the method of consultation between the senate and the bargaining agent, certain basic tenets of cooperation have been found to be helpful.

1. Have regular joint strategy sessions.
2. Establish ongoing communication, for example, with liaisons.
3. Do not fight in public; settle differences jointly.
4. Do not allow others to pit one organization against the other.
5. If personal “sniping” occurs, nip it in the bud immediately by direct conversation between the relevant parties.
6. Do not allow one organization to be given special privileges by the college at the expense of the other; work together for the best interests of both organizations.

## Summary

Academic senates and bargaining agents both represent faculty. Each has a unique, defined role, but faculty issues often overlap the areas of responsibility of both the senate and the bargaining agent. It is to the best interest of faculty that the two organizations cooperate and collaborate. With the complexity of challenges facing community colleges, it is expected that this would be a common situation in need of well-defined, agreed-upon strategies. The principles for the development of such a collaboration include significant participation by both parties, agreement by consensus, integrating the knowledge and expertise of all, representing points of view and interests rather than hardened positions, and an open, visible, informal process which generates steady, incremental progress.

The purview of senates and unions are described in statute and code. Title 5, Sections 53200-206 describe collegial consultation on academic and professional matters as the senate’s sphere of responsibility. The Education Employment Relations Act governs collective bargaining with the “test” for scope of bargaining being that a subject not specifically listed as a mandatory subject of bargaining is negotiable if 1) it logically relates to an existing negotiable item, 2) is of sufficient concern that conflict could occur which could benefit from the mediation of bargaining, and 3) negotiations will not significantly abridge managerial prerogatives.

Academic senate and union leaders operate within the same college environment, and the governance and committee structure of that environment is critical to assuring appropriate involvement of each in making the best decisions possible. Governance councils can facilitate communication and ease the process, but senates and bargaining agents should not allow such councils to blur their areas of responsibility. Governance councils do not serve as a substitute for the decision-making bodies: the senate with regard to academic and professional policies and procedures and the union with regard to conditions of employment. Clarity of roles and responsibilities of the senate and union may be achieved informally or by written agreement on delineation of functions and processes for resolving differences. Whatever methods of consultation senates and unions establish, it is essential that the two bodies communicate regularly, settle their differences directly, and do not let outside forces pit the two organizations against one another.

## **Appendix I: Senate/Union Technical Assistance**

### **ASSISTANCE TO ASSURE EFFECTIVE COOPERATION BETWEEN LOCAL SENATES AND BARGAINING AGENTS**

The Academic Senate for the California Community Colleges and the Community College Faculty Unions of California have joined together to offer a program of assistance for local colleges and districts. The purpose of the program is to help districts and colleges successfully implement state law and regulations that provide clear but sometimes overlapping authority to both local senates and bargaining agents. The services offered will be most effective if used before major conflicts arise and prior to a heightened level of local unilateral action by any the parties involved in the local decision-making process.

The jointly-sponsored program does not replace the individual services offered by the Academic Senate or statewide bargaining organizations to local faculty. Yet it is recognized that challenges to improve local decision making processes can be aided by the mutual support of the statewide organizations. Because the services are carried out by volunteers of the Academic Senate and the Unions, the services will not always be available on short notice and scheduled assistance should be arranged well in advance.

The program includes four distinct services that are available. Faculty leaders who are interested in assistance should meet together to consider the services and to agree mutually on what assistance would be most beneficial. Although the program is intended to be flexible so that a mix of the four services or optional services may be available, the Academic Senate and the Unions may not be able to help with some requests which vary too much from the four defined services or from the goal of improving the effectiveness of participation in governance.

The presidents of the Academic Senate and relevant statewide Union are available at this early stage to answer questions and to help in identifying the best approach. These two persons will reach agreement as to whether the mutual request for assistance can be carried out. No joint service will be provided unless there is a written request for assistance signed by the local academic senate and bargaining agent presidents. Each college using the service is expected to reimburse the travel expenses for the assistance team members.

The following provides a summary of the four services available within the assistance program: 1) informational presentation, 2) advisory assistance, 3) issue resolution and 4) special workshops and presentations.

#### **1. Information Presentation**

The informational presentation service is intended to provide a basic overview of state law, regulations, and guidelines concerning the roles of academic senates and bargaining agents. The presentation is done by a representative of the Academic Senate and the relevant statewide union and takes approximately two hours. Handouts are provided, good practices highlighted, and questions answered.

This service is best used at a college or district where there are no significant issues of conflict but a recognition that many participants in local shared governance roles are new and need an orientation or refresher on the required processes.

## **2. *Advisory Assistance***

The advisory assistance service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences.

The service is conducted by one to two representatives of the Academic Senate and the relevant statewide union over four to six hours. The time includes a basic overview presentation for all interested parties and separate meetings with the faculty leaders in the local academic senate and bargaining agent.

A written advisory report is provided by the assistance team to the district or college within six weeks of the visit. The advisory report seeks to clarify the key issues identified by the team in its visit and makes recommendations for addressing the issues and suggests who might be responsible for embarking on the solutions.

## **3. *Issue Resolution***

The purpose of the issue resolution service is to provide mediation assistance to a college or district when the parties have reached a stalemate and are unable to resolve their differences on a major issue. This service will not be provided unless the bargaining agent leadership and academic senate agree in advance and are committed and open to address seriously the recommendations of the assistance team.

Prior to the six to eight hour visit of one to two representatives from the Academic Senate and the relevant union, focused discussions and investigation occur to clearly delineate in writing the issue to be resolved and the approach to be used. During the visit there will be focused interviews with individuals and groups.

A written advisory report is provided by the assistance team within eight weeks of the visit. Prior to the formal presentation of the written report, the local parties involved will be given an opportunity to clarify, correct, or refine the recommendations or statements in the report. The assistance team will return to the college or district to present the report and to answer questions publicly. In addition a follow-up training session to provide guidance on implementing the recommendations will be provided if requested.

## **4. *Special Workshops & Presentations***

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

**WHAT IS NEXT? Request Services:**





## **Appendix II: Shared Governance in CCCs**

### **Community College Council of the California Federation of teachers, AFT**

1200 W. Magnolia Blvd. / Burbank, CA 91506

818/843-8226 FAX 818/8434662

#### ***Shared Governance In the California Community Colleges***

Education Code Section 70901(b)(1)(E) (enacted as part of AB 1725) requires that the board of governors establish “Minimum standards governing procedures established by governing boards of community college districts to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right of the academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.”

Education Code Section 70902(b) also requires action by local governing boards: “the governing board of each community college district shall do all of the following:

“(b)(7) Establish procedures not inconsistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right to participate effectively in district and college governance, and the right of the academic senate to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.”

The Board of Governors has acted to establish Title 5 minimum requirements for senate (July 12, 1990), student (September 13, 1991) and staff (January 10, 1991) participation in local governance

Each of the set of regulations call for local community college districts to adopt policies and procedures that provide for the opportunity to participate in district and college governance.

#### ***Collective Bargaining and Limitation of Scope of Shared Governance***

All three sets of shared governance regulations clearly state that the regulations may not be used to impinge on due process rights nor detract from collective bargaining (53204, 51025(d), and 51023.5(b)). The Board of Governors regulations could not and did not change the scope of bargaining as defined in collective bargaining law.

In particular, in the regulations regarding staff (where there is no counterpart under EERA of the Academic Senate), the regulations state that “in developing and carrying out policies and procedures pursuant to subsection (a), the district governing boards shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any other way encourage employees to join any or-

ganization in preference to another. In order to comply with Section 3540 et seq., such procedures for staff participation shall not intrude on matters within the scope of representation under Section 3543.2 of the Government Code. In addition, governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.” (51023.5(b)).

Government code Section 3543.5(d) states that it is unlawful for a district to “dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any employee organization in preference to another.” Section 3540.1 defines an “employee organization” as “any organization which includes employees of a public school employer and which has as one of its primary purposes representing those employees in their relations with that public school employer.” “Employee organization” also includes “any person such an organization authorizes to act on its behalf.” Section 3540.1 defines “recognized organization” or “recognized employee organization” as “an employee organization which has been recognized by an employer as the exclusive representative pursuant to Article 5 (commencing with Section 3544).”

In Oak Grove School District (1986), the Public Employee Relations Board (PERB) held that it was unlawful for an employer to sponsor a “teachers forum” to discuss matters within scope. In Redwoods Community College District (1987) it was held that an employee council that was formed to improve communications among employees was an employee organization. PERB further ruled that it was unlawful for the employer to deal with the council even on matters outside scope because it undermined exclusive representation. In Antelope Valley (1979), PERB found it unlawful for an employer to set up an organization to represent employees.

In SEIU Local 535 v Ventura County Community College District (1994) a PERB Administrative Law Judge ruled that the Ventura County Community College District violated the Educational Employment Relations Act (EERA) by unlawfully supporting classified senates and dealing with the senates on negotiable topics. The ALJ ruled that the classified senate was an “employee organization” under EERA and could not be a participant in a shared governance structure which made recommendations to management. The exclusive representative of the classified employees was their bargaining agent.

Employee committees, such as classified councils or classified senates, which are not sanctioned by the collective bargaining agent and have district support such as released time or use of copying machines violate Section 3543.5 of the EERA if they undermine the collective bargaining agent’s status. “Undermining” includes activities that erode support among unit members.

A classified council or classified senate may not operate as an employee organization under EERA. Section 3543.1 of EERA states that “Employee organizations shall have the right to represent their members in their employment relations with public school employers, except that once an employee organization is recognized or certified as the exclusive representative of an appropriate unit pursuant to Section 3544.1 or 3544.7, respectively, only that employee organization may represent that unit in their employment relations with the public school employer.

## ***Academic Senate***

Academic senates are given a role in EERA, classified councils and classified senates are not.

Academic Senates are specifically noted in Education Code Section 70901 as having a role in shared governance and Title 5 regulations recognize this role. However, Title 5, Section 53203(f) also recognizes the role of the collective bargaining agent. In particular, Section 53203(f) states that “Notwithstanding this subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups.” Some colleges and districts do this formally, others make more informal decisions concerning the role of the union in shared governance.

Title 5 lists 11 items that are considered “academic and professional matters” for the academic senate to consult collegially on. These 11 areas are listed later in this paper. It must be noted that several of the 11 items listed may relate to matters within the scope of representation of the Educational Employment Relations Act, Government Code Section 3540 et seq.

In consulting over these matters, governing boards and academic senates must be careful to recognize the following principles:

1. It is the intent of the Legislature that the academic senates assume primary responsibility for making recommendations in the areas of curriculum and academic standards.
2. Consultations between governing boards and academic senates cannot legally interfere in the collective bargaining process.
3. Consultation between the governing board and the academic senate cannot legally cover those subjects which are within the scope of representation between the exclusive bargaining representative and the district, unless explicitly approved by the exclusive representative.

More specifically, the following must be kept in mind when implementing Sections 53200-53204 of Title 5:

1. Collective bargaining for community colleges is governed by the Education Employment Relations Act (EERA).
2. In AB 1725, the Legislature sought to strengthen the participation in college governance of faculty, students, and staff, but not at the expense of collective bargaining. Faculty, staff, and student participation may not intrude on matters which are subject to collective bargaining, where there is a bargaining agent recognized as the exclusive representative.
3. The EERA does not specifically enumerate all matters which are subject to bargaining. As a result, the Public Employees Relations Board (PERB) has adopted a “test” to determine what is negotiable. The “Anaheim Test” for determining the scope of bargaining is that a subject not specifically listed as a mandatory subject of bargaining is negotiable if it logically and reasonably relates to a listed subject, is of sufficient concern to the board and the bargaining agent that conflict is likely and the mediatory influence of bargaining is ap-

appropriate to resolve the likely conflict, and if negotiations will not significantly abridge managerial prerogatives.

The following subjects are some of the items found by the PERB to be within the scope of bargaining:

- (a) affirmative action plans
- (b) benefits
- (c) discrimination
- (d) hours of work, instructional day
- (e) promotions
- (f) in-service training related to wages, hours, safety, promotional opportunities or job performance
- (g) transfer of bargaining unit work outside the unit
- (h) transfer and reassignment
- (i) school calendar
- (j) compensation
- (k) grievance procedure
- (l) job or duty assignments
- (m) layoff effects (notice, layoff order, reinstatement rights, etc.)
- (n) preparation time
- (o) released time
- (p) early retirement
- (q) safety
- (r) student grievance policy
- (s) tools and equipment
- (t) union right to information related to representation
- (u) class size
- (v) contracting out bargaining unit work
- (w) holidays
- (x) job or duty assignments
- (y) personnel files
- (z) assignment of overtime work

4. The “test” of negotiability is applied to particular fact situations on a case-by-case basis. As a result, the “scope” of negotiations is subject to periodic modifications and interpreta-

tion. Since the scope of negotiations is not always precisely fixed, there is a danger that district or college governance committees and procedures could result in inappropriate and unlawful intrusions on the scope of bargaining.

The following items should be noted:

- a. A college governance body and a governing board should make certain that the local exclusive organizations are fully informed regarding matters which are proposed for adoption or discussion within the governance framework.
- b. It is appropriate for the college and for any governance participant or party to seek legal advice regarding whether a subject under consideration is subject to collective bargaining.
- c. Simply because a topic under discussion has not been included in a collective bargaining agreement, or is not then under discussion or negotiations for inclusion in a contract does not mean that the topic can be discussed within the governance framework or that the topic is not subject to collective bargaining. The PERB has held that the unilateral adoption of policies which are not in a contract, but are within the scope of representation, is illegal.

5. The list of permissible subjects for consultation in Section 53200 is limited by the EERA:

- a. Section 53200(c)(6) includes “district and college governance structures, as related to faculty roles” in the definition of academic and professional matters. Collegial consultation on this subject pursuant to 53200(d) cannot legally lead to the creation of any organization or the participation in any activity which would undermine the ability of the exclusive representative to negotiate with the district.
- b. Section 53200(c)(10) (processes for institutional planning and budget development), cannot legally be used to make decisions about allocation of district money which would interfere with the ability of the exclusive representative to negotiate wages or any other matters that have economic consequences, including faculty promotion or upgrading.
- c. Section 53200(c)(11) allows the governing board and the academic senate to mutually agree upon “other academic and professional matters.” Subsection 11 must be interpreted very narrowly in dealing with matters which may touch upon collective bargaining. It would be clearly illegal for the governing board and the academic senate to mutually agree to define any of the subjects which are part of collective bargaining as academic and professional matters. For example, although the school calendar overlaps into the areas of academic and professional matters, the school calendar must be negotiated between the exclusive representative and the district, without any interference from the academic senate or any other organization.
- d. Section 53200(c)(4) (Educational Program Development), for example, cannot legally be used to make decisions about the academic calendar, in-service training or the flex calendar program (which are all negotiable).

6. Section 53203(a) allows the Academic Senate to assume responsibilities and perform functions that may be delegated to it by the governing board of the district. However, the governing board may not legally delegate any responsibilities or functions which belong to the exclusive representative, such as collective bargaining or grievance handling.

7. Section 53204 specifically warns that the rights given to the academic senate cannot “detract from any negotiated agreement between collective bargaining representatives and district governing boards.” Section 53204 must be kept in mind in all dealings with the academic senate.

### ***Title 5 Scope***

The scope of the academic senate is in the area of academic and professional matters. These are the same words as appear in the Educational Employment Relations Act (EERA). Students have rights with regard to matters that have or will have a significant effect on students. Staff have rights in areas that have or will have a significant effect on staff. In particular, staff have governance rights in regard to the definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its colleges and the participation structures and procedures for the staff positions defined and categorized.

### ***Title 5 Method of Consultation Required***

#### ***Students***

##### **51025 (a)**

(1) “Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.”

(3) “Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.”

50125(c) “The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.”

51025(b) Students. “For the purpose of this section, district and college policies and procedures that have or will have a significant effect on students includes the following:

- (1) Grading policies.
- (2) Codes of student conduct.
- (3) Academic disciplinary policies.
- (4) Curriculum development.
- (5) Courses or programs which should be initiated or discontinued.

- (6) Processes for institutional planning and budget development.
- (7) Standards and policies regarding student preparation and success.
- (8) Student services planning and development
- (9) Student fees within the authority of the district to adopt.
- (10) Any other district and college policy, procedure or related matter that the district governing board determines will have a significant effect on students.”

### **Staff**

Matters having a significant effect on staff are not defined in the regulations except that there is a requirement that a district governing board “reasonably determines, in consultation with staff” that the matter has a significant effect on staff (51023.5 (a)(4)).

51023.5 (a)(4) “Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.”

(6) “The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.”

### **Academic Senate**

In California the Academic Senate is recognized under the Educational Employment Relations Act (EERA). In particular, Section 3540 of EERA states that “It is further the intention of the Legislature that this chapter shall not restrict, limit, or prohibit the full exercise of the functions of any academic senate or faculty council established by a school district in a community college to represent the faculty in making recommendations to the administration and governing board of the school district with respect to district policies on academic and professional matters, so long as the exercise of the function does not conflict with lawful collective agreements.”

Title 5, Section 53203 of the California Code of Regulations (CCR) requires a local governing board to consult collegially with representatives of the academic senate when adopting policies and procedures on academic and professional matters.

Title 5, Section 53200 defines academic and professional matters as including 11 specified “policy development and implementation matters.”

The 11 specified items are:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development

5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self study and annual reports
8. Policies for faculty professional development activities
9. Process for program review
10. Processes for institutional planning and budget development
11. Any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students

ATTENTION SHOULD BE PAID TO THE DIFFERENCE BETWEEN CONSULTING COLLEGIALLY ON AN ITEM (SUCH AS CURRICULUM AND CONSULTING COLLEGIALLY ON THE PROCESS (SUCH AS INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT).

### ***CCLC and Academic Senate Guidelines***

The Community College League of California (representing CEOs and Trustees) and the Academic Senate have agreed to guidelines for implementation of Section 53200-53204 of Title 5 of the California Code of Regulations regarding the role of Academic Senates in shared governance. Several items of their agreement involved the role of the union:

*Question 10:* Can the local board choose the academic senate to be the organization that represents faculty on matters that have previously been collectively bargained or are with the legal scope of bargaining? Can the local board accept recommendations from the academic senate or reach agreements with the academic senate which contradict a collective bargaining agreement?

*Answer* The answer to both questions is no. The governing board may not legally delegate to the senate any responsibilities or functions which belong to the exclusive representative. AB 1725 did not change collective bargaining law (i.e. EERA, Government Code Section 3540 et sec.) nor the legal scope of bargaining. The regulations specifically point out that nothing in the Board of Governors regulations may be construed to “detract from any negotiated agreements between collective bargaining and district governing boards.”

*Question 11:* Can a board and union through a collective bargaining agreement change a policy previously adopted by a board based upon recommendation of the academic senate or mutually agreed to with the academic senate?

*Answer:* Yes. Matters appropriately within the scope of collective bargaining may be negotiated between collective bargaining representatives and district governing boards regardless of previous policies.



*Question 12:* May the collective bargaining agent delegate matters with the scope of bargaining to the local senate and may the senate delegate matters within the scope of the ten defined areas of “academic and professional matters” to the collective bargaining agent?

*Answer:* Yes, to the extent permitted by collective bargaining laws. The regulations state that the intent is to “respect agreements between academic senates, and collective bargaining representatives...”

## ***Title 5 Selection of Representatives***

### ***Students***

51025(a)(4) “For purpose of this section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.”

51023.5(a)(3) “in performing the requirements of subsections (1) and (2) of this section, the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations and other such bodies. Where no groups or structures for participation exist that provide representation for the purposes of this section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.”

(a)(7) “The selection of staff representatives to serve on college and district task forces, committees, or other governance groups shall, when required by law, be made by those councils, committees, employee organizations or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation. In all other instances, the selection shall either be made by, or in consultation with, such staff groups. In all cases, representatives shall be selected from the category that they represent. “

The “required by law” reference above is directed at the situation where there is a collective bargaining agent (the “employee organization”). The district must behave in a manner that does not create an unfair labor practice as outlined earlier in this paper. A district must be very careful not to recognize an organization of classified employees other than the collective bargaining agent if such recognition undermines the union or violates the rulings of PERB.

### ***Shared Governance In Contracts***

Many collective bargaining agents have addressed aspects of shared governance in their contracts. Some examples from AFT locals are:

**Los Angeles Faculty:** By contract, the union and the senate have an equal number of representatives on campus and district budget committees. At least one representative is guaranteed to the union on the campus affirmative action committee and curriculum committee. The contract also spells out the composition of a number of committees including the work environment, summer session, campus academic senate committee for distribution of convention attendance funds, and a benefits advisory committee.

**Ventura District** The contract requires that the federation have the right to appoint a member to a list of committees on the various campuses. These include Staff Development, Curriculum, Institutional Research, Flex Day, Campus-wide Shared Governance, Academic Affairs, Student Affairs, Campus Use and Development, Planning, Presidents Cabinet, and Sabbatical Leave. Each campus has a different list.

**Compton:** The contract requires that the union have the right to appoint one representative as part of the faculty component to a number of standing advisory committees. These include Affirmative Action, Budget, Curriculum, Student Disciplinary Review, General Education, Occupational Safety and Health, Petition, Institutional Advisory, and Institutional Planning.

**Glendale:** The contract guarantees that both the union and the senate have the right to appoint a representative to serve on college committees in the areas of student personnel services, curriculum and instruction, campus development, planning and facilities.

**Los Angeles Classified:** Union has right to appoint at least one member to campus/worksite and/or District-wide advisory committees in the areas of accreditation, budget, planning/development, sexual harassment, AIDS education, staff development, and affirmative action.

**El Camino:** The Academic Senate is written into the contract with a role outlined in a District Policy. The Policy may be amended by the Board of Trustees when such amendment is recommended jointly by the District and the Academic Senate. Committees addressed in the contract include college load review, divisional load, screening committee for full-time faculty hires, calendar committee, sabbatical leave committee, college conference committee, and insurance benefits committee.

#### **Los Angeles Valley College Model:**

**College Council:** College President, Vice-President of Administrative Services, Vice-President of Academic Affairs, Academic Senate President, AFT Faculty Guild, AFT Staff Guild, Associated Students Union (ASU), and Other Classified. The College Council serves as the primary recommending body to the College President on the establishment of policies within the scope of the Council and its standing committees. The College Council may accept a recommendation from a standing committee and pass it on to the College President, or it may reject a recommendation from the standing committee and send it back to that committee. The College Council normally may not change a recommendation from a standing committee before passing it on to the College President. A consensus of the College Council is achieved when there are no more than two (2) dissenting votes.

Standing Committees Budget, Institutional Planning, Space Utilization, Staff Development, and Staff Diversity. The chairs of these committees have reassigned time to perform their duties. The Budget Committee is composed of ten faculty members chosen jointly by the AFT and the Senate, five administrative representatives, one representative from each of four classified bargaining agents, and one ASU representative. The Institutional Planning Committee is composed of four administrative representatives, one Faculty Guild representative, one Staff Guild representative, one ASU representative, one Senate representative, one Other Classified union representative, the Curriculum Committee Chair, and eight faculty at large.

IT SHOULD BE EMPHASIZED THAT THE PERSONS WHO WORK IN SHARED GOVERNANCE AND THEIR BELIEF IN THE VALIDITY OF THE APPROACH ARE MORE IMPORTANT TO THE SUCCESS OF A SYSTEM THAN THE SYSTEM ITSELF. MANY DIFFERENT MODELS HAVE WORKED. MODELS THAT HAVE WORKED IN THE PAST SOMETIMES DON'T CONTINUE TO WORK WHEN CIRCUMSTANCES OR PEOPLE CHANGE.

Martin Hittelman  
10/17/94

**Appendix III: El Camino College Senate/Bargaining Agent Agreement**  
**EL CAMINO COLLEGE**  
**COUNCIL OF THE ACADEMIC SENATE & FEDERATION OF TEACHERS**

An agreement between the El Camino College Federation of Teachers and Academic Senate respecting the implementation of AB 1725 shared governance mandates

1. The Federation of Teachers is the exclusive bargaining agent for certificated faculty members.
2. The Academic Senate is chartered to provide the faculty with a formal and effective procedure for participating in the formation of District policies on academic and professional matters.
3. Title 5, California Code of Regulations, Section 53200, et seq., indicates a minimum of ten (10) specific areas of academic and professional matters in which the Academic Senate shall consult collegially with the Board of Trustees or their designee. The primary function of the Academic Senate is to participate in the development of policies regarding these specific areas and/or other areas that have been mutually agreed upon.
4. Many of the academic and professional matters identified in Title 5 are also within the jurisdiction of the current collective bargaining Agreement between the Federation and the District.
5. In those areas of academic and professional matters which appear to be both within the jurisdiction of the Academic Senate as per Title 5 and within the jurisdiction of the Federation- as per the contract, both organizations agree to consult with one another prior to submitting any proposals.
6. Title 5 provides that nothing contained therein shall be construed to detract from any negotiated agreement between collective bargaining representatives and District Governing Board.
7. It is the stated intent of Title 5, Section 53204, that all parties will respect agreements between the Academic Senate and the Federation as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to the Academic Senate pursuant to Title 5.
8. The Academic Senate of El Camino College and The Federation of Teachers desire to enter this Agreement in order to avoid future misunderstandings and to clarify their respective roles relating to the implementation of AB 1725 Shared Governance mandates contained in Title 5. The Federation of Teachers and the Academic Senate of El Camino College agree to the following:
  - A. The Federation agrees that the President of the Academic Senate or designee shall serve as a member-at-large on the Federation's Contract Writing Committee. Whoever serves must be a member in good standing of the Federation. A copy of the final negotiating

package adopted by the Federation's Executive Committee shall be provided to the President of the Academic Senate.

- B. The Presidents of the Academic Senate and the Federation shall consult collaboratively prior to making appointments to campus wide committees, whether those appointments are within the exclusive jurisdiction of either organization or shared by both.
- C. The Executive Committees of the Senate and Federation shall meet jointly at least once each semester to discuss matters of mutual interest and concern.
- D. It is the intent of the parties that changes to this Agreement shall be arrived at through a process of collaborative discussions. Modifications shall be subject to the approval of the Academic Senate Council and the Federation's Executive Committee.

President, Academic Senate

Date

President, Federation of Teachers

Date

## Appendix IV: Senate-Union Scenarios

**Scenario 1: Prioritization of New Full-time Faculty Hires.** During contract negotiations, the collective bargaining agent was able to persuade the administration to define a number of standing shared governance committees, including a Faculty Hiring Prioritization Committee. While acknowledging the role of the Academic Senate in hiring, nevertheless, the union negotiating team inserted language calling for union representation on the prioritization committee. In a separate article in the agreement, new language was also inserted that spelled out the prioritization criteria to be considered by the committee. Upon learning of the new language, the Academic Senate protested the intrusion of the union into a clearly defined academic and professional area.

**Issues:** What is the role of the contract and collective bargaining in faculty hiring and prioritization? Does the Academic Senate have a clear and unambiguous role in establishing hiring prioritization criteria? In this case, has the union over-stepped? What arguments would one expect from each side? What are potential solutions?

**Parameters:** Title 5, Section 87360 (b) provides hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by the representatives of the governing board and the *Academic Senate*. Union contracts may call for hiring goals that include their adjunct members as candidates, the obligation to their members.

**Suggestion:** There are clear shared interests here. To avoid divisiveness and conflict in this crucial area, the Academic Senate and the bargaining agent should collaborate and seek compromise. The Academic Senate has authority with respect to academic and professional matters including hiring criteria and policies, while the union has authority related to wages, workload, and working conditions. Clearly, the way forward must be through dialog and the recognition of a mutual interest to hire the highest caliber faculty. The mere presence of a union representative on the Faculty Hiring Prioritization Committee should not in and of itself precipitate conflict. However, the establishment of prioritization criteria outside of a process controlled by the Senate is problematic, and should be addressed by both parties, perhaps through a Senate-Union summit and the forging of a memorandum of understanding. The inclusion of prioritization criteria, if reasonable, bestows contractual authority to the process and can help ensure adherence to the policy. The union can grieve administration if violations to such a policy occur, while the Senate's options are more constrained.

**Scenario 2: Administrative hiring and evaluation.** A College President has decided to create a new administrative dean position in the CTE area to assist with coordinating new competitive federal grants and private-public partnerships in the job-training area. The President appoints a committee composed predominantly of administrators including various VPs and deans. Two CTE faculty members are also tapped to serve but neither the Union nor the Senate are consulted. The Committee has begun its deliberations before either the Union President or the

Senate President hear about the position or the hiring process. They also learn that both finalists selected will have retreat rights to the classroom in disciplines outside of CTE (to English and Math, respectively). They both protest to the President, who refuses to cancel or postpone the hiring, citing grant funding requirements as a basis for refusal. The Senate and Union rep decide to take the issue to their respective Consultations with the Board.

**Issues:** Can a College President hire administrators without input from faculty? What about the issue of retreat rights to a department or division when their administrative work is complete? What about evaluation of the new dean given the implicit limited nature of the position being created? Should a tenure review committee be formed?

**Parameters:** Title 5, Section 87360 (b) on hiring criteria states that hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by the representatives of the governing board and the *academic senate*. Section 87458 (a) states that the agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the *academic senate*. The process shall further require that the governing board provide the *academic senate* with an opportunity to present its views to the governing board before the board makes a determination. As for evaluation and tenure evaluation, Title 5 Sections 87761.10 and 87663 (f) both require that the collective bargaining agent “shall consult with the academic senate prior to engaging in collective bargaining regarding those procedures.”

**Suggestion:** In the absence of a clear hiring process and procedures for hiring administrators and a policy for their evaluation and retreat rights, the Senate and the Union are at the point of appealing to the local board. Cooperation and close consultation are advised in the realization that a united faculty expression of concern can potentially sway a board.

### **Scenario 3: Determining appropriate course caps; Enforcement of established course caps**

**Scenario** The Academic Senate is interested in developing a policy for establishing course caps based on pedagogical factors. An Academic Senate task force is formed which consist of the Academic Senate President, a division chair, and three faculty, one from each of the deans clusters. This group drafts a course caps policy, which it brings to the Academic Senate for approval. At this meeting, the Union President objects on the grounds that the union was not consulted on this issue and this is the first she or the union has seen this policy.

**Questions** Why would collaboration between the Academic Senate and Bargaining Agent be necessary in this scenario?

What are the potential issues that the Academic Senate and Bargaining Agent would need to collaborate over?



What responsibility does each group have related to establishing and enforcing course caps?

**Responsibility** In general, it is understood that the Academic Senate has expertise and responsibility with academic and professional matters in relationship to curriculum and the bargaining agent has expertise and responsibility with issues related to workload and salary. Title 5 recognizes the authority of faculty in determining pedagogical factors that relate to curriculum to promote student success. However, the bargaining agent may negotiate class size with the district independent of the Academic Senate and the Academic Senate may not recommend course caps that contradict agreements that have already been established between the bargaining agent and the administration. Furthermore, it is understood that the Academic Senate cannot grieve the administration for violations of established course caps in the same manner the bargaining agent has the ability to do.

**Considerations**In this scenario it is clear that certain parameters related to course caps need to be worked out between the Academic Senate and the bargaining agent. It is further realized that the role and responsibility each group has related to such a policy needs to be determined. In particular, where course caps will be listed, who will approve proposals to change existing course caps, how will caps for courses taught on difference campus and in different modalities be handled, and the potential affect the establishment of course caps could have on bargainable issues (i.e. working conditions and salary). In addition, how will violations to the course caps policy that may be imposed arbitrarily by administration be dealt with?

**Outcome** To protect the interest of faculty and avoid potential conflict, the Academic Senate and the bargaining agent should collaborate on the development of a course caps policy. Such discussions should establish the expertise and responsibility of each body related to this issue. Such dialog and understanding can also assist and promote consistent application of criteria and standards in the establishment of course caps. Inasmuch as, where the Academic Senate has primary responsibility to determine the pedagogical criteria that would be used to establish course caps and the process for approval, the bargaining agent has the ability to protect the implementation and adherence to a course caps policy and can grieve administration if violations to such a policy occur.

**Scenario 4: Establishing Course Caps in Distance Education.** The curriculum committee chair discovers Title 5 §55208(b), "Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee." The chair shares this language with curriculum committee, which proceeds to develop caps for online courses and insists that the administration enforce these caps. The administration declines to do so and the senate president complains to the board that the administration has violated §53200(a) by refusing to honor the advice of the curriculum committee.



- Issue:** The issue is the conflict between the authority of the curriculum committee to review and recommend caps for courses in distance education and the contents of existing bargaining agreements.
- Citation:** Title 5 §55208(c) goes on to state, “Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.”
- Process:** This Title 5 section recognizes the authority of both the curriculum committee and the bargaining agent, and while the bargaining agent may negotiate class size with the district independent of the curriculum committee, the curriculum committee may not recommend class caps that contradict agreements that have already been established between the bargaining agent and the administration.
- Suggestion:** The academic senate and the bargaining agent should establish a mechanism whereby regular dialog takes place regarding caps in distance education courses in order to avoid conflict between paragraphs (b) and (c). The title of this regulation—“Faculty Selection and Workload,”—should have been an indication that the item is subject to bargaining agent authority. On the other hand, the regulation recognizes the expertise and authority of the curriculum committee in this area and the local bargaining agent should do so as well. Once the academic senate and the bargaining agent develop an effective working relationship in regard to caps in distance education courses, they might consider extending that relationship into dialog about enrollment caps in other kinds of course sections, where Title 5 gives curriculum committees no comparable authority. Some college have addressed this issue by including an appointee of the bargaining agent on the curriculum committee in order to foster dialog and promote consistent application of criteria and standards in the establishment of enrollment caps.

### **Scenario 5: Academic Calendar**

Citation: Academic Calendar

Title 5: 53200 (c): (8) policies for faculty professional development activities

Education Code: 332767 Flexible Calendar provisions

Title 5: 55720-55732 Flexible Calendar provisions

#### **Overlapping Issues**

- 1) Academic Senate responsibility for the flexible calendar option
- 2) Change in term design
- 3) Final exam schedule
- 4) Availability of faculty in the periods shortly before the start of terms

Scenario 1) The Academic Senate has a professional development committee consisting of five faculty, two administrators, and three classified staff members. An opportunity comes to the attention of the committee in the form of a famous mathematics educator, famous for a mathematics across the curriculum campaign, is willing to come to the campus for free if the college agrees to a two day, all faculty activity.

The faculty members, all AS appointees, assure the others that the faculty at large will be very enthusiastic about adding two mandatory attendance days to the college's use of the flexible calendar option for the event. The college president contacts the famous mathematics educator and comes and arranges the visit.

*Question: What is the potential Senate – union problems.*

Scenario 2: District negotiating sessions are informed that a change in the academic calendar to include shortened primary terms, a three-week intersession between the two primary terms and a summer session shortened from 8 to 5 weeks will produce growth and save money projected to be to the tune of several million dollars. A tentative agreement is reached before the AS can respond.

*Question: What are the issues for the AS and which of these issues are important and empowered enough to derail the plan?*

Scenario 3) Faculty who routinely end their terms before finals week stir the ire (and desired wrath) of some who diligently observe the term length who, in turn, ask the Academic Senate to “do something about it!!!” At the same time, the Academic Senate has uncovered problems with the schedule itself in that students sometimes find themselves scheduled for two final exams at the same time and the same room may be scheduled for two different final exams at the same time. A proposed solution to both includes increasing the number of days a faculty member is obliged to be on campus. Getting no response from the union, the AS president gives the proposal to the college president and persuades the college president to enter it into negotiations on the administrative side.

*Question: Is there anything wrong with this?*

Scenario 4) Faculty in some departments want to require all full time faculty in the department to be present during registration periods. At the same time, the Academic Senate is promoting an approach, which would require all probationary faculty to be on campus to meet with students and tenured faculty in some departments to meet with counseling faculty during the registration period. This is being done as part of the senate's SB 1440 implementation plan to encourage academic major cohorts through pre term activities.

*Question: What is the best way for the AS and union to deal with the proposal?*

**Scenario 6: Faculty Evaluation:** The vice-president of instruction of the college believes that the process for evaluating tenure-track (but not yet tenured) faculty should be revised and asks to be placed on the agenda of an academic senate meeting to discuss his ideas with the senate. The senate president agrees and places the item on a senate agenda. The local bargaining agent president notices the item and informs the senate president that the bargaining agent will

be filing a grievance against the senate president for encroaching on the bargaining agent's authority.

**Issue:** The issue here concerns the respective roles of the academic senate with regard to faculty tenure and evaluation procedures.

**Citation:** Education code 87610.1(A) indicates that "The faculty's exclusive representative shall consult with the academic senates prior to engaging in collective bargaining regarding those procedures." Similarly, Education Code 87663(F) indicates that "The faculty's exclusive representative shall consult with the academic senates prior to engaging in collective bargaining regarding those procedures."

**Suggestion:** Education code makes it clear that the bargaining agent is the primary faculty agent in negotiating the process for evaluating both tenure-track and tenured faculty. It is also clear that the bargaining agent has a legal obligation to consult with the academic senate prior to negotiating this issue. While it is not necessarily inappropriate for the vice president to seek to share his or her views with the academic senate president, both the vice president and the academic senate president should have informed the president of the bargaining agent to avoid the appearance of the administration seeking to bypass the bargaining agent and to negotiate with the academic senate. While it would not be inappropriate for the vice president of instruction share his views with the senate, the senate's discussion should not appear to negotiate the issue with the college vice president, and should focus its attention on the issues it would like the bargaining to address. While to "consult" indicates a serious and respectful dialog, the bargaining agent is not obligated to defer to the senate's views.

**Scenario 7: Student Learning Outcomes.** District faculty have been working hard, although faculty involvement has been uneven, to meet the demands of the accrediting commission with regard to Student Learning Outcomes (SLOs). It is a multiple college district. Each college is at a different point in the SLO creation, assessment, and reflection stages of the SLO process. Within each college, divisions and departments are also at different stages in the process, and concern among administrators is growing with an approaching accreditation site visit. The campus Academic Senates have cooperated with their administrations to move the process forward. At the same time, faculty participating in SLO development are beginning to complain about the heavy workload, and some friction has been generated between faculty supportive of SLOs and those critical of the project.

Tensions have come to focus on the question of whether faculty can be required to include SLOs in the course information supplied to students at the beginning of each class. At one college, the Academic Senate has told faculty that SLOs must be included while at others, the Academic Senate has only recommended that faculty include them. Over recent years, the bargaining agent has had many calls about the workload impact of SLO development, and now faculty are asking for guidance on the question of communicating SLOs to students. Further down the SLO road, the bargaining agent knows that the role of SLOs in the evaluation of faculty looms.

**Issue:** The issue or issues here are complex. The threat of accrediting commission sanction motivates both the administration and faculty to meet the demands of the SLO standards. As the SLO process has unfolded, faculty (and administrators) are divided on the utility of SLOs and the value of meeting the new standards. There will be conflict among faculty, between faculty and administrators, and between the Academic Senate and the collective bargaining agent. Workload, the definition of professional duties, mandated requirements, and the intrusion of SLOs into the faculty evaluation process are all matters in which both the Academic Senate and the bargaining agent share responsibility.

**Citation:** In addition to the overall role of SLOs in the accrediting process, two accreditation standards are significant:

Standard II.A.6: In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

Standard III.A.1.c: Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

**Process:** The authority of the administration, the Academic Senate, and the bargaining agent all come into play in these issues, and the standing of the colleges with respect to accreditation is at stake. The Academic Senate and the administration interact directly over accreditation requirements while the bargaining agent and the administration interact directly over faculty duties and evaluations. All three are or should be concerned with faculty opinions, morale, and overall attitudes toward their role and responsibilities in the success of the college.

**Suggestion:** There is no easy answer to the conflicts that are inherent in confronting the accrediting commission's SLO requirements. Since the Academic Senate and bargaining unit are ultimately responsible to their membership, they must provide leadership through the accreditation process that is responsive to the varied opinions and level of commitment found among their faculty. The administration has what is probably an easier task insofar as its goal will be to pass muster with the accrediting commission. On the other hand, the administration cannot dictate to a faculty that is of divided opinion on the value of the SLO process.

Of course it would be best for the Academic Senate and bargaining agent to present a unified front with regard to how the faculty address the administration's accreditation agenda. Most likely, this will not always be possible because the Academic Senate will be more proactively involved in the details of meeting accreditation requirements while the bargaining agent will be in a more reactive role, monitoring workload and contractual issues that arise as, for instance, in the case of the two critical issues present in Standards II.A.6 and III.A.1.c. While the two groups may not always agree, close communication is essential to avoid dysfunction.

tional situations in which the Academic Senate and bargaining agent end up in polarized, antagonistic stances over SLOs and other accreditation issues.

There will, no doubt, be a dynamic tension over SLOs and the accreditation process in most colleges. It could not be otherwise with faculty divided over the value of the approach taken by the accrediting commission. It may be helpful for both the Academic Senate and the bargaining agent to provide faculty with clear statements of their policies with respect to these issues. These should address both expectations and contractual protections with regard to professional duties.

**Scenario 8: Program Review.** The college has been placed on warning by the accrediting commission and the interim president is anxious to take steps to address the recommendations of the commission. To expedite progress, the college president appoints faculty members to complete unfinished program review documents and provides a substantial stipend and reassigned time to those faculty members.

**Issue:** The issue concerns both the authority of the college president to appoint faculty to areas concerning academic and professional matters (the purview of the academic senate) and to provide compensation to faculty beyond that provided for in the contract without negotiating.

**Citation:** Title 5 §53200(9) recognizes “processes for program review” as subject to the authority of the academic senate; Title 5 §53203(f) recognizes the authority of the academic senate over “the appointment of faculty members to serve on college committees... after consultation with the chief executive officer.” The direct offer of stipend or reassigned time to faculty members circumvents the authority of the bargaining agent to represent its members. [does it matter whether it’s an open or closed shop?]

**Process:** As two separate issues are involved, two steps will be necessary to resolve the issue. The college president or designee should meet with the bargaining agent and negotiate the compensation to be provided for the effort required to meet accreditation demands. As a separate process, the college president or designee should meet with the academic senate president and seek to reach agreement on the faculty members to direct the program review efforts. In both cases, established local process will determine whether the executive board or local senate will be expected to ratify the agreement reached.

**Suggestion:** Most colleges have some version of a “college council,” that, without seeking to circumvent the rights of either the academic senate or bargaining agents, provide a forum for addressing issues of broad college concern, which would certainly include an accreditation sanction. The president plan for addressing the sanction might have been discussed in this setting, and the president’s intention to appoint and compensate individuals without consulting with the senate or bargaining agent might have been discussed and avoided. See also scenarios 3 and 10 in

“Scenarios to Illustrate Effective Participation in District and College Governance.”

**Scenario 9: Reassigned Time for the Bargaining Agent: Joanne**

**Scenario 10: Reassigned Time for the Academic Senate: Joanne**

**Scenario 11: Sabbatical Leave**

**Consultation Issues**

- Leave and compensation
- Policies for faculty professional development
- Negotiation authority

**Scenario** In response to the request of many faculty, the Bargaining Agent decides to negotiate with the administration to extend sabbatical leave time and ask that more money be made available so more faculty can be awarded sabbaticals on a yearly basis. During the course of negotiations the Bargaining Agent is asked if the Academic Senate has been consulted and is in support of Bargaining Agent’s position.

**Questions** *Why would asking to extend and make available more money for sabbatical leaves be something that the Bargaining Agent should collaborate with the Academic Senate over?*

*What relationship does each group have related to sabbatical leave and where dose each group’s interests overlap?*

*Why would collaboration between the Bargaining Agent and Academic Senate be necessary in this scenario?*

**Responsibility** Policies for faculty professional development activities is one of the 10+1 which faculty have primary responsibility over. Leave and compensation is in the purview of the bargaining agent and the parameters of such, including sabbatical leave, are specified in the collective bargaining agreement. Any changes to leave and compensation must be negotiated between the local bargaining agent and administration.

**Considerations** This is clearly a case where collaboration and dialog between the Academic Senate and the bargaining agent is necessary. As stipulated, the Academic Senate has primary responsibility in the academic and professional matters as they apply to professional development (of which sabbatical leave can be considered the pentacle) and plays a primary role in the evaluation and awarding of sabbaticals. It is also noted that the Academic Senate cannot directly negotiate with the administration for additional compensation and leave for faculty beyond that provided for in the existing contract.

**Outcome** To promote the best interest of faculty in relationship to sabbatical leave, the Academic Senate and the bargaining agent must collaborate and engage in dialog

around this issue. In this particular case, and in many others, the Academic Senate can inform the role of the bargaining agent in negotiating for additional compensation and leave through the various resources and information it has that supports the value and importance of sabbatical leaves.

### **Scenario 12: Tenure Review:**

**Citation:** Education Code: 87610.1(a) Tenure Evaluation Procedures “The collective bargaining agent shall consult with the Academic Senate prior to engaging in collective bargaining on these procedures.” Education Code: 87663(f) Evaluation Procedures The collective bargaining agent shall consult with the Academic Senate prior to engaging in collective bargaining on these procedures.

**Scenario:** The Moammar Community College District consists of three colleges, Hendrix, Piazzolla, and Barber colleges. It has collective bargaining and three college Academic Senates and a District Academic Senate with the scope of the District Academic Senate being limited to relations with the ASCCC.

The incoming head of the district’s collective bargaining agent was talking with the president of the Hendrix College Academic Senate and, between the two of them, they came up with an idea to streamline the tenure review process in the district. The proposal included a change to the faculty evaluation component, making it simpler by putting it on line and having an all “drop down” menu of answers format.

Coincidentally, the Piazzolla College Academic Senate was working on a proposal to strengthen the district’s tenure review process by making the faculty evaluation component more rigorous and revealing.

The Barber College Academic Senate president happened to call the Hendrix College Academic Senate president about another matter and, during that conversation, the Hendrix College Academic Senate president mentioned the proposal to streamline tenure review and the Barber College AS president offhandedly said “Uh, sounds OK to me.” This was relayed to the head of the collective bargaining agent as an official Barber College AS agreement.

The head of the collective bargaining agent went back to her board of directors, presented the proposal, and announced that Academic Senate consultation had been accomplished and was supportive.

The proposal was entered into negotiations and agreed to by both sides.

Last night at the next Moammar Community College District Board of Trustees meeting, the president of the Piazzolla College Academic Senate rose and announced she was preparing to file a lawsuit against both the board of trustees and the collective bargaining agent.

What are the issues?

Who made mistakes it and in what ways?



What should and can be done now to diffuse the situation?

What specific measures would likely have prevented the situation from occurring?

**Scenario 13: Faculty Service Areas.** A college president sees that the system is headed into an era of budget cuts and fears that some highly regarded faculty in a certain department may face March 15 layoff notices. This is a department in which there are very specialized areas of instruction, and as a means of protecting individual positions in the department, the president urges the faculty to establish separate Faculty Service Areas (FSAs) for each of its specializations. The faculty accept this advice and goes to the Academic Senate which also accepts the idea and requests the bargaining agent to revise the district FSA list to include these new areas.

The bargaining agent refuses, arguing that broader FSAs provide better protection to faculty in the event of a reduction in force (riffing) insofar as broader FSAs give greater latitude for reassignment of faculty when particular instructional areas are reduced or eliminated. This refusal upsets both the Academic Senate, which argues that it has primary reliance on such professional matters, and the department faculty who see the specific FSAs as a means of protecting certain individual faculty. With this feedback, the bargaining agent believes the original motivation on the part of the college president was, in fact, a desire to protect some favored individuals. Nevertheless, the bargaining agent consults legal counsel and is advised to maintain the broadest possible FSAs. When challenged again by the Academic Senate, the bargaining agent responds that it will not contradict its legal advice and refuses to negotiate the changes.

**Issue:** The issue raises a conflict between the authority of the Academic Senate with regard to professional matters and the responsibility of the bargaining agent to provide the best employment protections for faculty.

**Citation:** Education Code 87743.1. As used in this chapter, "faculty service area" means a service or instructional subject area or group of related services or instructional subject areas performed by faculty and established by a community college district.

Education Code 87743.2. Not later than July 1, 1990, each community college district shall establish faculty service areas. The establishment of faculty service areas shall be within the scope of meeting and negotiating pursuant to Section 3543.2 of the Government Code. The exclusive representative shall consult with the academic senate in developing its proposals.

**Process:** Faculty Service Areas (FSAs) are frequently misunderstood. They come into play only during a reduction in force (riffing) for which most collective bargaining agreements provide for a means of reassigning or "bumping," if necessary, faculty facing layoff into other FSAs in which they are qualified, as defined under the agreement.



**Suggestion:** Because a March 15 layoff of full-time faculty is a rare event, it may be that neither the bargaining agent nor the Academic Senate is well informed about FSAs and the rifting process. Nevertheless, it is clear that the Education Code places the process for creating FSAs in the collective bargaining arena. Disputes arise, however, with regard to what it means to “consult with the academic senate,” and the FSA issue is not the only matter over which this dispute occurs. To avoid conflict, the Academic Senate and bargaining agent should develop an ongoing mechanism for such consultation. A tradition of effective consultation will help the two groups cope with the unusual circumstances that arise when March 15 notifications become an issue.

**Scenario 14: Process for Selecting Candidates for Reassigned Time.** Recently the college completed its Educational Master Plan in which one of the goals is to increase the number of online courses and programs it offers. To accomplish this goal, the college has determined it needs an Online Program Coordinator and that this position should be occupied by a full-time instructor on release *reassigned* from *his or her regular* their teaching assignment. The president of the college selected an individual who is recognized as an effective on-line instructor for the position.

The senate president objects that the president did not use a selection process approved by the senate for the position in accordance with Title 5 §87360. The college’s faculty union president contends that release or reassignment of faculty is a union matter because: (1) the faculty member is not new, (2) s/he had already been hired through a process approved by the senate for their teaching position, and (3) release *reassigned* time is specifically covered in the faculty’s collective bargaining agreement. As such, the union president asserts the president should have conferred with them regarding the selection process.

**Issue:** *Question: If* The issue is the Online Program Coordinator position *is a new, full time position*, clearly will be responsible for activities that directly impact educational programs and services; however because the position will be filled by an incumbent faculty member on *reassignment* release , *does* the collective bargaining agreement *pertain in the way it does with partial reassignment?* also pertains. *If it does not, does Title 5 §87360 (pertaining to hiring of faculty) pertain since the position is new but the faculty member is not, given the internal hire parameter?*

**Citation:** Title 5 §87360 states, “No later than July 1, 1990, hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.”

**Process:** This Title 5 section reflects the convention that faculty have an inherent professional responsibility in the development and maintenance of quality educational programs and services, and for that reason significant and meaningful faculty participation--as represented by the academic senate--in the hiring process for new faculty is essential.

Suggestion: The academic senate and the bargaining agent should meet to develop a joint recommendation as to a selection process or a candidate to recommend to the president. If a selection process utilizing a committee is recommended, the composition of the committee should include representatives appointed either jointly by the senate or union or appointed separately by both.



## Executive Committee Agenda Item

SUBJECT: Accreditation Discussion Regarding ACCJC		Month: September	Year: 2014
		Item No: IV. H.	
		Attachment: No	
DESIRED OUTCOME:	Direction for Progress	Urgent: No	
		Time Requested: 45 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:**

Given the discussion among faculty groups regarding the recommendations of visiting accreditation teams during site visits, there seems to be a variety of views among the Executive Committee regarding the type, if any, response ASCCC should have. Hopefully, a discussion of possible topics may provide direction for the Executive Committee. Feedback from the Accreditation Committee will be summarized.

---

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





## Executive Committee Agenda Item

SUBJECT: Criteria for Posting to Facebook		Month: September	Year: 2014
		Item No: W. 1	
DESIRED OUTCOME: To approve the criteria		Attachment: NO	
		Urgent: NO	
CATEGORY: Action		Time Requested: 15 minutes	
		<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY: Julie Adams		Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> : Felipe Grimaldo		Action	X
		Information	

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

### BACKGROUND:

At its last meeting, the Executive Committee approved setting up a Senate Facebook page for the purpose of providing broader communication to local senates and faculty in general. During the meeting members raised concern about what would be posted on the website and who would post and requested that criteria be developed to guide the staff in posting information. The Executive Committee will consider for approval the criteria for posting information to the Senate Facebook page.

Who will be responsible for posting? Staff will be the only individuals to post to the Facebook page with oversight by the Executive Director. No posts from faculty, the public, or even Executive Committee members will be permitted.

### What will be posted?

- Upcoming events
  - Area meetings
  - Committee meetings
  - Institutes, plenary sessions, regional meetings
- Event highlights
  - Presentations – breakouts and keynote sessions
  - Good comments from attendees
  - Summary of number of attendees
- Executive Committee meetings
  - When and where
  - Invitations to attend

---

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

- Actions
- Leadership Activities
  - When the president visits a campus
  - Relations with Local Senate road trips
- Articles or reports that we want to share
- Announcements of events or news of statewide importance

### Staff

- Ensure that the Senate's Facebook is a PAGE and not a personal profile
- The tone of any messaging will be professional
- Content should be succinct – about 100 – 250 characters
- Post appropriate photos and videos – graphics and images. Try to get photos at events
- Post regularly – keep in touch on a daily or weekly basis (give people a reason to come back)
- Post timely information – keep the content timely by drawing attention to breaking news related to the Senate and our mission (i.e., newspapers articles, legislation)
- Settings on the Facebook page will not allow any messages to be accepted to the Facebook user name. Instead email will be directed to [info@asccc.org](mailto:info@asccc.org).



## Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council Meetings		Month: September	Year: 2014
		Item No: V. A.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will be updated about the Board of Governors and Consultation Council Meetings.	Urgent: NO	
		Time Requested: 5 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse/Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Information	X

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

### BACKGROUND:

Neither the Consultation Council nor the Board of Governors meet since the last Executive Committee meeting. This item is a standing item to allow representatives to provide any information related to these two group. For example, attached to this item is the PowerPoint presentation Patrick Perry provided to both the Council and Board of Governors at their last meeting and will present to the Executive Committee at its October meeting.

---

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

### **Goals for the California Community College System (System Goals)**

The following are system metrics and goals for the Board of Governors to consider adopting, with a rationale behind each.

These metrics are conceptualized as indicators of five primary goals of the community college system: 1) student success, 2) equity, 3) student services, 4) efficiency, and 5) access.



**Metric:** Scorecard Completion Rate, Math and English Remedial Rates, and CTE (Career Technical Education) Completion Rate

**Defined:** The metrics are based on the Student Success Scorecard published by Chancellor's Office. Student success is measured in terms of the rate of attaining Chancellor's Office approved certificates/awards or having transferred (or being determined transfer-prepared) among first-time students whose behaviors indicate the measured outcomes to be among their goals, tracked for six years. This metric is also created separately for the prepared and unprepared students. Remedial rate is the percentage of first-time remedial students, tracked for six years, who completed a college-level Math or English course. The remedial rate is calculated separately for Math and English. CTE success rate is the percentage of first-time CTE students, tracked for six years, who completed a certificate, degree, or transferred.

Instead of using the final 6-year cohort rates as targets, a target is created for each of the six cohorts that are currently within their 6-year follow-up period. The target value for a cohort is based on the preceding cohort's performance in the previous year. For example, the target for the cohort that is currently in the 6<sup>th</sup> year of the follow-up period is set based on the preceding cohort's completion rate during its 6<sup>th</sup> year.

**Proposed Goal:** To increase the Completion Rate for the academic year of current cohorts by 1 percent (of the rates) annually. For the other metrics (Remedial and CTE), the target for annual increase in rates will be decided at a later time.

**Rationale:** These are direct measures of student success constructed separately for students with different skill levels and educational goals. The rates have been used in the Student Success Scorecard as measures of student performance, published both at the system and college levels by the Chancellor's Office every year. In 2013 an online version of these metrics were published in responses to recommendations set forth by California Community Colleges (CCC) Student Success Task Force. Colleges are required to review these success metrics and to discuss at their Board of Trustees meetings, thus, are familiar with the metrics. Even though we have published only the 6-year success rates, using one-year rate as target for each cohort allows us to evaluate the performance of cohorts in a timely manner.

**Comments:** The overall completion rate changed little, from 48.2% to 48.1% between 2000/01 and 2007/08 cohorts. While the rate for the prepared students showed an upward trend, the rate remained relatively stable for the unprepared students. Both remedial Math and English success rates show an upward trend, from 29.0% to 30.6% and from 40.3% to 43.6%, respectively. The CTE rate shows a downward trend, from 55.6% to 53.9%.

Cohort Year	Completion Rate			Remedial Rate		CTE Completion Rate
	Overall	Prepared	Unprepared	Math	English	
2000/01	48.2	68.6	40.0	29.0	40.3	55.6
2001/02	47.1	68.2	39.2	28.9	40.2	52.9
2002/03	46.8	68.2	39.0	27.9	40.0	52.0
2003/04	46.9	68.8	39.3	28.2	41.2	54.1
2004/05	48.1	69.4	40.4	28.2	41.8	54.2
2005/06	48.9	70.8	41.1	28.8	42.0	54.4
2006/07	49.2	71.2	41.2	30.0	43.0	54.9
2007/08	48.1	70.2	40.5	30.6	43.6	53.9

**Metric:** Number of Associate in Arts (AA-T) Degree and Associate in Science (AS-T) Degree for Transfer Awarded

**Defined:** The number of Associate Degrees for Transfer awarded in each academic year

**Proposed Goal:** To increase the number of the Degrees for Transfer awarded by five percent annually for five years. The goal will be reevaluated as the count for the new academic year becomes available.

**Rationale:** Providing students with a pathway to transfer to a four-year institution is an important mission of the California Community College System. However, the volume of actual transfers could be severely impacted by CSU's ability to accept transfer students from community colleges as a result of circumstances beyond CCC's control, such as cuts in state funding, therefore, is not appropriate as a student performance metric. With a new law instituting degrees for transfer, we can track the number completing transfer degrees without being impacted by external factors.

**Comments:** The Student Transfer Achievement Reform Act (SB 1440, Padilla), signed into legislation on September 29, 2010, requires the California Community Colleges and California State University to collaborate on the creation of Associate in Arts Degree (AA) and Associate in Science (AS) Degree transfer programs. This legislation was intended to create transfer pathways from the California Community Colleges to the California State Universities that are smooth and efficient. Upon completion of the associate degree, the student is eligible for transfer with junior standing into the California State University (CSU) system.

All 112 community colleges have received Chancellor's Office approval for at least two associate degrees for transfer and several colleges have many more. Under direction from the Board of Governors, colleges are working toward the goals of having AA-T and AS-T degrees approved by fall of 2013 in 80 percent of the majors for which model curricula have been developed and 100 percent of majors by fall of 2014. These goals were codified and expanded in Senate Bill 440 (Padilla) effective January 2014.

Data show a sharp increase in the numbers of AS-T and AA-T awarded between 2011/12 and 2012/13.

Academic Year	Number of AS-T awarded	Number of AA-T awarded	Total
2011/12	72	735	807
2012/13	1,740	3,625	5,365

**Metric:** Equity in Completion Rate among Race/Ethnicity Subgroups

**Defined:** Using the cohorts used for calculating the Scorecard Completion Rate, the percentage in the outcome subgroup divided by the percentage in the original cohort (outcome percentage/cohort percentage) is calculated. This is the equity index. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort, and is considered underperforming.

**Proposed Goal:** To increase underperforming subgroups' equity index each year until all subgroups' indices are 0.8 or above.

**Rationale:** This metric responds to the charge by the California Community College's Student Success Task Force that "recommends that system-wide accountability efforts include the collecting and reporting of both the outcomes and the progression measures for the system...which is disaggregated by race/ethnicity to aid the system in understanding how well it is performing in educating those historically disadvantaged populations..." This metric serves as a measure of equity, comparing how well disadvantaged populations are performing compared to non-disadvantaged population.

**Comments:** Data show that Hispanic, African American, and American Indian subgroups' indices were consistently below 0.8 for all or most of the past eight cohorts. Hispanics' index surpassed the cut-off in the most recent two cohorts. However, this group's performance needs to be continuously monitored because other underperforming groups' improvement in equity index could push Hispanic's index below 0.8 again.

Cohort Year	Hispanic	African American	American Indian	Pacific Islander	White	Asian
2000/01	0.755	0.796	0.799	0.911	1.070	1.307
2001/02	0.749	0.804	0.779	0.920	1.081	1.301
2002/03	0.759	0.768	0.803	0.897	1.090	1.287
2003/04	0.768	0.797	0.756	0.855	1.100	1.268
2004/05	0.783	0.777	0.772	0.902	1.095	1.283
2005/06	0.789	0.783	0.813	0.889	1.096	1.279
2006/07	0.805	0.795	0.782	0.845	1.087	1.273
2007/08	0.813	0.779	0.782	0.888	1.091	1.288

**Metric:** **Percentage of Students Who Have an Education Plan**

**Defined:** Percentage of credit and noncredit students who have an education plan, excluding those who are exempt from having one. Records of students who enrolled for in each fall term are checked for an education plan at the end of the academic year.

**Proposed Goal:** To increase the percentage of students who have an education plan in each fall term. This metric will be revisited once new data element has become available.

**Rationale:** This metric serves as a measure of the coverage of student services. This is a metric that gauges a construct (i.e. student service) that was not previously measured by the Scorecard. The CCC Student Success Task Force recommends that all incoming students to develop an education plan (Recommendation 2.2). The Student Success Act (SB 1456, Lowenthal), introduced in 2012, requires community colleges or districts receiving matriculation funds to provide effective matriculation services, including orientation, assessment and placement, counseling, and other education planning services, and academic interventions.

**Comments:** Data on whether or not a student has an education plan is currently captured in MIS, but a new data element will replace it, starting summer of 2014.

The Board of Governors will define categories of students who should be exempt from mandatory placement and orientation, such as students with a prior degree returning to pursue training in a different career field. Colleges would also be able to exempt students from each of these requirements on a case-by-case basis.

**Metric:** Number of FTES Spent Per Outcome within Six Years

**Defined:** Number of FTES spent to obtain “high order outcomes” by the Completion (formerly known as the Student Progress and Achievement Rate, SPAR) cohort followed for six years. High order outcomes are defined as earning a degree, certificate, transfer to a four-year institution, or becoming “transfer-prepared” (earning 60 CSU/UC transferrable units). Calculation is based on the six-year total FTES generated by the cohort divided by total number of these outcomes. A student getting multiple outcomes is counted each time an outcome is attained, except that ‘transfer-prepared’ is counted only if no other outcomes are achieved.

This metric will be also calculated separately for the prepared and unprepared students.

**Proposed Goal:** To decrease FTES per outcome in each new cohort

**Rationale:** In addition to increasing the proportion of students who achieve their educational objectives, it is also important to assist students to achieve them efficiently, with the smallest investment possible.

This metric uses the Completion cohort that includes students whose behaviors indicate their goals to be obtaining certificate or degrees, or transferring to a four-year institution. The advantage of using the Completion cohort is that it is defined such that students included are homogeneous, whose relatively clear intentions/goals makes the notion of efficiency more important than for other groups whose goals may not be easily defined or measured. Due to the familiarity among colleges to the definition of this cohort, this group is also expected to be more responsive to interventions at the college level than is more heterogeneous student bodies.

**Comments:** Data show that the number of FTES generated per outcome decreased from 4.47 to 4.33 between 2003/04 and 2007/08 cohorts. The metrics calculated for the prepared and unprepared students also decreased during the same time period.

Cohort Year	FTES per Outcome		
	Overall	Prepared	Unprepared
2003/04	4.47	2.96	5.38
2004/05	4.43	2.95	5.32
2005/06	4.41	2.92	5.31
2006/07	4.35	2.87	5.26
2007/08	4.33	2.84	5.21

**Metric:** Participation Rate

**Defined:** Number of students ages 18-24 attending a community college per 1,000 California residents in the same age group.

**Proposed Goal:** To increase the participation rate each year

**Rationale:** The CCC Student Success Task Force identifies CCCs' central mission as "being the 'gateway' to opportunity for Californians of all backgrounds, including traditionally underrepresented economic, social, and racial/ethnic subgroups." It demands that our system remains to look "like California" and improvements in student success are accomplished without compromising this quality. To this end, it is critical that the CCC ensures increasing opportunities to attend a community college over time to a larger population.

**Comments:** Data show that the participation rate among ages 18-24 decreased from 279.2 to 260.5 per 1,000 between 2008/09 and 2012/13 academic years.

<b>Academic Year</b>	<b>Participation Rate (per 1,000 residents)</b>
2008/09	279.2
2009/10	275.3
2010/11	274.7
2011/12	266.5
2012/13	260.5

**Metric:** Participation Rate among Subgroups

**Defined:** The equity index, as calculated by the proportion of each subgroup enrolled in community colleges divided by its proportion in the population, among ages 18-24.

**Proposed Goal:** To maintain the equity index above 0.8 for all subgroups

**Rationale:** The CCC Student Success Task Force identifies CCCs' central mission as "being the 'gateway' to opportunity for Californians of all backgrounds, including traditionally underrepresented economic, social, and racial/ethnic subgroups." It demands that our system remains to look "like California" and improvements in student success are accomplished without compromising this quality. To this end, in addition to increasing opportunities to attend a community college over time to a larger population, disadvantaged groups should not be underrepresented in the CCC student body as compared to the population from which they are drawn. With this metric, the degree to which racial/ethnic subgroups are underrepresented is gauged to allow identification of disadvantaged groups and to have their participation raised to an acceptable level.

**Comments:** Data show that the participation rates for Hispanics and African Americans were at or above the state level in 2012/13 (1 or higher, shown below). African Americans were overrepresented in community college students in the past, but their representation has decreased. On the other hand, Hispanics were previously underrepresented, but their representation increased over time.

Academic Year	Equity Index			
	Hispanic	African American	White	Asian
2008/09	0.886	1.310	0.997	1.377
2009/10	0.901	1.181	0.983	1.346
2010/11	0.933	1.140	0.958	1.259
2011/12	0.968	1.090	0.913	1.243
2012/13	1.009	1.014	0.874	1.217





## Executive Committee Agenda Item

SUBJECT: C-ID/TMC Presentation and Update		Month: September	Year: 2014
		Item No: V. B.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will be updated on the work of C-ID/TMC and the issues, processes, and policies.	Urgent: NO	Time Requested: 40 minutes
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	J. Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	X

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

### BACKGROUND:

In past meetings, the Executive Committee has indicated an interest in knowing more about the C-ID and TMC efforts and requested that Bruno and Pilati give a presentation at a future meeting. Additionally, the Executive Committee stated that it would like to discuss the relationship between the Executive Committee and the C-ID project.

Furthermore, the scope, funding, and structure of the C-ID project is changing. C-ID has become integral to a number of statewide initiatives and projects. As a result, the Chancellor's Office recently expressed interest in redefining the relationship between the Academic Senate, statewide stakeholders, the fiscal agent, and the Chancellor's Office. Over the past few months, the President, Vice President, Executive Director, and Faculty Coordinator met with the Chancellor's Office to explore the interests and purview of all parties. The Executive Committee will be updated on the status of these discussions with the Chancellor's Office.

### C-ID/TMC Update

#### Important Dates:

- September 19<sup>th</sup> and 20<sup>th</sup> - CB 21 Review and C-ID Descriptor Discussion
- September 23<sup>rd</sup> - Intersegmental Curriculum Workgroup Meeting
- October 17<sup>th</sup> – CORE Mega-review meeting (to address course review backlog on specific disciplines)
- October 18<sup>th</sup> – Discipline Input Group (DIG) meeting for Area of Emphasis degrees (Ethnic Studies, Global/International Relations and Health Science/Allied Health)
- October 31<sup>st</sup> – CTE FDRG Meetings in SoCal

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





## Executive Committee Agenda Item

<b>SUBJECT: SB 850 Bachelor's Degrees</b>		Month: September	
		Item No: V C.	
		Attachment: YES <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>CATEGORY:</b>	Information	<b>TYPE OF BOARD CONSIDERATION:</b>	
<b>REQUESTED BY:</b>	W. North	Consent/Routine	<input type="checkbox"/>
		First Reading	<input type="checkbox"/>
<b>STAFF REVIEW<sup>1</sup></b>	Julie Adams	Action	<input type="checkbox"/>
		Information	<input type="checkbox"/>

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

### DESIRED OUTCOME:

The ASCCC should provide leadership in guiding local CCC faculty as they are called upon to develop Bachelor's degrees. The ASCCC should provide leadership and advocacy with respect to the State's development and implementation of research and policy related to offering Bachelor's degrees from the CCC's.

It is not entirely clear what is the best way for the ASCCC to do this, possibly a taskforce for now? There are a lot of questions to be fleshed out and answered. Much of this will be dependent on how the CCCCOC rolls out policy changes and compliance processes.

### BACKGROUND:

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

SB 850, Block, 2014, currently headed to the Governor, calls for the CCC's to pilot a research project allowing for 15 colleges to offer one Bachelor's degree each. The ASCCC is currently opposed to expansion of the CCC mission in this way and has posited that research is needed prior to implementing offering Bachelor's degrees.

Presuming the bill is enrolled, and in spite of the opposed position, the ASCCC will need to engage in many areas to ensure students are served in the best ways possible.

### Opposition to Proposed Modification of the Community College Mission Spring 2010 Resolution Number: 06.01

Whereas, A memo dated January 22, 2010 with the subject "Avocational, Recreational, and Personal Development Courses ... Some Suggestions" was distributed by the California Community Colleges Chancellor's Office and sought to offer guidance to colleges seeking to comply with language in the 2009-2010 Budget Act, directing that community colleges, to "the greatest extent possible, shall implement any necessary workload reductions in areas other than basic skills, workforce training, and transfer";

Whereas, At a time when California community colleges are being asked to focus on select components of their mission, proposed legislation (AB 2400, March 2010, Anderson) is attempting to expand the mission of the California community colleges by authorizing selected districts to offer baccalaureate degrees in specific areas;

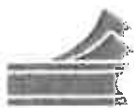
Whereas, The current funding cuts have resulted in dramatic decreases in course offerings, while demand for California community college courses is great, thus rendering the colleges less able to fulfill their existing mission, even when focusing on the three areas identified in the 2009-2010 Budget Act; and

Whereas, Expanding the mission of the California community colleges would place an undue burden on a system that is already under-funded and unable to perform its current statutory missions as fully and efficiently as would be desirable;

Resolved, That the Academic Senate for California Community Colleges oppose any expansion of the California community college mission as proposed in AB 2400 (Anderson, March 2010); and

<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> Strategies to link ASCCC committee work with the Relations with local Senates committee to facilitate communication with the field as well as promoting more campus visits.		Month: September	Year: 2014
		Item No: V. D.	
<b>DESIRED OUTCOME:</b> ASCCC Committee face-to-face meetings held on more college campuses and communication lines opened to help us better communicate with the field about what we are doing.		Attachment: <b>NO</b>	
		Urgent: <b>NO</b>	
<b>CATEGORY:</b> Discussion		Time Requested: 10 Minutes	
		<b>TYPE OF BOARD CONSIDERATION:</b>	
<b>REQUESTED BY:</b> Kale Braden		Consent/Routine	
		First Reading	
<b>STAFF REVIEW<sup>1</sup>:</b> Julie Adams		Action	
		Information	
			X

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

**BACKGROUND:** The Relations with Local Senates committee has been on hiatus for a while now. The committee will be working to reinvigorate its committee charge and would like to partner up with other committees to become a conduit to help communicate the work of the ASCCC back to local Senates.

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



## Executive Committee Agenda Item

SUBJECT: Fall Plenary Session Resolutions		Month: September	Year: 2014
		Item No: V, E.	
DESIRED OUTCOME: The Review of Executive Committee resolution deadlines and resolution writing guidelines		Attachment: NO	
		Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Freitas	Consent/Routine	
STAFF REVIEW <sup>1</sup> :	Julia Adams	First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

### BACKGROUND:

Executive Committee resolutions are due to the Resolutions Chair and the Executive Director by September 24, 2014. The Resolutions Committee will review the draft resolutions and work with the resolution contacts as needed to seek clarification and/or provide guidance.

Please be mindful of the following:

1. Research the resolutions database (<http://asccc.org/resources/resolutions>) to determine whether or not the positions proposed by your resolutions are already established senate positions. If it isn't clear that a position exists, please check with the Resolutions Chair and/or the Executive Director.
2. If a resolution calls for the Executive Committee to complete a task, please be sure to include a target completion date (e.g. fall 2015).
3. If your resolutions address subjects covered by the work of committees or task forces other than your own, please consult with the chairs of those groups before submitting your resolutions, whether as Executive Committee resolutions, area resolutions or session resolutions.
4. Review the document "Resolution Writing and General Advice" (attached). While we are all experienced writers of resolutions, it never hurts to remind ourselves of the advice we give to the body.
5. Be sure to cite your sources! Please provide the citation(s) as a footnote.

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

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

---

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







## Executive Committee Agenda Item

SUBJECT: RP STEPS Research Presentation ( <i>time certain—Friday, September 12, 3:00 p.m.</i> )		Month: September	Year: 2014
		Item No: V. F.	
DESIRED OUTCOME: Members will be informed about important research on high school transcripts and student success.		Attachment: NO	
		Urgent: NO	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	
STAFF REVIEW <sup>1</sup> :	Julie Adams	First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

### BACKGROUND:

The RP Group recently completed the Student Transcript-Enhanced Placement Project (STEPS). This project was designed to enable participating colleges to evaluate the utility of high school transcript data in predicting students' abilities to pass college-level English and/or math coursework. The research team Bri Hays (RP Board member) and Terrence Willett and Craig Hayward (both are STEPS principals) will share this important research with the Executive Committee.

The report can be found on the RP website at  
<http://www.rpgroup.org/sites/default/files/STEPSTechnicalReport.pdf>.

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





## Executive Committee Agenda Item

SUBJECT: Common Assessment Update		Month: September	Year: 2014
		Item No: V. G.	
		Attachment: NO	
DESIRED OUTCOME:	Receive an update on the Common Assessment Initiative from the Program Manager	Urgent: NO	
		Time Requested: 60	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Information	X

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

### BACKGROUND:

At the last Executive Committee meeting, members received a report from representatives about the Common Assessment Initiative. The Program Manager has been invited to provide additional information about what the project is currently, the RFP process, and the timelines for the project.

<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 MINUTES  
August 25, 2014  
2:00PM

CCC-Confer: 1-719-785-4469 or 1-888-450-4821  
Participant Passcode: 635523  
Presenter Passcode: 4311319

Members:

Phil Crawford	pjcrwfrd@aol.com	San Jose City College
Randy Beach	rbeach@swccd.edu	Southwestern College
Susanna Gunther	susannaelizabeth2020@gmail.com	Solano College
Stephanie Curry	stephanie.curry@reedleycollege.edu	Reedley College
Danny Martino	martino_danielle@sccollege.edu	Santiago Canyon College
Biju Raman	braman@paloverde.edu	Palo Verde College
Michael Heumann	michael.heumann@imperial.edu	Imperial Valley College
John Stankas	jstankas@valleycollege.edu	San Bernardino Valley College

Absent: Susanna Gunther

Additions: Julie Adams

I Welcome and Introductions 2:00PM

II Review of Tasks

A. Accreditation Institute February 20-21, 2015

1. Theme?

Theme - Should be Positive

Integrity and Equity

Where are you going, Where have you been

Possible General Session

Where are you going, Where have you been

New Standards – Change, the Evolution of Peer Review and Accreditation

Past Present and Future – Accreditation

Possible Breakouts

Value of Peer Review

Team Training – Views from Visiting Teams

Student Learning Outcomes and Continuous Quality Improvement

Data Driven Processes

Silver Linings of the Sanction

Attendance at Accreditation Institute: Majority Faculty, 25% Administrators, a few Trustees and Staff (thanks Julie! ☺)

2. Layout of breakouts and general sessions

For now, 12 breakouts in four sessions and 2 general sessions

B. ASCCC Paper on Best Practices in Accreditation (Resolution 2.01 S12)

C. Fall Plenary Session Breakouts

Accreditation Topic A: New Standards

Accreditation Topic B: Equity and Accreditation: Using SSSP, Equity Plans, Enrollment Management Plans in the Accreditation Process

Accreditation Topic C: Let's Bitch

Accreditation Topic D: Thriving Through Sanctions, "Thank you, sir may I have another?" I have sanctions, now what?

Michael, Stephanie, Randy, Danny, Phil, John, Biju will be present at plenary

III Scheduling an in-person meeting and workflow

A. Next meeting via CCC-Confer Monday, Sept. 8, at 2PM

B. In-Person meeting in Southern California Saturday, Sept. 20, 10AM-3PM

C. Dialog via email in between

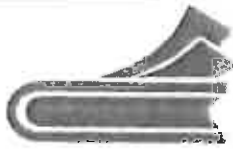
IV Adjourned 3:05pm

**Link to ACCJC New Standards**

[http://www.accjc.org/wp-content/uploads/2014/07/Accreditation\\_Standards\\_Adopted\\_June\\_2014.pdf](http://www.accjc.org/wp-content/uploads/2014/07/Accreditation_Standards_Adopted_June_2014.pdf)

**Link to ASCCC Accreditation Institute Program from 2014**

[http://www.asccc.org/sites/default/files/accreditation-program%201-16-14\\_0.pdf](http://www.asccc.org/sites/default/files/accreditation-program%201-16-14_0.pdf)



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

System Advisory Committee on Curriculum (SACC) – August 14, 2014

## Report to ASCCC Executive Board

---

### Chancellor's Office Update:

- Curriculum Inventory: All staff have been trained on courses. Staff spent two full days approving courses. Courses queue is down to 1400. Program queue is stagnant. There are still 867 programs (all) in queue among those are 51 ADTs. Academic Affairs Division staff members have received training on course, certificate, and degree submission/modification approval processes to ensure consistent practices are followed by all staff.
- The Taxonomy of Programs (TOP) manual is being revised to eliminate use of the word "discipline." In the TOP Code document, the TOP Codes wording has been changed from "discipline" to "program." The document is not published yet since the Chancellor's Office is waiting for 2010 CIP Code and TOP Crosswalk. There has been discussion of transitioning from TOP codes to CIP codes. SACC will discuss the implications of this transition in the future. ACCJC prefers CIP codes and IPEDS, Financial Aid, Veterans all use CIP codes. Members recommended that the Chief Business Officers will need to be included in any discussion about the transition to CIP codes
- CO has been having rigorous conversations about PCAH and discussion with ASSIST, CID, and California Technology Center about integrating systems so systems are sharing the same course information. Courses submitted to different systems may appear different.
- A number of colleges may have overestimated their ADT goal; however, others are exceeding their targets. Colleges may meet goal by creating a degree in other disciplines not included on the original "intended" list. Many of the issues in not creating the ADTs had to do with high unit majors
- Curriculum Inventory (CI) update – the CI system is undergoing data clean up, validation checks, and minor display tweaks but no major changes during the month of August. CI will go live on September 1. Members suggested that there is a need for forum to talk about the CI and should be place on the SACC agenda.

### Update—Summer/Fall 2014 Conferences:

- Curriculum Institute-July 10-12, Hayes Mansion, San Jose. Curriculum Institute keeps growing. 350 registered attendees. One of the largest events ever held by the ASCCC. Expect next year's to reach 400. ASCC added a CTE breakout strand that was well-received
- CCCAOE Fall Conference—October 22-24, Hyatt Regency, downtown Los Angeles. Their theme is CTE in the spotlight: Transition to Tomorrow. They will have a Leadership academy all day Tuesday and Wednesday morning. They will have a Friday morning Panel - Larry Frank, Prez LA TradeTech and Assembly Member Al Muratsuchi (invited). They will have a session on the workforce investment opportunity act (WIOA). Given the rollout of SB1070 projects, articulation, concurrent enrollment, dual enrollment are topics.

- CCCIO Fall Conference—October 29-31, Dana on Mission Bay, San Diego. There are a lot of new CIOs so the focus of conference will be Nuts and Bolts and there will “411 CIO training” The intent is to have the Chancellor’s Office present at the beginning and the end of the conference. There will be presentations on the tech initiative, CTE pathways grants, and overall enrollment planning, common assessment planning, other sessions will be on articulation, ed code versus title 5, ongoing work on C-ID, student equity plan, SSSP, adult education and future funding. CIO are also interested in looking at contracts. Craig Justice is the new president of the CIOs.
- ASCCC Fall Plenary Session—November 13-15, Irvine Marriott. The ASCCC will begin the planning process (agenda and theme) in August.

**AA-T/AS-T Degree Approval Update**—1409 Active, 149 CO in queue, 229 at the colleges – 1622 is goal by Dec 31, 2014

**Adult Education**—Funding equalization (to the level of credit apportionment) for Career Development College Preparation (CDCP) courses has been proposed for 2015-2016. The initial AB 86 plans were due August 8 and second report will be due in October.

**Revision of Cooperative Work Experience Regulations**—The changes to the CWE regulations are undergoing the public hearing period. Comments will be included at the next BOG (2nd reading).

**Status/Update**—SB 44 - ICW is scheduled to meet in September.

**Relationship of Units to Contact Hours**—Members review the Chancellor’s Office Worksheet and provided feedback to the CO. There will need to be a clarification in the PCAH regarding units.

**Program and Course Approval Handbook—Issues, Concerns, and Clarifications** - The Chancellor’s Office provided some history and shared information that was discussed at the curriculum institute. Members recommend that a high level taskforce from SACC that includes CO staff, faculty, and CIO representation to determine: Project definition and scope (Workgroup definition, timeline, interim decisions, and consistent messaging. The task force recommendation will come to the next SACC.

**GE requirement for “transfer” AA and “CTE for Transfer” degrees and certificates**—SACC discussed various options, including the creation of additional degree approval categories and/or revising the criteria for existing ones, but came to no conclusions. However, there was general agreement that the *Program and Course Approval Handbook* should be revised and that a special task force/workgroup should be formed to address this task.

**Noncredit Progress Indicators - Elevating the priority of title 5 changes to add “SP” (Satisfactory Progress)**—SACC deferred the item to next meeting. The CO assigned the issue to Patrick Perry.

**Credit/Community Services Combination Classes**— Chancellor Office has no new information on creating the guidelines. Members discussed guidelines and other issues surrounding auditing. SACC recommends that Pam Walker take the lead on seeing through changes to the auditing language changes in legislation. Draft guidelines developed by the former Vice Chancellor of Academic Affairs and ACCE still need to be reviewed by Legal Affairs. The CCCCO will still endeavor to get approved guidelines out to the field by Fall 2014, as promised by the Chancellor.



**Collaborative (formerly Conjoint) Programs Statement, Chancellor's Office Survey and Guidelines**— The Chancellor's Office indicated that local colleges should established local MOUs to determine who gets credit for courses and degrees. Strength and local integrity must be maintained for the students - long term. Provider or recipients of credit from students must be defined but it can be done locally. These programs will have to be manually approved. Members recommended that the Chancellor Office create a template MOU that could be used by the local colleges and some Professional Development.

**ESL Coding for the Data Mart Basic Skills Progress Tracker tool—Review of Coding Instructions**— Chancellor Office staff presented guidelines for using Rubrics for CB21 coding and the MIS Course Data Element. Upon review of the "Guidelines", the language below is problematic. The section reads:

Basic Skills Courses in a sequence only - This re-coding involves only credit and noncredit Basic Skills courses in English, ESL, mathematics, and reading, below transfer level, that are taught in a sequence. Non- sequential courses should have a CB 21 code of "Y" - not applicable. Additionally, a course that is non-sequential with a CB21 code of "Y" cannot be claimed as Basic Skills and must have a Basic Skills code (CB08) of "N" for no (not applicable). ESL Coding for the Data Mart Basic Skills Progress Tracker tool is coming back to SACC to look at the coding piece and ASCCC is organizing a review of CB21 in September. SACC will continue this discussion next time.

**Summarize/Conclusions** - March meeting will be 10th anniversary of SACC, The Chancellor's Office wants the following items to come to SACC. Baccalaureate degree and curriculum (what constitute programs, ACCJC, upper division curriculum design) and CDCP funding changes— curriculum implications

**Next Meeting—September 18, 2014**

